Hammond Elementary School

2022-23 Schoolwide Improvement Plan

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Hammond Elementary School

8008 N MOBLEY RD, Odessa, FL 33556

[no web address on file]

Demographics

Principal: Katarina Arterburn

Start Date for this Principal: 6/13/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	23%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (72%) 2018-19: A (69%) 2017-18: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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8008 N MOBLEY RD, Odessa, FL 33556

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	23%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Building bright futures, one student at a time!

Provide the school's vision statement.

We will provide a path for success to every Hammond student.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Norkas, Sheri	Principal	Develops and coordinates educational programs through meetings with staff, reviews of teachers' activities, and issuance of directives. Administers and develops educational programs for students with mental or physical disabilities. Confers with teachers, students, and parents concerning educational and behavioral problems in school. Establishes and maintains relationships with colleges, community organizations, and other schools to coordinate educational services. Requisitions and allocates supplies, equipment, and instructional material as needed. Directs preparation of class schedules, cumulative records, and attendance reports. Walks about school building and property to monitor safety and security. Plans and monitors school budget. Plans for and directs building maintenance. Performs any other duties as assigned. Responsibilities and tasks outlined in this document are not exhaustive and may change as determined by the needs of the district.
Arterburn, Katarina	Assistant Principal	Makes or shares in the making of decisions in a timely manner, using appropriate levels of involvement so that actions may be taken and commitments made by self and others. Acts in accordance with the shared vision and mission of the district and school; cares about the organization's reputation and is aware of the effect his/her decisions make on the organization. Influences the school stakeholders by a variety of means, such as persuasive argument, setting examples, or using expertise; is able to present ideas to others in an open, informative, and nonevaluative manner; is able to write clearly and concisely. Uses data to implement curriculum and instructional supervision; gathers, analyzes and uses data from varied and multiple sources to build relationships, form concepts, and create hypotheses; analyzes alternatives and perspectives when solving a problem or making a decision. Demonstrates readiness to initiate action and takes responsibility for leading and enabling others to improve the circumstances being faced or anticipated. Organizes cooperatively with staff and other stakeholders to design and implement ways to reach the goals and mission of the school.

Name	Position Title	Job Duties and Responsibilities
		Skillfully facilitates others working together effectively; shows concern for diverse perspectives, as well as empathy for other's feelings; is adaptable. Discovers, understands, verbalizes accurately, and responds empathetically to perspectives, thoughts, ideas, and feelings of others. Establishes systematic processes to receive and provide feedback about the progress of work being done. Leads by example, setting goals that encourage self and others to reach higher standards. Holds high and positive expectations for the growth and development of all stakeholders, including self. Understands the effects of his/her behavior and decisions on all stakeholders, both inside and outside the organization. Entrusts routine and non-routine assignments to others, giving them authority and responsibility for accomplishment. Assists with oversight of and responsibility for the school's instructional program and its results. Assists with oversight of and responsibility for the safety and discipline of school's students. Assists with oversight of and responsibility for the school's human resources selections, management, and development. Assists with oversight of and responsibility for the school's business and research efforts. Assists with oversight of and responsibility for the accuracy and timeliness of the school's records and reports. Assists with oversight of and responsibility for the school's administration and operation. Assists with oversight of and responsibility for the school's property and physical plant. Assists with the provision of leadership in the development or revision and implementation of the School Improvement Plan. Performs any other duties as assigned

Demographic Information

Principal start date

Thursday 6/13/2013, Katarina Arterburn

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

676

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	96	110	109	97	144	0	0	0	0	0	0	0	622
Attendance below 90 percent	0	9	5	10	8	14	0	0	0	0	0	0	0	46
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	9	16	0	0	0	0	0	0	0	25
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	0	0	0	9	16	0	0	0	0	0	0	0	25

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 7/20/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	108	107	106	138	100	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	9	5	5	9	3	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	6	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	11	4	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	8	6	7	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	108	107	106	138	100	0	0	0	0	0	0	0	654
Attendance below 90 percent	0	9	5	5	9	3	0	0	0	0	0	0	0	31
One or more suspensions	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	6	7	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	11	4	0	0	0	0	0	0	0	22
Number of students with a substantial reading deficiency	0	0	0	8	6	7	0	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	0	0	0	0	0	0	0	0	1

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	78%	53%	56%				80%	52%	57%
ELA Learning Gains	74%						69%	55%	58%
ELA Lowest 25th Percentile	50%						53%	50%	53%
Math Achievement	80%	50%	50%				82%	54%	63%
Math Learning Gains	81%						64%	57%	62%
Math Lowest 25th Percentile	67%						52%	46%	51%
Science Achievement	73%	59%	59%				84%	50%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	84%	52%	32%	58%	26%
Cohort Comparison		0%				
04	2022					
	2019	80%	55%	25%	58%	22%
Cohort Comparison		-84%				
05	2022					
	2019	80%	54%	26%	56%	24%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	54%	31%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	78%	57%	21%	64%	14%
Cohort Comparison		-85%				
05	2022					
	2019	84%	54%	30%	60%	24%
Cohort Comparison		-78%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	82%	51%	31%	53%	29%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	43	58	36	54	62	58	44				
ELL	65	71	60	56	69	82					
ASN	64			82							
BLK	70			70							
HSP	74	73	53	66	77	74	77				
MUL	92	88		83	75						
WHT	79	74	49	84	83	73	73				
FRL	66	72	52	68	66	60	75				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	39	44		41	38	25	47				
ELL	42			42							
ASN	79			86							
HSP	67	38	18	69	46	45	56				
MUL	79			75							
WHT	82	73	82	80	64	50	78				
FRL	65	65	82	62	61	75	63				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	44	35	46	45	50	67				
ELL	60	55		60	55						
ASN	93			100							
HSP	70	59	40	74	61	55	83				
MUL	74	54		89	77						
WHT	84	74	62	83	62	50	84				
FRL	72	64	52	74	63	52	79				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	74
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	89
Total Points Earned for the Federal Index	592
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	70
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	70
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	85
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In 2022, students scoring a level 3 and above increased in Math and Science across all grade levels. There was a decrease in students scoring a level 3 and above in 3rd and 5th Grade ELA. The most significant drop was in 3rd grade with 4% less students earning a level 3 and above.

ELA
2019 3rd Grade ELA 84
2021 3rd Grade ELA 79 ↓
2022 3rd Grade ELA 75 ↓

2019 4th Grade ELA 80
2021 4th Grade ELA 72 ↓
2022 4th Grade ELA 81 ^

2019 5th Grade ELA 80
2021 5th Grade ELA 78 ↓
2022 5th Grade ELA 76 ↓

MATH
2019 3rd Grade Math 85
2021 3rd Grade Math 77 ↓
2022 3rd Grade Math 80 ^

2019 4th Grade Math 78
2021 4th Grade Math 73 ↓
2022 4th Grade Math 81 ^

2019 5th Grade Math 84
2021 5th Grade Math 78 ↓
2022 5th Grade Math 79 ^

SCIENCE
2019 5th Grade Science 82
2021 5th Grade Science 69 ↓
2022 5th Grade Science 74 ^

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

There was a decrease in students scoring a level 3 and above in 3rd and 5th Grade ELA. The most significant drop was in 3rd grade with 4% less students earning a level 3 and above.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The largest contributing factor to this need to close the learning gap. There was missed instruction do to the Pandemic. Students had increased absences from school related to quarantines. In order to address this need for improvement teachers will be giving pre-requisite assessments to pinpoint and target any gaps in learning. At the start of introducing each new objective, teachers will utilize the district resources to accelerate learning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most significant gains in 2022 were in Math. There were significant increase in students scoring a level 3 and above in all grade levels.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were exposed to more hands on learning in a face to face setting. Teachers focused on acceleration to close gaps created by the pandemic.

What strategies will need to be implemented in order to accelerate learning?

Teachers will need to study the focus standards for upcoming instruction and identify critical prerequsite skills and understand students need to access grade level content.
Teachers will need to determine student understanding of prerequisites based on diagnostic or formative data and consider if gams exist for the whole class or a small group.
If the whole class needs acceleration, then the teacher's plan needs to build scaffolds into upcoming lessons and/or adjust pacing calendar to add additional lessons. If small groups need acceleration, the the teacher will plan differentiated instruction or coordinate to address gaps during Rti (Response to Intervention)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Study Day was dedicated to providing training to teachers learning the new BEST Standards and the Four Principles of Excellent Instruction. Teachers will also meet weekly with their grade level teams to
analyze data, problem solve, and plan differentiated lessons. Every 4-5 weeks the PSLT team will meet with each grade level to provide additional support.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Increased time provided for grade level PLC and monthly PSLT and Rti support. To ensure sustainability of improvement teachers will focus on acceleration verses remediation. Instead of the remediation method that consisted of Plan, Deliver, Monitor, Diagnose, teachers will focus on acceleration which starts with Diagnose, Plan, Deliver, then Monitor
By shifting our focus to diagnosing and preparing students for grade-level instruction prior to a Unit, our Focus Standard Action Plan could be used to "premediate" rather than "remediate." Instead of using data after the fact, we can focus on data to help determine if students are prepared for a Unit or if there is unfinished learning.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Collaborative Planning	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Learning will be maximized for all students through grade level common planning based on BEST standards and the Four Principles of Excellent Instruction.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 80% of Hammond KG-5th grade students will show learning mastery, at grade level or above, as measured by the progress monitoring, FAST, in the areas of math and language arts.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Observation data collected during walk throughs Observations during formal and informal evaluations Grade level data chats Evaluate Student Learning Gains
Person responsible for monitoring outcome:	Sheri Norkas (sheri.norkas@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Training teachers to implement more effective data chats and initiate student led conferences. Setting instructional goals with teachers based on grade level and individual data
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Student achievement will increase through student engagement in rigorous instruction aligned with Florida BEST Standards and the Four Principles of Excellent Instruction. Teachers will be able to more effectively plan through collaboration.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensuring Tier 1 students are enriched appropriately ad Tier 2 & 3 students are provided evidenced based interventions during Rti block. Professional Development needs will be evaluated and provided to teachers during PLC.

Person Responsible   [no one identified]

#2. Positive Culture and Environment specifically relating to Positive Student Environment	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	We will support a positive student environment by cultivation relationships with students through activities that promote social emotional wellbeing, kindness initiatives, and community involvement. These are imperative for student achievement, engagement, and learning gains.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By May 2023, 80% of Hammond KG-5th grade students will show learning growth as measured by the progress monitoring, FAST, in the areas of math, and language arts.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Observation data collected during walk throughs Observations during formal and informal evaluations Grade level data chats Evaluate Student Learning Gains
Person responsible for monitoring outcome:	Sheri Norkas (sheri.norkas@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Training teachers to implement more effective data chats and initiate student led conferences. Setting instructional goals with teachers based on grade level and individual data
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Student achievement will increase through student engagement in rigorous instruction aligned with Florida BEST Standards and the Four Principles of Excellent Instruction. Teachers will be able to more effectively plan through collaboration.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Ensuring Tier 1 students are enriched appropriately ad Tier 2 & 3 students are provided evidenced based interventions during Rti block
Training teachers to implement more effective data chats and initiate student led conferences
Using the PSLT team to provide specific schedule support and meeting with grade level teams every 4 to 5 weeks.
Setting instructional goals with teachers based on grade level and individual data

Person Responsible	[no one identified]

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Hammond builds positive relationships in many ways:
1. PTA - The PTA has monthly meetings, sends out multiple emails through Homerooms mom giving information on upcoming events that either raise money for the school or are fun nights for families. PTA obtains volunteers for the media center, large events and GATI.
2. Teachers - Teachers send weekly emails or letters home to inform parents of current curricular activities, websites that are useful for curricular help and information on upcoming activities. Teacher also send out quarterly progress reports, report cards, information on state testing and meet with parents at least two times per year. Teachers have a curriculum night to inform parents on current state standards and expectations and have an open house to introduce students to themselves and the room before school starts.
3. At the beginning of the year, the school sends out information on school wide policies, vision and mission, school lunches, internet use, volunteer opportunities, holidays, homeroom teachers, bus schedules and daycares. The principal also sends out a monthly newsletter to all homes. The school communicates through a school wide email address, a school wide voice mail and through fliers.
4. Parents are invited to assist in reading groups, reading one-on-one, math groups, field trips, Wolfcub Prowl, GATI, book check-out, bi-yearly celebrations, 5th grade banquets, and any PTA event.

Identify the stakeholders and their role in promoting a positive school culture and environment.

PTA
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Teachers
Teachers send weekly emails or letters home to inform parents of current curricular activities, websites that are useful for curricular help and information on upcoming activities. Teacher also send out quarterly progress reports, report cards, information on state testing and meet with parents at least two times per year. Teachers have a curriculum night to inform parents on current state standards and expectations and have an open house to introduce students to themselves and the room before school starts.
Principal (Administration)
At the beginning of the year, the school sends out information on school wide policies, vision and mission, school lunches, internet use, volunteer opportunities, holidays, homeroom teachers, bus schedules and daycares. The principal also sends out a monthly newsletter to all homes. The school communicates through a school wide email address, a school wide voice mail and through fliers.
Parents
Parents are invited to assist in reading groups, reading one-on-one, math groups, field trips, Wolfcub Prowl, GATI, book check-out, bi-yearly celebrations, 5th grade banquets, and any PTA event.