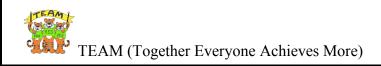
HAMMOND ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN AT A GLANCE 2018 – 2019



HAMMOND ELEMENTARY SCHOOL: VISION AND MISSION

HES Vision: To implement the Maryland Common Core Curriculum for students to be College and Career Ready.

HES Mission: To provide a safe, nurturing learning environment that fosters individual success through academic excellence and appreciation of diversity to ensure lifelong learners.

HCPSS STRATEGIC CALL TO ACTION

LEARNING AND LEADING WITH EQUITY
THE FIERCE URGENCY OF NOW

Vision: Every student and staff member embraces diversity and possesses the skills, knowledge and confidence to positively influence the larger community.

Mission: HCPSS ensures academic success and socioemotional wellbeing for each student in an inclusive and nurturing environment that closes opportunity gaps.

HCPSS OVERARCHING COMMITMENTS

Value- Every HCPSS stakeholder feels happy and rewarded in their roles and takes pride in cultivating the learning community.

Achieve- An individual focus supports every person in reaching milestones for success.

Connect- Students and staff thrive in a safe, nurturing and inclusive culture that embraces diversity.

Empower- Schools, families and the community are mutually invested in student achievement and well-being.

SCHOOL TARGETS AND STRATEGIES

English Language Arts:

By June 2019, the percentage of third through fifth graders scoring 4 or higher on the PARCC Assessment will increase from 51% to 58.1%.

- (1) Instructional staff engage in professional learning on the components of writing instructional practices and apply learning within the instructional block.
- (2) Administrators schedule structured time for teachers to collaboratively plan.
- (3) Teachers engage in purposeful, collaborative planning of daily writing lessons, supported by the Reading Support Teacher (RST).

Mathematics:

By June 2019, the percentage of third through fifth graders scoring 4 or higher on the PARCC Assessment will increase from 56.9% to 61.3%.

- (1) Instructional staff engage in professional learning on identifying, selecting, and implementing high-quality mathematics tasks.
- (2) Instructional staff select, implement, and score high-cognitive demand tasks that provide multiple entry points of student knowledge, through the use of varied tools and representations.
- (3) Administrators schedule structured time for teachers to collaboratively select and implement high-quality tasks from Canvas resources, supported by the Math Support Teacher (MST).