



Hammond Elementary School

SCHOOL IMPROVEMENT PLAN AT A GLANCE 2026-2027

Hammond Elementary School: VISION & MISSION	SCHOOL STRATEGIES, COMMITMENTS, & ACTION STEPS
Vision: Hammond Elementary School staff will implement the Maryland Common Core Curriculum for the students to be College and Career Ready by... • being able to demonstrate independence • understanding others perspectives and cultures • appropriately using STEM (science, technology, engineering, and mathematics) • building strong content knowledge Mission: Hammond Elementary School provides a safe, nurturing learning environment that fosters individual success through academic excellence, and appreciation of diversity, to ensure lifelong learners.	Reading Strategy: Statement of Commitment: We commit to using formative assessment strategies and providing students with focused, specific, timely and actionable feedback during small group instruction so that students will have increased access and proficiency with reading. Action Steps: • Staff engage in professional learning and collaborative planning to enhance formative assessment practices, address student misconceptions, and provide actionable feedback to students. • Teachers use formative assessment during small group (listening to a student read, blending with manipulatives, practicing high frequency words) to provide a timely response and plan for next instructional moves. Mathematics Strategy: Statement of Commitment: We commit to applying effective formative and assessment strategies so that students will receive meaningful feedback and targeted instruction aligned to needs that supports their understanding and mastery of content standards. Action Steps: • Staff engage in professional learning/ collaborative planning to enhance formative assessment practices. • Instructional staff apply formative assessment strategies during classroom activities to provide meaningful feedback, with a focus on: ○ Clarifying and understanding learning intentions and criteria for success ○ Eliciting evidence of student thinking ○ Using flexible grouping ○ Create anchor charts or visuals for success criteria making expectations visible and accessible during tasks ○ Incorporate student self-assessment and reflection using prompts and reflection protocols for students to assess their own understanding, confidence, and next steps before and after tasks. ○ Facilitate peer feedback using sentence starters and norms teaching students how to respectfully critique each other's reasoning using structured tools and protocols. ○ Integrate math identity and mindset work. For example, facilitate student reflection on "Who am I as a math learner?" using journal
HCPSS EQUITY FRAMEWORK	
Belonging: All students, staff, and families experience belonging; and each person's physical, social, and emotional needs are met. Opportunity & Access: All students, staff, and families can access pathways that expose them to high-quality learning experiences. Instructional Excellence: All students and staff are provided with the resources necessary to deliver and experience high-quality instruction. Engaged & Inspired Learners: All students and staff are empowered to shape their teaching and learning experiences.	
HCPSS PRIORITIES	

To be a great school system for all, HCPSS will translate our mission and commitments into strategies and goals that are aligned with these five priority areas.

1. Strengthen Learning & Instruction



2. Cultivate Student Belonging & Well-Being



3. Foster Staff Growth & Engagement



4. Enhance Systemic Planning & Procedures



5. Partner with Families & Community



prompts, self-assessments, or math autobiographies.

Attendance Strategy:

Statement of Commitment:

We commit to fostering an inclusive school culture rooted in healthy relationships and instructional access. When students feel a true sense of belonging, they are more likely to attend consistently and reach their full potential.

Action Steps:

- Monitor and encourage staff to cultivate Belonging, including:
 - Welcoming and greeting students daily
 - Acknowledging that absent students were missed
 - Celebrating attendance and well-being
 - Soliciting student feedback on how to make school more welcoming and engaging
- Soliciting student feedback on how to make school more welcoming and engaging
 - Professional learning about engaging student voice authentically
 - Structures for engaging students in student voice efforts
 - Student Voice Aspirational Chart

Discipline Strategy:

Statement of Commitment: We commit to implementing behavior health supports including data-driven differentiated instruction for all students.

Action Steps:

Utilize the HCPSS Data-Informed Decision Making Protocol to examine the current status of our school's Tier 1 behavioral health supports. What do we want to know? What do we notice based on the data? Where do we want our students to be?

- **Step 1 - Ask, Assess, Analyze:** Use multiple data sources to support the data analysis. Possible sources include:
 - Use the *Barriers to Belonging Survey* data to identify areas of need
 - PBIS Data
 - Discipline Data
 - School Climate Survey
 - Anecdotal Feedback
 - Danielson Domain 2
- **Step 2 - Interpret and Connect** that data analysis to hypothesize
 - Make sense of data patterns observed;
 - Identify student skill and instructional gaps
 - Connect adult practices to student outcomes
 - Identify disproportionalities
- **Step 3 - Plan and Strategize:** what actionable changes will you make to address root causes and support student success. Possible areas of action include:
 - Establishing classroom routines and expectations
 - Restorative practices
 - SEL instruction

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| | <ul style="list-style-type: none">• SST - structures and procedures• School counseling classroom lessons• Differentiated instruction through small group (SEL, problem-solving)• Structures and procedures established school-wide (ex. Safety, behavior, etc.)• Zones of regulation |
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