THE	SCHO		_ADELPHIA				
School-based Pla	nnina T	2021-2022 ool (Phase 1 Root Car	use Analysis and Budg	pet)			
School Grade Span	lining i		00-08	900			
ULCS Code			8770				
Name of School		John	Hancock Demonstration School				
Neighborhood Network			Network 8				
Assistant Superintendent			Charles Connor (Interim)				
ESSA Federal Designation			Non-Designated				
Admission Type			Neighborhood				
District Classification (SGS- celeration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)		School Red	esign Initiative, Demonstration School				
rogrammatic Partners/Initiatives/Interventions Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)			ancing Classrooms Philly, Morrell Park				
Principal Name			William J. Griffin				
-	Years as Principal 13						
Years as Principal at this School			10				
		Planning Team					
Team Member Title		Team Member Name	Organization	Email Address			
Principal		William J. Griffin	John Hancock Elementary School	bgriffin@philasd.org			
Additional Leadership Team Representative		Kim Stokes/Nicole Bourque	Hancock Elementary/LaBrum Middle School	kastokes@philasd.org/ nbourque@philasd.org			
Math Content Specialist/Teacher Leader		Raymond Brittle/Christina Pisa	Hancock Elementary/LaBrum Middle School	rbrettle@philasd. org/capisa@philasd.org			
Literacy Content Specialist/Teacher Leader		Chrinstina Pisa/ Kevin Kell	Hancock Elementary/LaBrum Middle School	capisa@philasd. org/kmkelly@philasd.org			
Science Content Specialist/Teacher Leader		Kristen Rebuck	LaBrum Middle School	krebuck@philasd.org			
School-based Climate Representative		Christina Pisa/ Stacy Schwab	Christina Pisa/ Stacy Schwab Hancock Elementary/LaBrum Middle School				
Parent		Linda Graham	Hancock Parent	grandmomg53@gmail.com			
Community member		Ruth Quigley	Morrell Park Community Member	ruthlessq@verizon.net			
Business partner (other than parent or community me	ember)	Ed Neilson	State Representative	eneilson@pahouse.net			
Student (required for High Schools)		N/A	N/A	N/A			
Planning and Evidence-based Support (PESO) mer	nber	Joshua Culbertson	School Improvement Planning	jculbertson@philasd.org			
Special Education Case Manager		Megan Fiorentino	SPCM	mfiorentino@philasd.org			
Network Attendance Coach		Justin Proctor	School District of Philadelphia	jeproctor@philasd.org			
Network Culture and Climate Coach		Charles Blackwell	School District of Philadelphia	cblackwell@philasd.org			
Grants Compliance Monitor		Marie Levine	School District of Philadelphia	mlevine@philasd.org			
Central Office Talent Partner		Jennifer Supplee	SDP Human Resources	jsupplee@philasd.org			
Network Early Literacy/Literacy Director		N/A	N/A	N/A			
Network Professional Learning Specialist		Samantha Lichtenstein	School District of Philadelphia	slichtenstein@philasd.org			
Prevention and Intervention Liaison		Deilia McLaughlin	School District of Philadelphia	dmclaughlin@philasd.org			
PBIS Coach (if applicable)		Anne McKendry	School District of Philadelphia	amckendry@philasd.org			
Relationships First Coach (if applicable)		N/A	N/A	N/A			
Youth Court Coach (if applicable)		To be determined	School District of Philadelphia	To be determined			
Community School Coordinator (if applicable)		N/A	N/A	N/A			
Multilingual Manager		Heather Mizrachi	School District of Philadelphia	hmizrachi@philasd.org			
EL Point Person		Yi Han Tseng	School District of Philadelphia				
District Culture & Climate Support		Dianna Phelps	School District of Philadelphia	dphelps@philasd.org			
				1			

What is your School's vision (i.e., a picture of the "preferred future"; a statement that describes how the future will look if the district fulfills its mission.)

Vision: Hancock/LaBrum aspires to create productive global minded citizens by providing an inclusive safe student centered learning environment where learners are empowered and held accountable for demonstrating meaningful learning and understanding through inquiry driven project based learning opportunities in a culture of care. Mission: Hancock/LaBrum school fosters productive caring citizens by utilizing inquiry driven, project based learning opportunities through the core values of inquiry, collaboration, investigation, and reflection.

Demographic Data Student Demographic Data (Click for link to data)

John Hancock Demonstration School [8770] 2021-2022 School Plan

	2020	-2021	2019	-2020	2018	-2019	2017	-2018
Student Demographics	#	%	#	%	#	%	#	%
Total Enrollment	713		778		769		742	
Male	375	52.6%	431	55.4%	432	56.2%	400	53.9%
Female	338	47.4%	347	44.6%	337	43.8%	342	46.1%
Black/African American	108	15.1%	111	14.3%	102	13.3%	81	10.9%
Hispanic/Latino	103	14.4%	98	12.6%	99	12.9%	74	10.0%
Asian	47	6.6%	40	5.1%	31	4.0%	23	3.1%
White	419	58.8%	483	62.1%	463	60.2%	466	62.8%
Multi-racial/Other	34	4.8%	45	5.8%	72	9.4%	96	12.9%
American Indian/Alaskan Native	1	0.1%	1	0.1%	2	0.3%	2	0.3%
Native Hawaiian/Other Pacific Isl	1	0.1%						
English Learner	52	7.3%	42	5.4%	41	5.3%	36	4.9%
Special Education	169	23.7%	183	23.5%	195	25.4%	186	25.1%
<u>Empl</u>	oyee De	mograpl	nic Data	(Click fo	r link to	<u>data)</u>		
	2020	-2021	2019	-2020	2018	2017-2018		
Employee Demographics	#	%	#	%	#	%	#	%
Total Employees	130		125		119		117	
Black/African American	16	12.3%	17	13.6%	14	11.8%	18	15.4%
Hispanic/Latino	3	2.3%	4	3.2%	3	2.5%	4	3.4%
Asian/ Pacific Islander	1	0.8%	1	0.8%	2	1.7%	1	0.9%
White	107	82.3%	101	80.8%	98	82.4%	91	77.8%
Multi-racial/Other					2	1.7%	2	1.7%
American Indian/Alaskan Native								
Ethnicity Not Listed	3	2.3%	2	1.6%			1	0.9%

	ADDITIONAL DATA ANALYSIS ELA Assessment Data (Leading Indicators for Board Goals #1-2, and 4) AIMSweb Reading Gr K-5 Data (Click for link to data)											
aimsweb		W	inter 2020-2	21			Fall 2	020-21	_			
Reading	Particip	Particip Tier 1 Tier 2 Tier 3 SGP Particip Tier 1 Tier 2 Tier 3										
ĸ	100.0%	15.7%	18.6%	65.7%	35	94.4%	14.7%	27.9%	57.4%			
1st	98.5%	25.4%	9.0%	65.7%	34	97.1%	25.8%	9.1%	65.2%			
2nd	97.5%	60.8%	13.9%	25.3%	42	93.7%	66.2%	13.5%	20.3%			
3rd	93.1%	64.2%	13.4%	22.4%	41	98.6%	67.1%	10.0%	22.9%			
4th	95.4%	56.6%	13.3%	30.1%	50	92.1%	51.2%	19.5%	29.3%			
5th	100.0%	46.6%	15.1%	38.4%	42	97.3%	57.7%	15.5%	26.8%			
			STA	R Readi	ng Asse	ssment (Click for	link to da	<u>nta)</u>			
			Winter	2020-21					Winter 20	19-2020		
STAR Reading	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	97.4%	41.3%	22.7%	10.7%	25.3%	55	91.7%	46.8%	20.8%	16.9%	15.6%	69
7th	96.3%	53.2%	7.6%	8.9%	30.4%	53	94.5%	35.0%	21.4%	16.5%	27.2%	47
8th	99.0%	27.7%	15.8%	24.8%	31.7%	45	90.4%	22.3%	18.1%	25.5%	34.0%	22

Math Assessment Data (Leading Indicators for Board Goals 3, and 4)

		AIMSwe	<u>eb Math (</u>	<u> Gr K-5 Da</u>	ata (Click	<u>c for link</u>	<u>to data)</u>				
aimsweb		Wi	inter 2020-2	21		Fall 2020-21					
Math	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3		
К	100.0%	44.3%	15.7%	40.0%	59	94.4%	30.9%	20.6%	48.5%		
1st	98.5%	38.8%	3.0%	58.2%	54	97.1%	16.7%	25.8%	57.6%		
2nd	97.5%	55.7%	17.7%	26.6%	38	93.7%	70.3%	10.8%	18.9%		
3rd	93.1%	49.3%	16.4%	34.3%	44	98.6%	54.3%	15.7%	30.0%		
4th	94.3%	58.5%	13.4%	28.0%	49	92.1%	43.9%	19.5%	36.6%		
5th	100.0%	35.6%	21.9%	42.5%	44	95.9%	35.7%	15.7%	48.6%		
			S	TAR Matl	h Assess	ment (Cl	ick for li	nk to data	1)		

			<u> </u>		17100000			int to date	<u>.</u>			
Winter 2020-21						Winter 2019-2020						
STAR Math	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	#% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	97.4%	57.3%	8.0%	6.7%	28.0%	45	84.5%	63.4%	16.9%	8.5%	11.3%	52
7th	96.3%	50.6%	11.4%	17.7%	20.3%	51	90.8%	66.7%	4.0%	18.2%	11.1%	11
8th	99.0%	56.4%	14.9%	11.9%	16.8%	53	89.4%	47.3%	12.9%	21.5%	18.3%	42

	Climate Data											
Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				<u>Suspension Data (Click for link to data)</u>			
Attendance (% of students)	2020-21 YTD	2019-20	2018-19	2017-18	Jan 2021	Jan 2020	March 2020	March 2019	Students with Zero Suspensions (% of students)	2019-20	2018-19	2017-18
95%+ days	75.7%	55.8%	52.0%	51.0%	74.9%	58.4%	55.8%	52.9%	All students	95.8%	96.8%	95.9%
90-95% days	14.3%	27.9%	32.3%	33.6%	14.1%	27.3%	27.9%	33.0%	Black/Afr Amer	92.6%	94.9%	91.8%
85-90% days	3.4%	10.5%	9.5%	9.2%	4.5%	8.7%	10.5%	8.8%	Hispanic/Latino	97.2%	97.3%	96.4%
80-85% days	2.2%	3.2%	2.4%	2.2%	1.9%	3.3%	3.2%	2.4%	Asian	100.0%	100.0%	100.0%
<80% days	4.3%	2.6%	3.7%	4.0%	4.5%	2.3%	2.6%	3.0%	White	96.4%	97.5%	96.6%

	Evidence B	ased Strateg	y #1:	
	MTSS (Focus: Tier I Academics)			
Select Any Applicable Goals	Why Statement	Goal	Statement	Essential Practice
Board Goal 1	Because we have not had the opportunity in the virtual mode to deploy all of the strategies that can help us target lesson plan and differentiation support for our teachers, we have not provided lessons which both challenge some of our high performing students and still serve to remediate for those students who are in need of support.		ts proficient on ELA om 35.7% in August August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
Board Goal 2	Because we have not had the opportunity in the virtual mode to deploy all of the strategies that can help us target lesson plan and differentiation support for our teachers, we have not provided lessons which both challenge some of our high performing students and still serve to remediate for those students who are in need of support.		s proficient on ELA om 32.5% in August August 2026.	EP03: School teams use a collaborative process to analyze a variety of assessment data (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation
	nd practices reflect a focus on determining which students didn't understand the lesson b			ct classroom visits and walkthroughs with a focus on the importance of

Teachers lesson plans and practices reflect a focus on determining which students didh't understand the lesson based on the exit ticket and reteaching that specific skill, while addressing the remediation of students who are missing critical core skills. The district's MtSS process is utilized as part of daily classroom practice, and regular review; student academic achievement and progress monitoring reflects growth thanks to enhanced support from teachers. PLC agendas and artifacts reflect cross-classroom collaboration, and the development of formative assessments aligned to the lesson and standard. Teachers are assigned to coaches, who maintain logs of support with fidelity.

On a daily basis, conduct classroom visits and walkthroughs with a focus on the importance of formative assessments and checks for comprehension, ensuring that each classroom is seen approx. once every 2 weeks. On a weekly basis, MtSS academic team meetings review teacher recommendations, achievement and benchmark data, and climate/behavioral data to ensure students are being recommended for strategies of support which meet their needs. Coaching logs reflect support for teachers in need.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Utilize professional development throughout the year to focus on formative assessments and effectively testing for comprehension. Focus on the development of leadership capacity for Teacher Leaders.	8/23/21	6/30/22	Principal, Asst Principal, School Based Teacher Leader	Teacher Leaders	Y
Conduct professional development with a focus on small group instruction strategies, especially as it will be implemented in a hybrid model in Fall 2021, and the unpacking of the district's SGI strategies and curriculum.	8/23/21	6/30/22	Principal, Asst Principal, School Based Teacher Leader		Y
Teachers development lesson plans and classroom practices which reflect a focus on determining which students didn't understand the lesson based on the exit ticket and reteaching that specific skill, while addressing the remediation of students who are missing critical core skills.	8/30/21	6/30/22	Classroom teachers		N
Conduct MtSS academic team meetings on a weekly basis: utilize teacher recommendations, achievement and benchmark data, climate and behavioral data to ensure students are being recommended for strategies of support which meet their needs.	9/10/21	6/30/22	Asst Principal, School Based Teacher Leader		N
Utilize PLCs as a time for cross-classroom collaboration to review exit tickets and other formative assessments and ensure they are rigorous and aligned to the lesson and standard.	10/1/21	6/30/22	Asst Principal, School Based Teacher Leader	PLC schedule, classroom teachers	N
Conduct classroom visits and walkthroughs on a daily basis (so that each classroom is seen approx. once every 2 weeks), with a focus on the importance of formative assessments and checks for comprehension.	10/1/21	6/30/22	Principal, Asst Principal		N
Assign all teachers to an administrative academic coach/mentor. Provide support to teachers who are in need of additional academic intervention, on an as-needed basis.	10/1/21	6/30/22	School Based Teacher Leader, Principal, Asst Principal		N
For students identified for reading support in academic MtSS, utilize bi-weekly progress monitoring via instructional assessment software (e.g. aimsweb/STAR).	10/1/21	6/30/22	MtSS Teacher, School-Based Teacher Leader or Asst Principals		N
Utilize PLCs and PD as a focused time to review quarterly assessment data and conduct analysis, including the development of action plans.	10/1/21	6/30/22	Asst Principal, School Based Teacher Leader		N
Common Planning Time will be utilized to ensure the development of plans to address class-level areas where more support is needed, either by content, by standard, by concept, or by skill	10/1/21	6/30/22	School Based Teacher Leaders, classroom teachers		N
					-
					+
					+

	Evidence Ba	ased Strategy #2:	
C	ommon Planning Time (Focus: Tier I Academics)		
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice
Board Goal 3	Because our teachers need more support on the Math framework and standards, and have not addressed skill gaps for students, we have seen some grades where the learning gap is being closed but others which still need support. We are not utilizing small group instruction effectively in Math. We are not both focused on mastery and thinking, the idea that you teach the content while reinforcing the skills.	PSSA will grow from 21.5% in August 2019	EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
	Anticipated Outputs (link out to EP Look Fors)		Monitoring/Evaluation

Common Planning Time is held on a regular basis, with a focus on (1) collaborative lesson planning, (2) analysis of data, (3) the MTSS Process, (4) opportunities to share best practices, including the identification of common misconceptions as a core strategy in math instruction, and (5) the effective utilization of common assessments. Lesson plans and classroom practices are focused on the creation of a student toolbox and increased math vocabulary, to help students break down a problem and understand what strategies should be applied to it. Progress monitoring data is used to support the growth of students on a 6-week cycle in identified skills.

Instructional Leadership team meets to review assessment and progress monitoring data on a monthly basis. Classroom visits and walkthroughs are conducted on a daily basis (so that each classroom is seen approx. once every 2 weeks), with look-fors around teachers helping students understand and break down a problem and identifying the strategies needed to solve it, and lesson planning and language around anticipating misconceptions.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit the PLC cycle to ensure it includes a focus on (1) collaborative lesson planning, (2) analysis of data, (3) the MTSS Process, (4) opportunities to share best practices, including the identification of common misconceptions as a core strategy in math instruction, and (5) the effective utilization of common assessments.	8/1/21	8/15/21	Principal, Assistant Principals		N
During start-of-year professional development, address expectations for the Math instructional block: build in time for math fact fluency at the K-3 level, with reinforcement at grades 4 and above. Determine if an online do-now (either through a purchased intervention, or even created internally via Google or another free solution) can provide live-time data to teachers.	8/1/21	8/27/21	Principal, Assistant Principals, School-Based Teacher Leaders		Y
Utilize 2020-2021 (and prior) academic data for students to identify those who are in need of additional math intervention and support. Align to Q1 assessment at start-of- year to determine first flexible groups for students in Math support.	8/23/21	9/30/21	Classroom teachers, with School-Based Teacher Leaders		N
Conduct Professional Development both at start-of-year, and ongoing throughout the academic year, focused on root cause analysis and understanding how to act on data once a root cause is determined. Utilize Wednesday PD, if it is available; otherwise, focus time during PLCs and district-provided, school-led PD time.	8/23/21	6/30/22	Principal, Assistant Principals, School-Based Teacher Leaders		Y
Utilize PLC time and Professional Development to focus on the importance of culturally-responsive teaching, and how to increase the relevance of math lessons and assignments to student's life, ensuring there is a focus on utilizing math vocabulary but also grounding problems in concrete situations which students can understand.	8/23/21	6/30/22	Principal, Assistant Principals, School-Based Teacher Leaders		Y
Utilize PLC time and Professional Development to help teachers understand the importance of developing a student toolbox of strategies which allow them to break down a problem and understand how to solve it.	8/23/21	6/30/22	Principal, Assistant Principals, School-Based Teacher Leaders		Y
Teachers develop lesson plans and classroom practices are focused on the creation of a student toolbox and increased math vocabulary, to help students break down a problem and understand what strategies should be applied to it.	8/30/21	6/30/22	Classroom teachers		N
Utilize model teachers during PLC time and Professional Development, ensuring they impart the strategies that they use to break down a math problem for students. Determine a means for class coverage so that teachers can be released to view their peers in action.	10/1/21	6/30/22	Classroom teachers, with School-Based Teacher Leaders		Y
Conduct classroom visits and walkthroughs on a daily basis (so that each classroom is seen approx. once every 2 weeks), with a focus on helping students understand and break down a problem, and identifying the strategies needed to solve it. Ensure that there is a regular focus on relevance of lesson and language and anticipating misconceptions.	10/1/21	6/30/2022	Principal, Asst Principal		N
For identified teachers, provide coaching and lesson plan support, as needed.	10/1/21	6/30/2022	Principal, Asst Principal, School- Based Teacher Leaders		N
					+
					+

	Evidence Ba	sed Strategy	#3:	
PBI	S - New Schools (Focus: Tier I Climate Framework)			
Select Any Applicable Goals	Why Statement	Goal	Statement	Essential Practice
Additional Goal 1	If we utilize the district's model for Positive Behavior Interventions and Support (PBIS) as a means of productively engaging around students emotional needs, we will welcome students back to school and maintain a high level of attendance.	At least 50% of al school 95% of da	I students will attend ys or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. "This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	If we utilize the district's model for Positive Behavior Interventions and Support (PBIS) as a means of productively engaging around students emotional needs, we will welcome students back to school and be able to address community concerns utilizing a positive model.		udents will have zero pensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. "This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation

All staff, students, and families are familiar with the PBIS initiative, as well as the behavior expectations and flowchart. A schoolwide calendar of incentives (e.g. a plan for monthly school-wide incentives and biweekly grade band incentives) is established. Student Councils at both campuses are utilized to Incorporate student voice/leadership into PBIS program. On a monthly basis, Team Initiated Problem Solving (TIPS) meetings are held, dedicated to analyzing behavior data trends and action plan. Student/family survey data is analyzed to support the implementation of the PBIS Program. The district-appointed PBIS Coach reviews implementation strategies and makes recommendations to the school leadership team.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Establish membership of the PBIS Team: Include seats at the table for family/community members & students and ensure the team is representative of the school community	7/1/21	10/31/21	Deans of Students (K-5 & 6-8)		N
Establish monthly meeting schedules for both general PBIS(incentives) meetings, and TIPS meetings.	7/1/21	9/30/21	Deans of Students (K-5 & 6-8)		N
Utilize start-of-year Professional Development, and PD/CPT throughout the year, to increase staff knowledge of behavior expectations, and usage of behavior expectations language.	8/23/21	6/30/22	Deans of Students (K-5 & 6-8)		Y
Create a school-wide calendar of incentives (e.g. a plan for monthly school-wide incentives and biweekly grade band incentives).	8/23/21	6/30/22	Deans of Students (K-5 & 6-8)		N
Schedule time for PBIS staff training boosters throughout the year (particularly after extended breaks, e.g. Winter and Spring).	11/1/21	6/30/22	Deans of Students (K-5 & 6-8)		Y
Develop strategies to incorporate family & community voice and involvement (e.g. quarterly updates, surveys, etc.) regarding PBIS program.	10/1/21	6/30/22	Deans of Students (K-5 & 6-8)		N
Utilize Student Councils at both campuses to Incorporate student voice/leadership into PBIS program.	11/1/21	6/30/22	Deans of Students (K-5 & 6-8)		N
Ensure there are at least monthly Team Initiated Problem Solving (TIPS) meetings, dedicated to analyzing behavior data trends and action plan.	8/30/21	6/30/22	Deans of Students (K-5 & 6-8), Principal, Assistant Principal		N

	· · · · · · · · · · · · · · · · · · ·			•
	Evidence	Based Strate	gy #4:	
Healing Togetl	ner: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)			
Select Any Applicable Goals	Why Statement	Goal S	itatement	Essential Practice
Additional Goal 1	If we focus on the District's Community Meeting strategy as a means of productively engaging around students emotional needs, we will welcome students back to school and maintain a high level of attendance.	At least 50% of al school 95% of da	I students will attend ys or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. "This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
Additional Goal 2	If we focus on the District's Community Meeting strategy as a means of productively engaging around students emotional needs, we will welcome students back to school and be able to address community concerns utilizing a positive model.	At least 82% of st out-of-school sus	udents will have zero pensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. "This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation

On a daily basis, Community Meetings are held in all classrooms. Staff and students develop a greater rapport via having a forum to address community concerns.

On a regular basis, Counselors conduct drop-ins on Community Meetings, to ensure they are being utilized with fidelity. Teachers provide feedback on a monthly basis, reviewed during administrative leadership meetings, to guide development of additional topics of interest/need.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step
Revisit roster to ensure Community Meetings occur for all grades in the morning (15- minutes Mon-Thurs, and 30-minutes on Friday). Determine if the schedule can be palanced to follow the intervention model at Hancock/LaBrum.	7/1/21	8/15/21	Principal, Assistant Principal	Follow up from District Climate & Culture staff	N
Frain staff in Community Meeting (and its connections to social-emotional learning) during back-to-school Professional Development in August.	8/23/21	8/27/21	Deans of Students (K-5 & 6-8), School- Based Teacher Leaders, Counselors		Y
Create a year-long calendar of Community Meeting topics and responsibilities, in alignment with the Office of School Climate & Culture. Make adjustments during year as needed to reflect school concerns.	8/20/21	9/30/21	Principal, Assistant Principals, Deans of Students (K-5 & 6-8), School-Based Teacher Leaders, Counselors		N
Revisit Community Meeting calendar weekly as a teacher-led initiative, and revise as needed.	8/30/21	6/30/22	Deans of Students (K-5 & 6-8), School- Based Teacher Leaders		N
Jtilize Deans of Students and Assistant Principals for informal check-ins on Community Meetings, to ensure the strategy is being utilized effectively. Make recommendations for support as needed.	8/30/21	6/30/22	Deans of Students (K-5 & 6-8), Assistant Principals		N
ncorporate Student Well-Being Survey on a monthly-basis during Community Meeting as a check-in.	10/1/21	6/30/22	Classroom teachers	District-created Student Well- Being Survey	N
istaff review Student Well-Being Survey data in Tier 1 meeting to inform planning for uture Community Meetings and other Tier 1 Climate programming.	10/15/21	6/30/22	Principal, Assistant Principals, Deans of Students (K-5 & 6-8), School-Based Teacher Leaders, Counselors	District-created Student Well- Being Survey	N
Determine any additional ongoing coaching and support required, either in support of his strategy at a schoolwide level, or for individual classrooms.	11/1/21	6/30/22	Deans of Students (K-5 & 6-8), Assistant Principals, Counselors		N

	Evidence Based Strategy #5:							
Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)								
Select Any Applicable Goals	Why Statement	Goal S	Statement	Essential Practice				
Additional Goal 1	If we utilize the District's attendance intervention initiative, in alignment with our own attendance incentive strategy, we will welcome students back to school and maintain a high level of attendance.	At least 50% of all school 95% of day	l students will attend ys or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. "This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.				
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation				

Anticipated Outputs (link out to EP Look Fors) Students will transition from virtual attendance to hybrid/face-to-face and maintain a high level of regular attendance. Students

with 3+ absences will receive contacts home. Students with 6+ absences will be placed on to a Student Attendance Improvement Plan (SAIP), and those with 10+ absences will receive referrals to truancy court. Students will be encouraged towards regular attendance through incentives which meet the model of the 2021-2022 school year.

Attendance team meets weekly to review attendance trends and make recommendations for intervention and support, as well as potential incentive programs which meet the model of the school year. Student Attendance Improvement Plans are monitored on a monthly basis, with additional referrals or interventions made, as necessary.

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit membership of Attendance Team.	7/1/21	•	Principal, Assistant Principals, Deans of Students, Counselors, Main Office Secretaries		N
Utilize start-of-school Professional Development around effective attendance-taking, attendance incentive initiatives, and policies and procedures around contacting home, dependent upon model for school year (e.g. virtual, hybrid, or fully in-person). Remind teachers about the utilization of Class Dojo, Google Classroom, or Remind 101, as well as calls or emails home, to communicate attendance concerns.	8/20/21	8/30/21	Principal, Assistant Principals, Deans of Students, Counselors, Main Office Secretaries		Y
Revisit attendance incentives on the weekly and monthly level, based on the school model for 2021-2022. Determine which physical incentives and events are viable in the coming school year.	8/23/21	9/30/21	Principal, Assistant Principals, Deans of Students, Counselors, Main Office Secretaries		N
On a daily basis, ensure that absences receive a communication home utilizing Class Dojo, Google Classroom, or Remind 101, as well as calls or emails home.	8/30/21	6/30/22	Classroom teachers		N
On a weekly basis, review attendance data schoolwide and at the individual student level during Student Support Team meetings. Elevate topics to address at academic MtSS and Leadership Team meetings, as needed.	8/30/21	6/30/22	Principal, Assistant Principals, Deans of Students, Counselors, School-Based Teacher Leaders, SPECMs		N
Utilize Parent Town Halls, Title I meetings, Back-to-School Night, SAC meetings, and other parent meetings, to stress the importance of regular school attendance and its direct correlation to academic success in current and future grades.	8/30/21	6/30/22	Principal, Assistant Principals, Deans of Students, Counselors, School-Based Teacher Leaders, SPECMs		N
Students with 3+ unexcused absences receive a letter to the parent/guardian. Classroom teacher is also asked to contact home to find out more details.	9/5/21	6/30/22	Counselors		N
Students with 6+ unexcused absence receive notification to parent/guardian about Student Attendance Improvement Conference (SAIC)	9/12/21	6/30/22	Counselors		N
During the SAIC, a plan for attendance improvement (SAIP) will be laid out to remove barriers to attendance and set goals for the rest of the year.	9/15/21	6/30/22	Counselors	Assistant Principals, Deans of Students, School-Based Teacher Leader, other staff as needed	N
Every 30 days, SAIPs are monitored to determine if interventions have been successful. If changes are required, the plan is amended or modified.	10/1/21	6/30/22	Counselors		N
Students with 10+ unexcused absences receive a truancy court referral if there has not been improvement during 30 days of monitoring.	10/1/21	6/30/22	Counselors		N
					+

				•
	Evidence Ba	sed Strategy	#1:	
	Youth Court (Focus: Tiers II/III Climate)			
Select Any Applicable Goals	Why Statement	Goal	Statement	Essential Practice
Additional Goal 2	If we focus on the District's Youth Court model to address climate concerns, we will welcome students back to school and be able to address disruption using a restorative model which promotes youth voice and engagement.		udents will have zero	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. "This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.
	Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation

Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
(Youth Court approved on 5/12; steps will need to be created in coming weeks)					

John Hancock Demonstration School [8770] 2021-2022 School Plan

_	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 64.3% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 50% students in grades 3- 8 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 55% students in grades 3- 8 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 60% students in grades 3- 8 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 65% students in grades 3- 8 will score at or above grade- level on the District's within-year reading assessment in Q4
ŏŏ	Actual Performance				
- -	Met Target?				
				1	
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 2	At least 54.7% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 40% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q1	At least 45% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q2	At least 50% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q3	At least 55% students in grades K-3 will score at or above grade- level on the District's within-year reading assessment in Q4
ğ	Actual Performance				
—	Met Target?				
					•
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 3	At least 40.6% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 25% students in grades 3- 8 will score at or above grade- level on the District's within-year math assessment in Q1	At least 30% students in grades 3- 8 will score at or above grade- level on the District's within-year math assessment in Q2	At least 35% students in grades 3- 8 will score at or above grade- level on the District's within-year math assessment in Q3	At least 41% students in grades 3- 8 will score at or above grade- level on the District's within-year math assessment in Q4
M N	Actual Performance				
	Met Target?				
				1	
щ.	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
95% ATTENDANCE GOAL	At least 75% of all students will attend school 95% of days or more	At least 82% of all students will attend school 95% of days or more in Q1.	At least 80% of all students will attend school 95% of days or more in Q2.	At least 75% of all students will attend school 95% of days or more in Q3.	At least 72% of all students will attend school 95% of days or more in Q4.
× 8%	Actual Performance				
35	Met Target?				
		·		•	
	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
Z	At least 99% of students will have	At least 99% of students will have	At least 99% of students will have zero out-of-school suspensions in	At least 98% of students will have zero out-of-school suspensions in	At least 98% of students will have zero out-of-school suspensions in
	zero out-of-school suspensions	zero out-of-school suspensions in Q1.	Q2.	Q3.	Q4.
2ERU SUSPENSION	zero out-of-school suspensions Actual Performance				Q4.