

| <b>THE SCHOOL DISTRICT OF PHILADELPHIA<br/>2023-2024<br/>School-based Planning Tool</b> |                         |   |
|---|-------------------------|---|
| <b>School Grade Span</b>  | 00-05                   |   |
| <b>ULCS Code</b>  | 8310                    |   |
| <b>Name of School</b>   | J. Hampton Moore School |   |
| <b>Learning Network</b>   | Network 8               |   |
| <b>Assistant Superintendent</b>   | Shakeera Warthen        |   |
| <b>ESSA Federal Designation</b>   | Non-Designated          |   |
| <b>Admission Type</b>   | Neighborhood            |   |
| <b>Principal Name</b>   | Mr Timothy Glynn        |   |
| <b>Planning Team</b>  |                         |   |
| <b>Team Member Title</b>  | <b>Team Member Name</b> | <b>Organization</b>                         |
| <b>Principal</b>  | Timothy Glynn           | J Hampton Moore School                      |
| <b>Assistant Principal</b>  | Candice Lord            | J Hampton Moore School                      |
| <b>Math Content Specialist/Teacher Leader</b>   | Jennifer Maldonado      | J Hampton Moore School                      |
| <b>Literacy Content Specialist/Teacher Leader</b>                                       | Kim Speed               | J Hampton Moore School                      |
| <b>Literacy Content Specialist/Teacher Leader</b>                                       | Nicole Corkery          | J Hampton Moore School                      |
| <b>School-based Climate Leader</b>  | Thomas Harper           | J Hampton Moore School                      |
| <b>School-based EL Teacher Leader</b>   | Megan Nagle             | J Hampton Moore School                      |
| <b>School-based Special Education Leader</b>  | Kim Duffy               | J Hampton Moore School                      |
| <b>School-based Attendance Designee</b>   | Jennifer Maldonado      | J Hampton Moore School                      |
| <b>Star Champion</b>  | Kim Speed               | J Hampton Moore School                      |
| <b>Technology Teacher Leader</b>  | Janine DeFuria          | J Hampton Moore School                      |
| <b>School-based Equity Leader</b>   | Danielle Potere         | J Hampton Moore School                      |
| <b>Parent</b>   | Sarah Boerner           | J Hampton Moore Home and School Association |
| <b>Community member</b>   | Dan Schafhauser         | OCCDA                                       |
| <b>Planning and Evidence-based Support (PESO) staff</b>                                 | Kanika Watkins          | SDP   |

**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.)  
How is your school's vision focused on advancing equity?**

Moore is dedicated to ensuring a happy, safe and inclusive environment for all students, regardless of race, ethnicity, disability or language barrier in order to continuously improve achievement for all student groups. Moore will provide all K-5 students with a literacy based program, Units of Study for both Reading and Writing. We will provide all K-2 students with Units of Study Phonics. These resources along with our dedicated educators will help to foster a love of learning and strengthen our commitment to close the achievement and progress gap that exists between literacy and math. This can and will be done by implementing high rigorous professional development for teachers in both literacy and math which will result in increased achievement of students scoring proficient/advanced on the PSSA by 10% and an increase of students reading on grade level K-2 by 10%. While striving for achievement we will stay true to our foundational core value of being systemic through the LEAN process. #BeMoore! In order to maintain a laser focus on advancing equity, Moore has a WIN model and an SEL program that specifically targets our most marginalized students both academically, socially, and emotionally. We make data informed decisions to improve our instruction and climate based on current trends in observation, PSSA data, STAR data, Attendance Data, Climate and Culture Data and teacher input forms. We work hard to create a systematic approach to ensuring individualized plans are in place for our most marginalized students.

## PRIORITY AREAS (Essential Practices)

**Use your data overview (and additional evidence as appropriate) to collaboratively rate your school against the 18 Essential Practices. See the User Guide for a description of each rating category.**

| Essential Practices    |   | Rating  | Definition of Rating |  |
|------------------------|---|---|----------------------|--|
| Instruction            | 1 | EP01: Align curriculum, assessments, and instruction to the PA Standards  | Operational          | Instructional materials (e.g., lesson plans, unit plans, performance tasks, assessments, curriculum maps, scope and sequence documents, guides) and assessments for all subjects and grade levels are aligned with the rigor of the PA Standards. A formal process to review alignment is implemented annually.  |
|                        | 2 | EP02 : Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based   | Exemplary            | The schedule includes time for collaboration for general education, special education, and ESL educators and paraprofessionals. Use of collaborative planning time is structured and systematically evaluated to ensure it helps all educators continually align and improve their practice.   |
|                        | 3 | EP03: School teams use a collaborative process to analyze a variety of assessment <i>data</i> (including diagnostic, formative, and summative) in order to monitor student learning and adjust programs and instructional practices | Operational          | A multi-disciplinary team of educators within grade levels and content areas use a systematic, collaborative process to analyze a variety of assessments throughout the school year. Instruction is routinely adjusted based on the analysis.  |
|                        | 4 | EP04: Identify and address individual student learning needs  | Emerging             | Structures, practices, and protocols for using data to identify evidence- based strategies and differentiated instruction to address individual students' academic needs exist but are not consistently used or followed.  |
|                        | 5 | EP05: Provide frequent, timely, and systematic feedback and support on instructional practices  | Operational          | Instructional leaders conduct at least two classroom visits per month – in each classroom – to gauge the quality of instructional practices and provide actionable feedback on the effectiveness of instruction. These data inform the provision of supports for educators, as needed.   |
| Leadership Development | 6 | EP06: Foster a culture of high expectations for success for all students, educators, families, and community members  | Exemplary            | The entire school community is held accountable for ensuring that all students achieve the rigorous outcomes established for them.   |
|                        | 7 | EP07: Collectively shape the vision for continuous improvement of teaching and learning   | Operational          | The school has a defined theory of action or vision along with established goals and interim benchmarks to drive priorities related to improvement efforts. These goals and benchmarks are understood and implemented consistently by most staff. The school's theory of action or vision aligns with the district's vision.   |
|                        | 8 | EP08: Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school   | Exemplary            | School leaders empower staff to assume responsibility for making decisions regarding school operations, school culture, and student achievement. Extensive structures exist for staff to engage in shared decision- making and problem-solving and to build their leadership capacities.   |
|                        | 9 | EP09: Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community   | Operational          | The school leader analyzes and identifies fiscal capital available to the school community throughout the school year, making interim strategic decisions to fund targeted efforts aligned to school- wide goals, considering the needs of all students and staff members. School leaders allocate personnel, resources, and programs based on annual assessment of student needs. |

|                                 |    |   |             |   |
|---------------------------------|----|---|-------------|---|
|                                 | 10 | EP10: Continuously monitor implementation of the school improvement plan and adjust as needed   | Operational | School leaders and staff regularly monitor the goals and strategies of the school improvement plan to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.   |
| Climate                         | 11 | EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically | Exemplary   | The school demonstrates: (1) A shared vision and plan for promoting, enhancing, and sustaining a positive school climate; (2) A comprehensive system to address barriers to learning and teaching and reengage students who have become disengaged; (3) Practices to promote the learning and positive social, emotional, ethical, and civic development of students; and (4) Meaningful and engaging practices, activities, and norms that promote social and civic responsibilities and a commitment to social justice  |
|                                 | 12 | EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports.  | Exemplary   | The schoolwide behavior plan includes:<br><ul style="list-style-type: none"> <li>• 5 or fewer clearly defined, positively-stated expectations;</li> <li>• documented system for teaching behavioral expectations to students on an annual basis;</li> <li>• documented system for rewarding student behavior;</li> <li>• documented system for reporting behavioral violations; and</li> <li>• documented system for collecting, analyzing, and using discipline referral data.</li> </ul> All staff implement the procedures outlined in the schoolwide behavior plan. School leaders monitor implementation using data. |
|                                 | 13 | EP13: Implement a multi-tiered system of supports for academics and behavior  | Emerging    | The school has built an infrastructure that will support effective and efficient service delivery using an MTSS framework.  |
| Family and Community Engagement | 14 | EP14: Implement evidence-based strategies to engage families to support learning  | Operational | Strategies to engage families are evident across the school community. There is some evidence of monitoring and evaluation of implementation and impact of family engagement strategies.  |
|                                 | 15 | EP15: Partner with local businesses, community organizations, and other agencies to meet the needs of the LEA   | Emerging    | The school has a plan for increasing partnerships with local businesses, community organizations, and other agencies but inconsistently follows plan or the plan is not clearly aligned to the needs of the school.   |
| Professional Development        | 16 | EP16: Identify professional learning needs through analysis of a variety of data  | Operational | Professional learning needs are identified using a variety of data (e.g., student achievement and growth data; examination of student work; process data; teacher and leader effectiveness data; perception data from students, staff, and families).   |
|                                 | 17 | EP17: Use multiple professional learning designs to support the learning needs of staff   | Operational | Educators and support staff actively participate in professional learning, most of which is job-embedded and includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom visits, online networks) to support their various learning needs.  |
|                                 | 18 | EP18: Monitor and evaluate the impact of professional learning on staff practices and student learning  | Operational | Professional learning includes some follow-up with feedback and coaching. Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.   |

### Selected Essential Practice

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| <b>Academic Essential Practice #1 (Required)</b> | EP01: Align curriculum, assessments, and instruction to the PA Standards  |
| <b>Climate Essential Practice #2 (Required)</b>  | EP11: Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually, and physically |
| <b>Additional Practice #3 (Optional)</b>         | EP04: Identify and address individual student learning needs  |

## J. Hampton Moore School - Comprehensive Plan: Strategies and Action Steps

| Evidence Based Strategy:   | Math Curriculum   |
|--|---|
| Anticipated Outputs (link out to EP Look Fors)   | Monitoring/Evaluation   |
| <ul style="list-style-type: none"> <li>- Instructional materials and assessments are aligned to the Common Core Standards.</li> <li>- Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.                             <ul style="list-style-type: none"> <li>- IEPs and ELD plans reflect alignment to grade-level standards and curriculum.</li> <li>- The standards-aligned curriculum is delivered with fidelity to all students.</li> </ul> </li> <li>- All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.</li> </ul> | <p>Creating a strategic action plan for implementing the newly adopted Math program (Illustrative Math), Creating a systemic Professional Development Plan for all teachers K-5 using the new program, Creating systems to ensure teachers in all grade bands are maintaining proper pacing as outlined by the School District of Philadelphia, Providing regular feedback during walk through observations creating consistency and norms for the newly adopted Math curriculum. All WIN Champions in both PLC's and coaching support will provide timely training and timely feedback as critical partners creating a seamless open dialogue between WIN Champions and their grade teams.</p> |

| Action Steps  | Anticipated Start Date | Anticipated Completion Date | Lead Person/ Position             | Materials / Resources Needed   | PD Step? |
|---|------------------------|-----------------------------|-----------------------------------|--|----------|
| Align the school's schedule to expectations for Math instructional minutes as stated in the Academic curriculum.  | 3/9/2023               | 9/5/2023                    | Principal                         | Academic curriculum, Master Schedule   | N        |
| Determine members for an Instructional Leadership Team (with at least one member on the MTSS Tier 1 team) with clear roles and responsibilities.  | 7/1/2023               | 8/1/2023                    | Principal                         | ILT overview and protocols with roles and responsibilities   | N        |
| Instructional Leadership Team members participate in training around how to implement PLCs to support teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.   | 7/1/2023               | 8/18/2023                   | Principal                         | PD Calendar  | Y        |
| Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles, with a focus on training teachers to implement core instructional resources for Math.                                       | 8/1/2023               | 8/28/2023                   | Principal, Central Office         | Districtwide PD Calendar   | Y        |
| Develop a system for consistent lesson plan submission and review that include alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level. | 8/1/2023               | 8/28/2023                   | Principal, Assistant Principal    | Lesson plan template, Academic curriculum, Lesson Plans  | N        |
| Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.  | 8/1/2023               | 9/5/2023                    | Principal, Assistant Principal    | School Schedule, Cornerstone, Academic curriculum  | N        |
| Provide training to teachers around how to implement online learning programs in the classroom and how to analyze their data reports  | 8/22/2023              | 10/1/2023                   | WIN Champions                     | PD Calendar, Online Adaptive Intervention Program Consultation   | Y        |
| Teachers will create systems for students to own their own data. Student data ownership will continue throughout the 23-24SY.   | 8/22/23                | 6/14/2024                   | WIN Champions, Classroom Teachers | Teacher Data Trackers, Student Data Trackers, Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas | N        |

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| Teachers will review and adhere to the SDP pacing calendar for the 23-24SY.   | 8/23/2023 | 10/1/2023  | SBTLs, WIN Champions, Teachers          | SDP Planning & Scheduling Calendar  | N |
| SBTLs and Win Leads collaborate with Network and Central Office coaching staff at least quarterly to support implementation of the new math curriculum.   | 8/23/2023 | 6/14/2024  | SBTLs, WIN Leads                        | Researched based program planning guides  | Y |
| SBTLs and Win Leads plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.SBTLs and WIN Leads plan PLCs to support teachers in planning, pacing, and implementation of the new program  | 8/23/2023 | 6/14/2024  | SBTLs, WIN Leads                        | Researched based program planning guides; PLC planning tools                              | N |
| SBTLs and WIN Leads plan PLCs to support teachers in planning, pacing, and implementation of the new program  | 8/23/2023 | 6/14/2024  | SBTLs, WIN Leads                        | Researched based program planning guides; PLC planning tools                              | N |
| Screen all students using Star to identify those who may potentially require interventions in math  | 8/29/2023 | 6/14/2024  | WIN Leads, Classroom Teachers           | Assessment Calendar, Renaissance Star Platform  | N |
| Monitor interventions bi-weekly (SGI, and 1 on 1 pullouts) to ensure that students' needs are being met both in terms of time spent receiving the intervention and quality of the execution of the intervention. Intervention will be tiered so that the greater the instructional need, the more intensive the intervention. | 9/1/23    | 6/14/2024  | WIN Champions, Classroom Teachers, SSAs | MTSS Tier 2/3 Tracker   | N |
| Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.   | 9/5/2023  | 11/16/2023 | Principal, Assistant Principal          | Academic curriculum   | N |
| Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on Math content-specific pedagogy in 8-10 week cycles.   | 9/5/2023  | 6/14/2024  | Principal, Assistant Principal          | Observation schedule, coaching schedule   | N |
| Utilize SDP coaching and feedback model to deliver structured support   | 9/5/2023  | 6/14/2024  | Principal and Assistant Principal       | Look-fors Documents<br>Observation Schedule<br>Observation Protocol Form<br>Coaching Logs | N |
| Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).   | 9/5/2023  | 6/14/2024  | Instructional Leadership Team           | Academic curriculum, lesson plans   | N |
| Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.   | 9/5/2023  | 6/14/2024  | Principal, Assistant Principal          | Observation and feedback schedule, Cornerstone, Academic curriculum                       | N |
| Implement quarterly benchmark assessments to provide teachers, parents, guardians, and students with information about learning progress.   | 9/5/2023  | 6/14/2024  | Teachers                                | Assessment Calendar<br>Star Assessment<br>Star Reports                                    | N |
| Monitor the administration of pre- and post-assessments to students for each curriculum unit in order to (1) determine whether students have mastered pre-requisite skills and (2) to assess student mastery of standards-based objectives  | 9/5/2023  | 6/14/2024  | Instructional Leadership Team           | Pre- and Post-Assessments, Lesson Plans   | N |
| SBTLs and Win Leads plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes.  | 9/5/2023  | 6/14/2024  | SBTLs and WIN Leads                     | PLC Schedule, Student Work  | N |

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|---|-----------|-----------|-----------------------------------|---|---|
| SBTLs and Win Leads plan and facilitate PLCs with a focus on supporting teachers in the areas of content knowledge, student engagement, and culturally and linguistically relevant instructional practices and materials.   | 9/5/2023  | 6/14/2024 | SBTLs and WIN Leads               | Math Curriculum Resources   | N |
| Identify practices to enhance or maximize engagement with standards-aligned grade-level instructional resources for all students, including English Learners and students with IEPs. Create access as opposed to remediation strategies (e.g. appropriate scaffolds). | 9/5/2023  | 6/14/2024 | Instructional Leadership Team     | Math Curriculum Resources   | N |
| Interventions for students will be provided in small groups and individually daily during math blocks and through small group and one-to-one pullouts. (WIN Support K-5).   | 10/1/23   | 6/14/2024 | WIN Champions, Classroom Teachers | Intervention Materials  | N |
| Monitor the progress of Tier III students at least once a month using Star.   | 10/1/23   | 6/14/2024 | WIN Champions, Classroom Teachers | Renaissance Platform Star Access  | N |
| On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.   | 10/1/2023 | 6/14/2024 | SBTLs and WIN Champions           | Observation schedule, lesson plans  | N |
| On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.   | 10/1/2023 | 6/14/2024 | Instructional Leadership Team     | Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas | N |

## J. Hampton Moore School - Comprehensive Plan: Strategies and Action Steps

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| <b>Evidence Based Strategy:</b>  | ELA Curriculum   |
| <b>Anticipated Outputs (link out to EP Look Fors)</b>  | <b>Monitoring/Evaluation</b>   |
| <ul style="list-style-type: none"> <li>- Instructional materials and assessments are aligned to the Common Core Standards.</li> <li>- Lesson plans clearly reference grade-level, standards-aligned curriculum and reflect high expectations for all students.</li> <li>- IEPs and ELD plans reflect alignment to grade-level standards and curriculum.</li> <li>- The standards-aligned curriculum is delivered with fidelity to all students.</li> <li>- All instructional staff have access to curriculum-related materials and the training necessary to use curricular and data resources relating to the learning goals for the school.</li> </ul> | <ul style="list-style-type: none"> <li>- Quarterly, students will be assessed in Reading using the Star assessments.</li> <li>- Annually, the principal will develop a formal observation schedule.</li> <li>- Quarterly, the principal will develop an informal observation schedule.</li> <li>- Weekly, the ILT will review lesson plans.</li> </ul> |

| Action Steps   | Anticipated Start Date | Anticipated Completion Date | Lead Person/ Position          | Materials / Resources Needed  | PD Step? |
|--|------------------------|-----------------------------|--------------------------------|---|----------|
| Align the school's schedule to expectations for ELA instructional minutes as stated in the Academic curriculum.  | 7/9/2023               | 9/5/2023                    | Principal                      | Academic curriculum, Master Schedule                                | N        |
| Develop a system to ensure that all leaders and teachers actively participate in the District's professional learning cycles.  | 8/1/2023               | 8/28/2023                   | Principal                      | Districtwide PD Calendar  | Y        |
| Develop a system for consistent lesson plan submission and review  | 8/1/2023               | 8/28/2023                   | Principal, Assistant Principal | Lesson plan template  | N        |
| Develop an observation and feedback schedule to assess lesson planning and curriculum implementation by using the district's "Impactful Practices" (aka Look Fors) document.                         | 8/1/2023               | 9/5/2023                    | Principal, Assistant Principal | School Schedule, Cornerstone, Academic curriculum                   | N        |
| Conduct an initial round of "Impactful Practices" (aka Look Fors) data collection to determine instructional improvement goals.  | 9/5/2023               | 11/16/2023                  | Principal, Assistant Principal | Academic curriculum   | N        |
| Create coaching caseloads that leverage the content expertise of the instructional leadership team (principal, AP, SBTL, etc.) and are focused on ELA content-specific pedagogy in 8-10 week cycles. | 9/5/2023               | 6/14/2024                   | Principal, Assistant Principal | Observation schedule, coaching schedule                             | N        |
| Review lesson plans for alignment to District curriculum, Academic curriculum, and evidence-based practices for all student groups (ELs, Students with IEP, students performing below grade level).  | 9/5/2023               | 6/14/2024                   | Principal, Assistant Principal | Academic curriculum, lesson plans                                   | N        |
| Throughout the year, implement observation and feedback schedule using the district's "Impactful Practices" (aka Look Fors) document.  | 9/5/2023               | 6/14/2024                   | Principal, Assistant Principal | Observation and feedback schedule, Cornerstone, Academic curriculum | N        |
| Plan and facilitate PLC sessions for teachers to analyze formative and summative student assessment data utilizing Protocols from the Toolkit to monitor progress towards expected student outcomes. | 9/5/2023               | 6/14/2024                   | SBTLs and WIN Champions        | PLC Schedule, Student Work  | N        |
| Plan and facilitate PLC sessions for teachers to develop Tier 1 scaffolds that respond to identified student needs in order to ensure students at all levels can access grade-level content.         | 9/5/2023               | 6/14/2024                   | SBTLs and WIN Champions        | PLC Schedule, Student Work  | N        |



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| Develop and implement a system that uses a variety of data sources to create groups for targeted small group instruction.  | 9/5/2023  | 6/14/2024 | SBTLs and WIN Champions           | Star, Online Adaptive Programs, Student Work, MTSS Meeting Agendas  | N |
| Consistently implement small group instruction to support targeted skill development throughout the school day by utilizing all available resources such as instructional support staff (e.g. SSAs) and school level volunteers (e.g. university partnership). | 9/5/2023  | 6/14/2024 | SBTLs and WIN Champions           | Master Schedule, Lesson Plans   | N |
| On a monthly basis, conduct regular walkthroughs and observations of classrooms, to ensure strong practices are in place and lesson plans are being followed with fidelity.  | 10/1/2023 | 6/14/2024 | SBTLs and WIN Champions           | Observation schedule, lesson plans  | N |
| On a monthly basis, Instructional Leadership Team meets to review observations and walkthroughs, norming around practices, and determining topics for future PD, PLC, and coaching.  | 10/1/2023 | 6/14/2024 | Instructional Leadership Team     | Observation findings, lesson plans, Look-Fors, Professional Development schedule, PLC agendas   | N |
| Collaborate with Network and Central Office coaching staff at least quarterly to support implementation of Academic curriculum.  | 10/1/2023 | 6/14/2024 | SBTLs and WIN Champions           | Meeting schedule  | N |
| Utilize Book Trust library of take-home materials for reading with parents/guardians as expanded opportunities for students in K-3, exposing them to on-grade/on-level materials.  | 10/2/2023 | 6/14/2024 | Principal and Assistant Principal | Book Trust Resources, Student Reading Log   | N |
| Determine teachers who are in need of additional coaching, and provide them with necessary support.  | 10/2/2023 | 6/14/2024 | Principal and Assistant Principal | <ul style="list-style-type: none"> <li>• Look-fors Documents</li> <li>• Observation Schedule</li> <li>• Observation Protocol Form</li> <li>• Coaching Logs</li> </ul> | N |

## J. Hampton Moore School - Comprehensive Plan: Strategies and Action Steps

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|---|---|--|
| <b>Evidence Based Strategy:</b>   | Social-Emotional Learning (Tier I Climate Framework)  |  |
| <b>Anticipated Outputs (link out to EP Look Fors)</b>   | <b>Monitoring/Evaluation</b>  |  |
| <p>EP 13 Look For: The school systematically monitors attendance, dropout rates, and promotion/graduation rates to identify trends.</p> <p>-All school staff are trained in Social-Emotional Learning strategies and techniques. Continue progress and build upon our SEL Champion achievements. Character education prep will continue to grow and be molded to be better aligned to our SEL school wide goals and weekly plans. Community Meetings are held each morning with fidelity. Our Dean will continue to monitor a reduction in Office Disciplinary Referrals, or other minor incidents, and is evident as a result of greater communication and de-escalation strategies being utilized in classrooms and non-instructional spaces. In addition, to really enhance and promote a proactive and sustainable climate here at Moore, we have added a new K-2 counselor who will systematically create a model for K-2 students that truly meets their needs and fosters a safe haven for all students.</p> <p>-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. SEL Champion (Potere) continues to create school wide themes and slides to share/present to the entire school. K-2 Counselor will create a systemic program alongside our SEL Champion to address and foster a proactive approach to improving the social and emotional learning of our students.</p> | <p>-We will hold Day 7 WIN team meetings consisting of the SEL Champion, DEAN Champion, WIN Champions, SPED , ESOL and counselors to ensure all assets and stakeholders are shaking in the same vision and mission to promote a healthy and consistent SEL program where it becomes embedded deep into the roots of our school's cultures. On a bi-weekly basis, classroom walkthroughs feature the Social-Emotional Learning component as a look-for. On a monthly basis, meetings are conducted to discuss schoolwide climate and attendance trends, utilizing district data and observations, aligned to monthly MTSS Tier 1 meetings. Student and family survey data is reviewed, to provide additional insight. Equity Team meets on a monthly basis, developing Professional Development for the school, with a focus on equity, representation in school materials and lessons, and understanding personal narratives.</p> <p>-On a regular basis, Principal and Assistant Principal 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. SEL Lead provides modeling for teachers in need of additional support and coaching. Community Meeting material ensures all students are visible in the images and book recommendations. On a quarterly basis, the SEL team will review attendance, Zero OSS, and Serious Incident data to determine whether we are on-track to meet our EOY Attendance and Zero OSS goals.</p> |  |

| Action Steps   | Anticipated Start Date | Anticipated Completion Date | Lead Person/ Position                | Materials / Resources Needed                     | PD Step? |
|--|------------------------|-----------------------------|--------------------------------------|--|----------|
| School leaders (TBD by the school) participate in the district organized, full-day, in-person School-wide SEL School Leaders Workshop.   | 7/1/2023               | 8/31/2023                   | Principal + Other Designated Leaders | EC pay for staff that are not 12 month employees | Y        |
| Designate an SEL Lead and explicitly define/ document the responsibilities of the SEL Lead. One explicit responsibility is that the SEL Lead must serve on the MTSS Tier 1 team. | 7/1/2023               | 9/30/2023                   | Principal                            | Key Responsibility Document                      | N        |
| All students have Community Meetings rostered into their schedule for at least 90 minutes a week.  | 7/1/2023               | 8/25/2023                   | Roster Chair                         | Schoolwide Schedule                              | N        |
| Form an SEL Team of staff and stakeholders who can support Schoolwide SEL implementation and schedule monthly SEL team meetings for the entire school year.                      | 8/25/2023              | 11/1/2023                   | SEL Champion                         | SEL Team Rolling Agenda, SEL Team Calendar       | N        |

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|---|-----------|-----------|--|---|---|
| Designate a SEL Team member as the Student Well Being Survey point person to coordinate and oversee systems for survey administration, participation monitoring, and survey data analysis.  | 8/25/2023 | 11/1/2023 | SEL Lead                                       | QlikBAM   | N |
| SEL Lead will coordinate with the district SEL Specialists to schedule time for the full SEL Team to participate in training related to foundational SEL learning opportunities.  | 8/25/2023 | 10/1/2023 | SEL Lead                                       | SEL Implementation Resources  | Y |
| Full SEL Team participate in district organized professional development related to foundational SEL learning opportunities.  | 8/25/2023 | 11/1/2023 | SEL Team                                       | SEL Implementation Resources  | Y |
| SEL Lead attends the district-organized Strategic School-Wide SEL Lead Workshops on a monthly basis.  | 9/1/2023  | 6/15/2023 | SEL Lead                                       | SEL Implementation Resources  | Y |
| Schedule staff-facing Community Meeting training for the entire school year.  | 9/1/2023  | 9/30/2023 | SEL Lead                                       | Schoolwide Schedule   | N |
| SEL Lead develops materials and plans to facilitate ongoing professional development experiences for all staff related to both foundational SEL learning opportunities and Community Meetings.  | 9/1/2023  | 5/31/2024 | SEL Lead                                       | SEL Implementation Resources  | N |
| All staff participate in ongoing professional development related to foundational SEL learning opportunities.   | 9/1/2023  | 5/31/2024 | All Staff                                      | SEL Implementation Resources  | Y |
| All staff participate in ongoing professional development related to Community Meetings.  | 9/1/2023  | 5/31/2024 | All Staff                                      | SEL Implementation Resources, Community Meeting Resources                       | Y |
| Student Climate Staff will utilize SEL practices and approaches throughout the school campus (including but not limited to classrooms, hallways, cafeteria, recess, admission and dismissal) as the start of the progressive discipline structure, as an alternative to disciplinary referrals. | 9/1/2023  | 6/14/2024 | Student Climate Staff                          | SEL Implementation Guide, Culture Plan  | N |
| Plan and facilitate Attendance Matters Workshops to educate students and families on attendance policies, the implication of absences on achievement, and equip families with resources and strategies to enable their child to maintain regular school attendance.                             | 9/5/2023  | 6/14/2024 | Principal, Assistant Principal, Counselor      | SDP Attendance and Truancy Protocols, Attendance Matters Resources,             | N |
| Hold daily community meetings in each classroom that teach and reinforce appropriate social skills in different school settings.  | 9/6/2023  | 6/14/2024 | Classroom teachers, Principal / Administration | SEL Implementation Guide, Community Meeting Materials                           | N |
| Coordinate with SEL Lead, Special Education Team and Counselor to strategically and consistently implement SEL content into programming for Special Education students across all school settings.  | 9/6/2023  | 6/14/2024 | SEL Lead, Special Education Team, Counselor    | SEL Implementation Guide, Community Meeting Materials, Climate and Culture Plan | N |

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|   |           |           |                          |  |   |
|---|-----------|-----------|--------------------------|--|---|
| Hold monthly Attendance Team meetings in order to 1) identify and implement tiered attendance supports ( Home Contact, Attendance Letters, Student Family Conferences, Individualized Plans, Truancy Referral) to students not meeting the regular attendance targets and 2) evaluate and refine the supports provided ( actions of teachers, school staff, and attendance team members) based on progress monitoring data. | 10/1/2023 | 6/14/2024 | Attendance Designee      | SIS, Truancy Attendance Reports, Student Family Contact Logs, Truancy Referral Checklist | N |
| SEL Team meets monthly to (1) review Student Well-Being Survey data, (2) support SEL content development, (3) identify ways to enhance instructional support, (4) review whether communications are effective at engaging stakeholders in schoolwide SEL, and (5) take action that will aid in the completion of the action steps below.  | 11/1/2023 | 6/15/2024 | SEL Team                 | QlikBAM, Monthly Data Snapshot   | N |
| Establish communication structures that build trust and will help keep all stakeholders informed, engaged, and excited throughout SEL implementation.   | 11/1/2023 | 1/1/2024  | SEL Team                 | SEL Implementation Resources   | N |
| Collaboratively develop, and subsequently communicate, a shared vision for schoolwide SEL that serves as an inspirational call-to-action and the backbone of SEL planning and implementation.   | 11/1/2023 | 2/1/2024  | SEL Team                 | SEL Implementation Resources   | N |
| Take inventory of past SEL initiatives, current needs, existing resources and explicitly document strengths and gaps.   | 11/1/2023 | 3/1/2024  | SEL Team                 | SEL Implementation Resources   | N |
| Develop a one-year (minimum length) SEL implementation plan featuring S.M.A.R.T.I.E. goals, action steps, and assigned ownership.   | 11/1/2023 | 3/1/2024  | SEL Team                 | SEL Implementation Resources   | N |
| Train the SEL Team is on Caregiver learning through a Train-the-Trainer session.  | 11/1/2023 | 4/1/2024  | District SEL Specialists | SEL Implementation Resources   | Y |
| The SEL Team schedules a meeting for guardians and caregivers that (1) scaffolds learning about SEL and (2) features collaborative student-level SEL goal-setting.  | 11/1/2023 | 4/1/2024  | SEL Team                 | SEL Implementation Resources   | N |
| Complete the Schoolwide SEL Implementation Rubric to consider the school's progress toward full-scale implementation; will complete the Implementation Rubric three times over the course of the school year.   | 11/1/2023 | 5/1/2024  | SEL Team                 | SEL Implementation Rubric  | N |
| Consult SEL Lead when developing the budget for the 24-25 SY; should engage in dialogue to ensure that there are sufficient resources for SEL (materials, professional learning, and staffing).   | 2/1/2024  | 3/31/2024 | Principal                | SEL Implementation Resources   | N |

| GOAL: | Board Goal 1    | (select students) | Goal Statement   | Q1 Target   | Q2 Target   | Q3 Target   | Q4 Target   |
|-------|-----------------|-------------------|--|---|---|---|---|
|       |                 |                   | At least 42% of grade 3-5 students will score proficient/advanced on the ELA PSSA    | At least 20% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 35% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 35% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 42% students in grades 3-5 will score at or above grade-level on the District's within-year reading assessment in Q4 |
|       |                 |                   |  |   |   |   |   |
| GOAL: | Board Goal 2    | (select students) | Goal Statement   | Q1 Target   | Q2 Target   | Q3 Target   | Q4 Target   |
|       |                 |                   | At least 45% of grade 3 students will score proficient/advanced on the ELA PSSA      | At least 25% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1 | At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2 | At least 35% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3 | At least 45% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4 |
|       |                 |                   |  |   |   |   |   |
| GOAL: | Board Goal 3    | (select students) | Goal Statement   | Q1 Target   | Q2 Target   | Q3 Target   | Q4 Target   |
|       |                 |                   | At least 29.0% of grade 3-5 students will score proficient/advanced on the Math PSSA | At least 15% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q1    | At least 25% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q2    | At least 25% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q3    | At least 29.0% students in grades 3-5 will score at or above grade-level on the District's within-year math assessment in Q4  |
|       |                 |                   |  |   |   |   |   |
| GOAL: | 90%+ Attendance | (select students) | Goal Statement   | Q1 Target   | Q2 Target   | Q3 Target   | Q4 Target   |
|       |                 |                   | At least 74% of all students will attend school 90% of days or more                  | At least 84% of all students will attend school 90% of days or more in Q1.  | At least 80% of all students will attend school 90% of days or more in Q2.  | At least 78% of all students will attend school 90% of days or more in Q3.  | At least 74% of all students will attend school 90% of days or more in Q4.  |
|       |                 |                   |  |   |   |   |   |
| GOAL: | Suspension      | (select students) | Goal Statement   | Q1 Target   | Q2 Target   | Q3 Target   | Q4 Target   |
|       |                 |                   | At least 99% of students will have zero out-of-school suspensions                    | At least 99% of students will have zero out-of-school suspensions in Q1.  | At least 99% of students will have zero out-of-school suspensions in Q2.  | At least 99% of students will have zero out-of-school suspensions in Q3.  | At least 99% of students will have zero out-of-school suspensions in Q4.  |
|       |                 |                   |  |   |   |   |   |