



School Land Trust Committee Meeting October 20, 2020

Welcome & Introductions

- Julie Adamic, Principal
- Nicole Menssen, Teacher Rep
- Melissa Heppler, Parent
- Stever Braegger, Parent
- Chris Evans, Parent
- Angie Evans, Parent
- Lindsay Miller, Parent

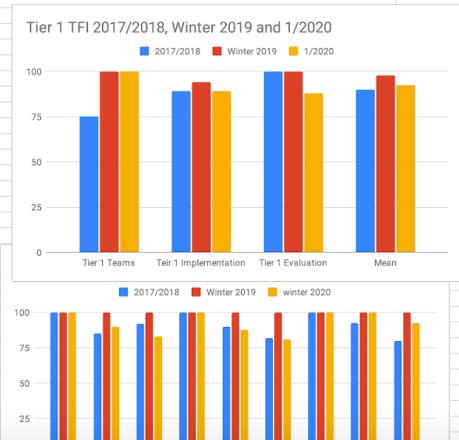
Training Video

<https://www.youtube.com/watch?v=59JiebIXXxA&feature=youtu.be>

Review Documents:

- [MTSS Behavior TFI \(Self Assessment\) Winter 2020](#)

Tier I					
Subscale	Item	2017/2018	Winter 2019	1/2020	What's missing?
Teams	1.1 Team Composition	2	2	2	Composition: Julie/Rocess Aids/ Anderson
	1.2 Team Operating Procedures	2	2	2	Team needs to meet monthly with agenda/defined roles/minutes/action plan
Implementation	1.3 Behavioral Expectations	2	1	2	
	1.4 Teaching Expectations	2	2	1	
	1.5 Problem Behavior Definitions	2	2	2	
	1.6 Discipline Policies	1	2	2	BEP in place as needed, policies in place, use of Educator's Handbook
	1.7 Professional Development	2	2	2	
	1.8 Classroom Procedures	2	2	2	
	1.9 Feedback and Acknowledgment	2	2	2	
	1.10 Faculty Involvement	2	2	2	
	1.11 Student/Family/Community Involvement	1	2	1	Need to implement parent survey and find ways for student input
Evaluation	1.12 Discipline Data	2	2	1	
	1.13 Data-based Decision Making	2	2	2	
	1.14 Fidelity Data	2	2	2	
	1.15 Annual Evaluation	2	2	2	
		27/30	29/30		
		2017/2018	Winter 2019	1/2020	
Tier 1 Teams		75	100	100	
Tier 1 Implementation		89	94	89	
Tier 1 Evaluation		100	100	88	
Mean		90	98	92.33333333	
		2017/2018	Winter 2019	winter 2020	
Expectations Defined		100	100	100	
Expectations Taught		85	100	90	
Ongoing Reward System		92	100	83	
System for Responding to Behavioral Violation		100	100	100	
Using Data for Decision Making		90	100	87.5	
Management		82	100	81	
District or State Level Support		100	100	100	
Mean		92.71428571	100	100	
Stop, Walk & Talk		80	100	92.8875	





- Schoolwide Behavior Data 2019/20 - Educator's handbook

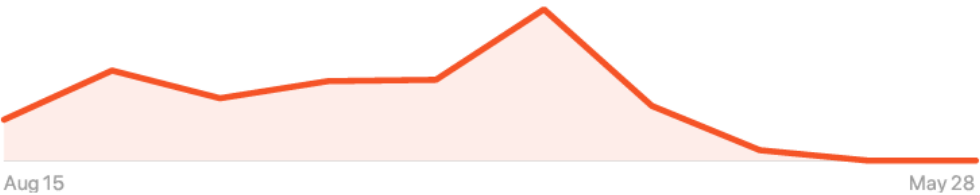
307 MINOR INCIDENTS

Actions

2 of 6

Action	Days	Assignments
Think Time	1.48	 173
Timeout	0.39	 9

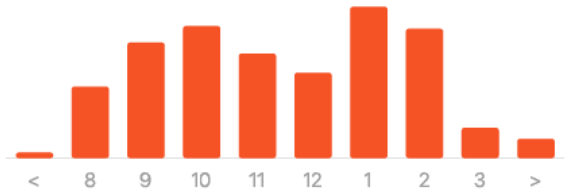
Minor Incidents per School Day



Days



Hours



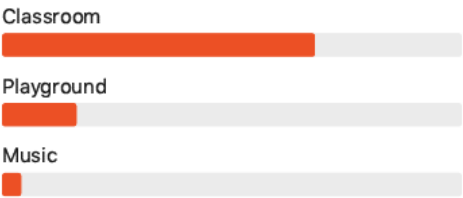
Offenses

3 of 23



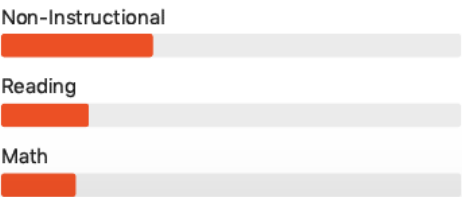
Locations

3 of 13



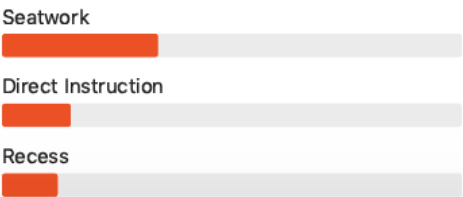
Subjects

3 of 11



Arrangements




3 of 11



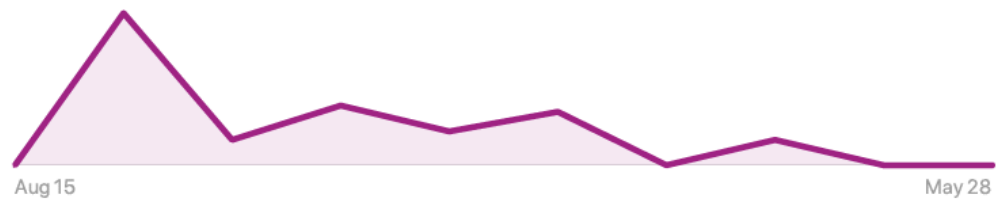
13 OFFICE REFERRALS

Actions

4 of 8

Action	Days	Assignments
Conference with Student/Instruction	0.04	 4
Loss of Privileges	0	 3
Timeout	0.07	 1
In-School Suspension	0.15	 1

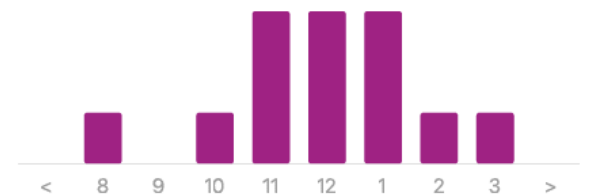
Referrals per School Day



Days

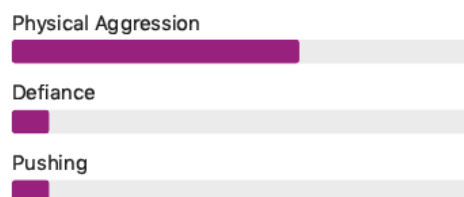


Hours



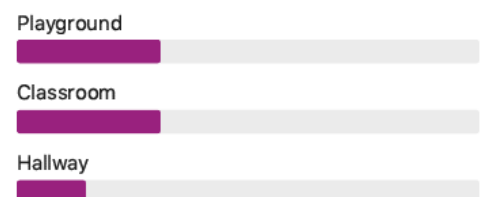
Offenses

3 of 6



Locations

3 of 6



Subjects

3 of 6

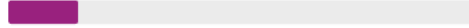
Arrangements

3 of 7

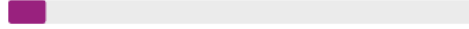
Non-Instructional



Reading



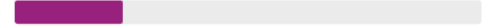
Physical Education



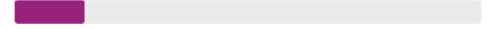
Recess



Transition



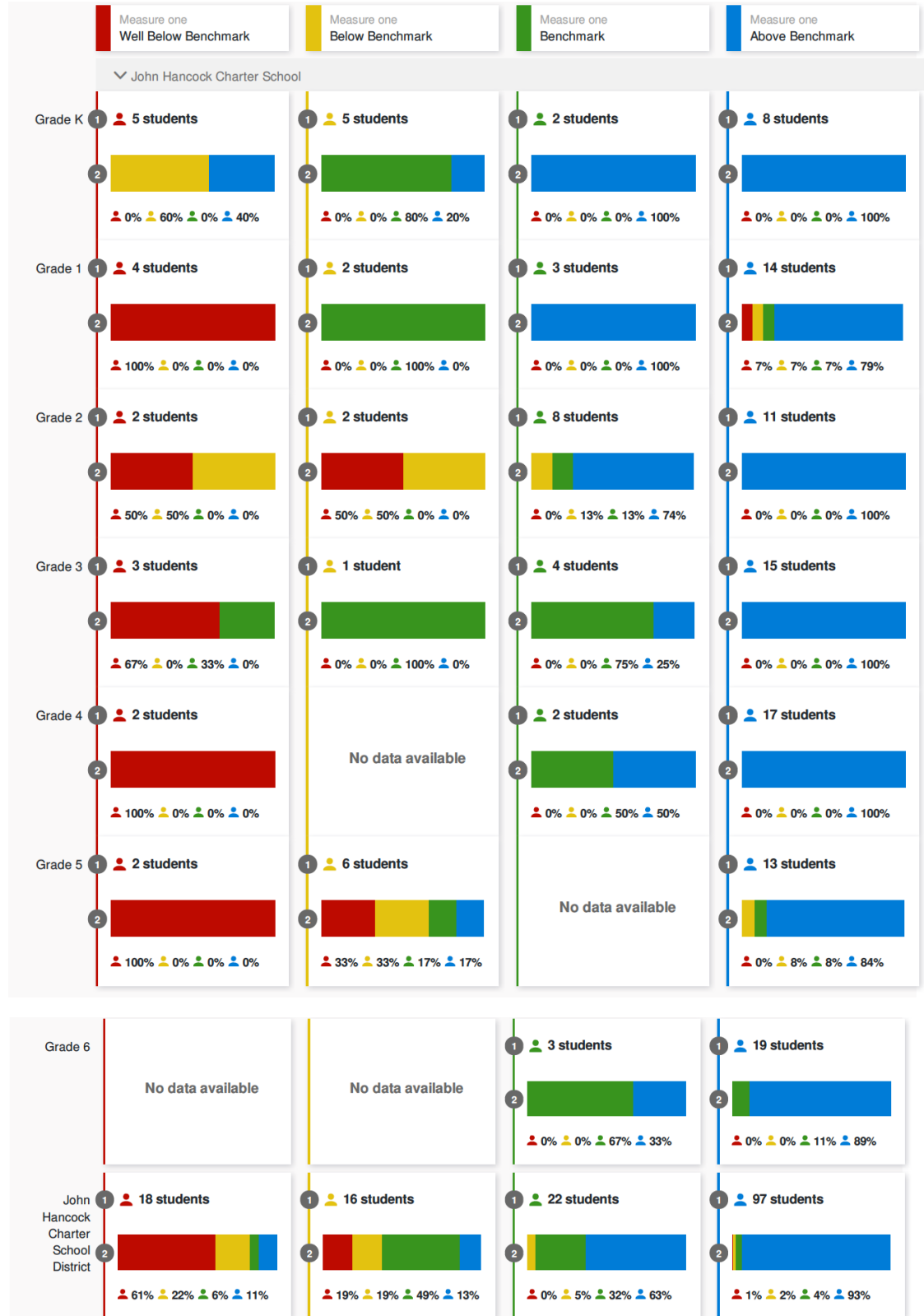
Group



● PBIS Behavior Matrix

	MakerSpace	Classroom	Hallways	Carpool	Bathrooms	Lunchroom	Recess/Lunch	Library	Technology	All Settings
S afety	Use the equipment properly.	I keep hands, feet and objects to myself.	Walk orderly & to the right. KYHFOOTY.	Stay on walkways No playground.	Respect problems, vandalism, horseplay, etc.	Stay with food in the microwave & stay in your seat while eating.	Stay inside the fence.	Library is a quiet place feet on the floor, books on the shelf.	Be on school approved websites and programs.	Keep your hands feet & other objects to yourself.
T ake Responsibility	Clean up	My mind, body & supplies are prepared to learn.	Go directly where you need to be.	Go directly to where you need to be & exit with entire carpool.	Flush and wash.	Exhibit good table manners.	Take care of trash.	Bring books with you to the library, on time and in good condition.	Use only assigned computer, and report problems immediately.	Be responsible for your choices.
A ttitude	Failure leads to success	I am academically engaged & on task.			Do your business and leave quickly.	Use please & thank you.	Congratulate others.	Ready to read.	Do your best. Be engaged and on task.	Remain positive.
R espect	KYHFOOTY	I follow directions the 1st time.	Keep halls clean & quiet.	Follow directions.	Respect the privacy of others.	Follow Directions.	Use equipment correctly.	Follow directions the 1st time.	Maintain personal space. Maintain all computer settings.	Follow the directions the 1st time.
S trive for Excellence	Think big	I live my life with the 8 keys of excellence.	Leave it better than you found it.		Leave it cleaner than you found it.	Leave it cleaner than you found it.	Return others' playground equipment.	Live life with the 8 keys of excellence.	Leave your workspace neat.	Live life with the 8 keys of excellence.

- Academic Data
 - DIBELS BOY - MOY 2019/20



- State End of Level - not available
- NWEA

2020 Fall NWEA Data



Grade Report

Grade K

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	21
Mean RIT	143.9
Standard Deviation	9.3
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	136.6
Students At or Above Norm Grade Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Language Arts: Reading	1	5%	1	5%	4	19%	9	43%	6	29%	142-144-146	9.3



Grade Report

Grade K

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	21
Mean RIT	150
Standard Deviation	10.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	139.6
Students At or Above Norm Grade Level Mean RIT	18

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Math: Math K-12	1	5%	0	0%	5	24%	5	24%	10	48%	148-150-152	10.4



Grade Report

Grade 8

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	5
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	218
Students At or Above Norm Grade Level Mean RIT	*

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading		0	0%	0	0%	3	60%	0	0%	2	40%	*	*



Grade Report

Grade 8

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	5
Mean RIT	*
Standard Deviation	*
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	224.9
Students At or Above Norm Grade Level Mean RIT	*

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		0	0%	0	0%	2	40%	3	60%	0	0%	*	*



Grade Report

Grade 7

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	11
Mean RIT	222.4
Standard Deviation	18.8
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	214.2
Students At or Above Norm Grade Level Mean RIT	9

		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
Overall Performance		count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading		2	18%	0	0%	0	0%	3	27%	6	55%	216-222-228	18.8



Grade Report

Grade 7

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	11
Mean RIT	228.5
Standard Deviation	19.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	220.2
Students At or Above Norm Grade Level Mean RIT	8

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	2	18%	1	9%	0	0%	4	36%	4	36%	223-229-235	19.1



Grade Report

Grade 6

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	24
Mean RIT	213.1
Standard Deviation	16.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	210.2
Students At or Above Norm Grade Level Mean RIT	13

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	4	17%	2	8%	6	25%	7	29%	5	21%	210-213-217	16.7



Grade Report

Grade 6

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	24
Mean RIT	221.7
Standard Deviation	16.6
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	214.7
Students At or Above Norm Grade Level Mean RIT	18

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	3	13%	2	8%	8	33%	3	13%	8	33%	218-222-225	16.6



Grade Report

Grade 5

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	25
Mean RIT	209.8
Standard Deviation	14.8
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	204.5
Students At or Above Norm Grade Level Mean RIT	14

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	3	12%	3	12%	5	20%	6	24%	8	32%	207-210-213	14.8



Grade Report

Grade 5

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	25
Mean RIT	220.2
Standard Deviation	15.9
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	209.1
Students At or Above Norm Grade Level Mean RIT	20

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	1	4%	3	12%	3	12%	6	24%	12	48%	217-220-223	15.9



Grade Report

Grade 4

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	20
Mean RIT	204.5
Standard Deviation	14.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	196.7
Students At or Above Norm Grade Level Mean RIT	16

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	1	5%	2	10%	6	30%	5	25%	6	30%	201-204-208	14.7



Grade Report

Grade 4

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	21
Mean RIT	211
Standard Deviation	12.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	199.5
Students At or Above Norm Grade Level Mean RIT	19

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Math: Math K-12	1	5%	0	0%	4	19%	8	38%	8	38%	208-211-214	12.1



Grade Report

Grade 3

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	26
Mean RIT	195.7
Standard Deviation	14.9
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	186.6
Students At or Above Norm Grade Level Mean RIT	17

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Language Arts: Reading	3	12%	3	12%	4	15%	3	12%	13	50%	193-196-199	14.9



Grade Report

Grade 3

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	26
Mean RIT	199.2
Standard Deviation	14.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	188.5
Students At or Above Norm Grade Level Mean RIT	20

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HIAvg %ile 61-80		HI %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance												
Math: Math K-12	1	4%	4	15%	4	15%	5	19%	12	46%	196-199-202	14.1



Grade Report

Grade 2

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	24
Mean RIT	180.1
Standard Deviation	15.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	172.3
Students At or Above Norm Grade Level Mean RIT	17

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	1	4%	5	21%	3	13%	4	17%	11	46%	177-180-183	15.4



Grade Report

Grade 2

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	24
Mean RIT	183.9
Standard Deviation	13.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	175
Students At or Above Norm Grade Level Mean RIT	17

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	2	8%	5	21%	1	4%	3	13%	13	54%	181-184-187	13.7



Grade Report

Grade 1

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	22
Mean RIT	168
Standard Deviation	13.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	160
Students At or Above Norm Grade Level Mean RIT	19

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	1	5%	2	9%	5	23%	7	32%	7	32%	165-168-171	13.7



Grade Report

Grade 1

Term: Fall 2020-2021
District: John Hancock Charter School
School: John Hancock Charter School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 4 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Students With Valid Growth Test Scores	23
Mean RIT	167
Standard Deviation	12.8
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	155.9
Students At or Above Norm Grade Level Mean RIT	21

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	1	4%	1	4%	5	22%	7	30%	9	39%	164-167-170	12.8

- Teacher Student Success Plan: Due to COVID and the soft closure last year, we were unable to collect the needed data to determine if we accomplished our plan and goals. As a result, we will continue our plan from 2019/20 in this school year.
 - Reading
 - Goal: The percent of students performing on grade level or making typical progress will improve 3% from BOY to EOY.
 - Action Plan:
 - DIBELS progress monitoring will be administered at least 3 times a year to determine benchmark and then identify student progress. Those identified at risk of academic failure will be progress monitored either twice a month or once a month depending on their needs.
 - NWEA will be administered at least 3 times a year to determine benchmark and identify student progress towards the standards.

Those identified at risk may be progress monitored monthly using the NWEA skills assessments.

- Core Phonics Survey will be administered to students identified as needing assistance. This assessment will narrow their areas of deficiencies and provide teachers the necessary information to provide targeted assistance.
- Spalding Writing Road to Reading assessments will be administered weekly to assess the effectiveness of whole group instruction. Core Knowledge Language Arts also have weekly, monthly and quarterly assessments to determine student progress.
- Teacher created assessments and observations will be administered weekly to assess the effectiveness of whole group instruction.
- Lexia assessments/lessons and other online platforms provide teachers ongoing valuable information to determine concepts that either need to be retaught or presented in a different format for student retention.
- Teachers use informal and formative assessments to determine if intervention is needed. These include NWEA, DIBELS, Lexia, KEEP, and guided reading assessments, which are given to determine if students need intervention and what level of Tier 1 small group instruction they need. Tier 1 instruction is provided within the classroom and includes Spalding Writing Road to Reading, Core Knowledge Language Arts (CKLA), and Core Knowledge Sequence.
- Small group instruction is provided for students to deepen understanding of the Tier 1 content during daily ELA rotations and in the afternoons through blended learning platforms. Small group instruction, paired student learning, and independent practice implement these work cycles.
- Using our MTSS plan, teachers collaborate during PLCs to identify students needing additional supports through tier 2. Teachers refer students to tier 2 and 3 and the entire team reviews the data to previously determined cut scores to determine the best placement and interventions for the student. Teachers are provided training on effective practices for implementation, data review, and student support towards meeting goals through our school-wide MTSS plan. Teachers provide additional intervention support as needed. Students who are identified as being below grade level participate in intervention groups with an educational assistant and/or reading coach, special education teachers, and paraprofessionals.

- We will provide all students a 1:1 device ration so they have access to online blended learning platforms which will allow for differentiated instruction based upon their learning needs.

- **Math**

- Goal: The percentage of students in grades 3-6 scoring proficient on state end of level assessments will increase by 2%.
 - Action Plan:
 - We will continue to design instruction and build best teaching practices with the Utah State Mathematics Core in all grades. This will be done grade level by grade level as teachers redesign their curriculum maps each year.
 - We will provide paraeducators to assist teachers in helping struggling students in each grade level as needed.
 - We will provide before, during, and after-school math interventions using online blended learning platforms.
 - NWEA will be administered at least 3 times a year to determine benchmark and identify student progress towards the standards. Those identified at risk may be progress monitored monthly using the NWEA skills assessments.
 - Saxon Math assessments will be administered weekly to assess the effectiveness of whole group instruction.
 - Teacher created assessments and observations will be administered weekly to assess the effectiveness of whole group instruction.
 - Saxon assessments/lessons and other online platforms provide teachers ongoing valuable information to determine concepts that either need to be retaught or presented in a different format for student retention.
 - Teachers use informal and formative assessments to determine if intervention is needed. These include NWEA, iReady, IXL, KEEP, and other teacher-created assessments, which are given to determine if students need intervention and what level of Tier 1 small group instruction they need. Tier 1 instruction is provided within the classroom and includes Saxon Math.
 - Using our MTSS plan, teachers collaborate during PLCs to identify students needing additional supports through tier 2. Teachers refer students to tier 2 and 3 and the entire team reviews the data to previously determined cut scores to determine the best placement and interventions for the student. Teachers are provided training on effective practices for implementation, data review, and student support towards meeting goals through our school-wide MTSS plan. Teachers provide additional intervention support as needed. Students who are identified as being below

grade level participate in intervention groups with an educational assistant and/or reading coach, special education teachers, and paraprofessionals.

- We will provide all students a 1:1 device ration so they have access to online blended learning platforms which will allow for differentiated instruction based upon their learning needs.

- **Gifted and Talented**

- Goal: During the 2020/21 school year, the number of students identified as gifted and talented will increase in math proficiency as measured by the state end of level assessment in grades 3-6th by 2%.

- Action Plan

- We will identify gifted and talented students within the first 3 weeks of school and enroll them in appropriate math classes.
- Create a school-wide science fair for students in the 5th and 6th grades.
- Teachers will continue to develop DOK 3 and 4 types of lessons in math, which will provide deeper-level thinking and problem-solving activities for students.
- Provide National Geographic Bee experience for students who wish to participate.
- Provide Scripps Spelling Bee experience for students who wish to participate.
- Provide a MakerSpace for students to explore and create.
- Using our MTSS plan, teachers collaborate during PLCs to identify students needing challenging educational experiences.

- **Behavior**

- Goal: During the 2020/21 school year, the number of students receiving office referrals, as identified by the school behavior flow chart and referral system, will decrease by 2% from the previous school year.

- Action Plan

- We will implement the school-wide PBIS system including a beginning of year Stop, Walk & Talk assemble, STAR Patriot reward system, Principal 100 Club, and classroom behavior programs.
- We will implement a behavior modification program through the use of Think Time, Check-in / Check-out program, and other behavior interventions as outlined in the school's MTSS Behavior plan.
- We will have explicit instruction on what behaviors are expected in each school setting, i.e. hallways, recess, classroom, lunchroom, library, tech lab, etc.

- **Parental Involvement**

- Goal: In the 2020/21 school year, JHCS teachers and administration will communicate effectively with parents and other patrons at least 2 times a month concerning upcoming school events, school practices, and school procedures.

- Action Plan:

- Utilize One Call Now system to notify parents via email, phone, recording, and/or text of important upcoming events.
- Utilize the school marquee, website, Twitter, Instagram, and Facebook to share information with our parents.
- Teachers will make personal contact with each parent at least 2 times a month regarding their child.
- Teachers will conduct personal summer home visits with each parent regarding their child's upcoming experience in their classroom.
- Update the website regularly as to current events in the school and emergency procedures.

- Emergency Plan

JOHNNY ANNOUNCEMENT CODES

***WALKABOUT** – Leave school to designated location

***CAMP-OUT**- stay in locked classrooms

***RENDEVOUS**- Meet in designated area
Inside
Outside

***PEST CONTROL CHECK**- Bomb threat

SUB CODES

***With equipment**- bring coats and backpacks

***With supplies**- bring survival bag

***Parents will be invited**- parents will be contacted to pick up children

John Hancock Charter School

Emergency Plan

BOMB THREAT/PEST CONTROL

- *Bomb Threat initiated by intercom** “Teachers, we will be having a pest control check”
- * Check your room or area**
- *Report and suspicious packages or signs of forced entry to administration**
- *Do not open any unnecessary lockers, doors or restrooms**
- *Do not operate cell phones or radios around suspected bomb area**
- *On command – evacuate students – under the command** “Teachers we will be having a walkabout.”

LOCK-DOWN/CAMP OUT

- *Lock down initiated by intercom** “Teachers we will be having a camp-out”
- *Calmly have students move away from doors and windows**
- *Open doors for students in hallway or outside**
- *Close and lock doors and windows**
- *Make sure your phone is on and working, stay off the phone until you are given an “all clear”**
- *Account for students, make note of extra students**
- *Supervisor will call**
 - First call-Is there trouble in your room?
 - Second call- Report missing students and extra students
 - Third call- Additional information
- *In an extreme emergency call 911**

LOCK-DOWN/CAMP OUT

EVACUATION

- *Evacuation initiated by intercom
- "Teachers we will be having a rendezvous" or
- "Teachers we will be having a walkabout" Follow specific instructions [refer to "codes"]
- *Close windows and doors
- *Take rolls and emergency kit
- *Exit Classroom safely, use alternate exit if needed
- *Notify supervisor if injured
- *Proceed to designated area
- *Call roll – hold card high
- Green card-all accounted for
- Red card – missing students
- *Keep students in designated area and accounted for [buddy system]
- *Supervisor will contact you if parent check-out will be initiated

EARTHQUAKE

- *Yell "EARTHQUAKE! DROP!"
- *Duck and cover until tremor has ended
- *Check hall for exit possibilities
- *Follow evacuation procedures without further instruction

IN-SCHOOL SHELTERING

- * In-school sheltering initiated by intercom
- "Teachers we will be having a rendezvous" or
- "Teachers we will be having a camp-out" Follow specific instructions [refer to "codes"]
- * Clear students from halls and outside into classrooms
- * Tape doors and windows
- * Call roll, account for your students and others
- * Supervisor will call your room or contact you
- Account for all students
- * Stay off phone and wait for "all clear"

SUPERVISORS

- *Take emergency kit and communication**
- *Move to assigned station**
- *Call into assigned classrooms**
 - First call- Ask if there is trouble
 - Second Call- Ask for accounting children
 - Third Call- Give additional information
- *Wait for command to call-** Follow same procedure as above
- *For critical emergency report immediately!**
- *Command will issue "all clear"**
- *In the event of evacuation, teachers will hold up "red" or "green" cards contact teachers with red cards**
- *Check restrooms**
- * If teacher is missing, proceed with classroom instructions. Secure classroom situation and report missing teacher**
- *Escort walking wounded to first aid station**
- *Notify teachers with command instructions**

In the even of an emergency not requiring evacuation the faculty room will serve as the first aid station. In the even of evacuation a red flag will be posted to designate first aid station.

FIRST RESPONDER

- *Follow class procedures until cover person arrives**
- *Take first responder kit, including flag**
- *Report to first aid station**
- *In the event of an emergency, not requiring an evacuation, faculty room will serve as the first aid station**
- *If students need to be transported, fill out information form. Report transfers to supervisor**
- *Coordinate extra help as needed**

COMMAND

- *Make request for Johnny code over intercom**
- *Contact 911**
- *Deal with intruder**
- *Determine severity/source of problem**
- *Make final decision on course of action**
- *Make final decision on closing school**
- *Coordinate reports from first responder**
- *Coordinate relocation if needed**
- *Coordinate securing of exit doors**
- *Check with supervisors**
 - First call- Trouble?
 - Second call- Accounting of Children
 - Third call- Additional information
- *Communicate with Emergency Personnel**
- *Communicate with media**
- *Coordinate parental call list**
- *Account for all students, teachers, personnel and visitors**

**DO NOT USE CELL PHONES OR RADIOS
NEAR BOMB THREAT AREA!**

PHONE NUMBERS

Emergency.....911

POLICE.....785-3506

PLEASANT GROVE CITY.....785-6148

AM. FORK HOSPITAL.....855-3000

MT. FUEL-QUESTAR.....853-7400

UTAH POWER & LIGHT1-888-221-7070

POISON CONTROL.....1-800-456-7707

RED CROSS.....373-8580