

**THE SCHOOL DISTRICT OF PHILADELPHIA
2021-2022**

School-based Planning Tool (Phase 1 Root Cause Analysis and Budget)

School Grade Span	00-08
ULCS Code	7300
Name of School	Francis Hopkinson School
Neighborhood Network	Network 5
Assistant Superintendent	Ariel Lajara
ESSA Federal Designation	Non-Designated
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	N/A
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	N/A
Principal Name	Margaret Shriver
Years as Principal	7
Years as Principal at this School	7

Planning Team

Team Member Title	Team Member Name	Organization	Email Address
Principal	Margaret Shriver	Francis Hopkinson Elem. School	mshriver@philasd.org
Additional Leadership Team Representative	Robin Williams	Francis Hopkinson Elem. School	rmillhouse@philasd.org
Math Content Specialist/Teacher Leader	Drew Decker	Francis Hopkinson Elem. School	dcdecker@philasd.org
Literacy Content Specialist/Teacher Leader	Marc Cohen	Francis Hopkinson Elem. School	mscohen@philasd.org
Science Content Specialist/Teacher Leader	Marc Cohen	Francis Hopkinson Elem. School	mscohen@philasd.org
School-based Climate Representative	Dawn Weber	Francis Hopkinson Elem. School	dweber@philasd.org
Parent	Veronica Hill	Francis Hopkinson Elem. School	vhill@philasd.org
Community member	Janessa Rivera	Concilio	janessarivera@elconcilio.net
Business partner (other than parent or community member)	N/A	N/A	N/A
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Wyatt Cadley	SDP	wcadley@philasd.org
Special Education Case Manager	Jillian Damiano	Francis Hopkinson	jdamiano@philasd.org
Network Attendance Coach	Kesha Hines	SDP	khines2@philasd.org
Network Culture and Climate Coach	Luis Rosario	SDP	lrosario2@philasd.org
Grants Compliance Monitor	N/A	N/A	N/A
Central Office Talent Partner	Ashley Sobrinski	SDP	asobrinski@philasd.org
Network Early Literacy/Literacy Director	Toni Okarma	SDP	aokarma@philasd.org
Network Professional Learning Specialist	Diana Scott and Caitlin Gravina	SDP	dscott@philasd.org cnelson4@philasd.org
Prevention and Intervention Liaison	Tania Leonard	SDP	tleonard@philasd.org
PBIS Coach (if applicable)	N/A	N/A	N/A
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	N/A	N/A	N/A
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Paul Gerber	SDP	pgerber@philasd.org
EL Point Person	N/A	N/A	N/A
Counselor	Rian Berger	Francis Hopkinson	rberger@philasd.org
Climate Manager	Donald Devore	Francis Hopkinson	ddevore@philasd.org

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.)

MISSION/VISION

Our mission is to ensure that all students achieve academic success within a safe and nurturing environment that respects all cultures. Students are valued by our staff for their individuality and diverse capabilities. Opportunities will be provided to address active and creative minds. Teachers will embrace and use technology to enhance their teaching practices and promote positive student outcomes.

We, the stakeholders of Hopkinson School, envision a school community where all of our students are performing to their full potential academically and socially. Our staff is committed to educating the whole child and providing resources to support each family.

ADDITIONAL DATA ANALYSIS

Review the below data points with members of your planning team. Under each metric, identify the areas of strength and concerns. You should start with the data presented in this sheet, then use the links to dig deeper into grade-level, subgroup, and performance tiers.

**ELA Assessment Data
(Leading Indicators for Board Goals #1-2, and 4)**

AIMSweb Reading Gr K-5 Data (Click for link to data)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	96.7%	15.3%	15.3%	69.5%	30	96.2%	17.6%	11.8%	70.6%
1st	93.7%	12.2%	5.4%	82.4%	30	84.7%	6.9%	5.6%	87.5%
2nd	98.7%	37.8%	18.9%	43.2%	38	89.3%	44.8%	23.9%	31.3%
3rd	94.7%	38.0%	19.7%	42.3%	38	84.6%	45.5%	18.2%	36.4%
4th	97.2%	29.0%	15.9%	55.1%	46	87.7%	25.0%	21.9%	53.1%
5th	95.3%	38.3%	13.6%	48.1%	44	94.0%	32.9%	19.0%	48.1%

STAR Reading Assessment (Click for link to data)

STAR Reading	Winter 2020-21						Winter 2019-2020					
	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP	Particip	At/ Above%	On Watch%	Strat Inter %	Intense Inter %	Avg SGP
6th	93.8%	11.8%	13.2%	25.0%	50.0%	46	91.2%	9.6%	11.4%	16.7%	62.3%	20
7th	86.4%	16.7%	8.8%	18.6%	55.9%	50	93.3%	6.2%	11.3%	17.5%	64.9%	42
8th	95.0%	12.6%	9.5%	14.7%	63.2%	51	100.0%	10.0%	14.4%	25.6%	50.0%	49

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

AIMSweb Math Gr K-5 Data (Click for link to data)

aimsweb Math	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	96.7%	27.1%	16.9%	55.9%	48	94.3%	18.0%	22.0%	60.0%
1st	92.4%	20.5%	11.0%	68.5%	48	87.1%	5.4%	13.5%	81.1%
2nd	98.7%	27.0%	20.3%	52.7%	33	93.3%	45.7%	18.6%	35.7%
3rd	96.0%	33.3%	16.7%	50.0%	35	83.3%	29.2%	30.8%	40.0%
4th	97.2%	21.7%	20.3%	58.0%	40	84.9%	24.2%	17.7%	58.1%
5th	95.3%	23.5%	22.2%	54.3%	42	78.6%	15.2%	15.2%	69.7%

STAR Math Assessment (Click for link to data)

STAR Math	Winter 2020-21						Winter 2019-2020					
	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP	% Particip	At/ Above %	On Watch %	Strat Inter %	Intense Inter %	Avg SGP
6th	90.1%	39.7%	9.6%	11.0%	39.7%	45	85.6%	28.0%	15.0%	19.6%	37.4%	48
7th	83.1%	35.7%	8.2%	17.3%	38.8%	49	92.3%	21.9%	17.7%	13.5%	46.9%	37
8th	90.0%	32.2%	15.6%	20.0%	32.2%	50	92.2%	26.5%	15.7%	22.9%	34.9%	29

Climate Data

Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				Suspension Data (Click for link to data)			
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	48.0%	38.9%	39.9%	36.8%	48.0%	48.8%	38.9%	41.9%	All students	96.6%	96.5%	95.9%
90-95% days	19.0%	32.9%	30.5%	33.6%	19.0%	29.3%	32.9%	30.3%	Black/Afr Amer	95.2%	92.8%	92.5%
85-90% days	9.0%	14.3%	14.2%	13.8%	9.0%	10.3%	14.3%	13.1%	Hispanic/Latino	96.9%	97.6%	97.0%
80-85% days	4.8%	6.1%	6.5%	6.0%	4.8%	5.4%	6.1%	5.9%	Asian	100.0%	100.0%	95.0%
<80% days	19.2%	7.8%	8.9%	9.8%	19.2%	6.2%	7.8%	8.9%	White	97.0%	97.2%	97.9%

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #1:						
Healing Together: Community Meeting (K-8) / Advisory (9-12) (Focus: Tier I Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 43% of students will attend school 95% of days or more.	EP13: Implement a multi-tiered system of supports for academics and behavior			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
Students will report greater levels of belonging, have improved attendance, and foster stronger relationships at school.			Revisit Community Meeting calendar and Student Well-Being Survey Results monthly during Common Planning Time and revise as needed. Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Design master schedule so that each day begins with a 30 minute community meeting.	8/1/2021	8/30/2021	Peggy Shriver (Principal)	Master Schedule	N
	Recruit teachers who effectively lead community meetings this year to share practices (and videos) during summer re-org PD.	4/9/2021	8/23/2021	Robin Williams (Assistant Principal)	Videos of Community Meeting	N
	Staff complete the training module on Community Meeting during the back-to-school reorganization week, approximately 1 hour. Include time for teachers to share practices as well.	8/23/2021	8/30/2021	Robin Williams (Assistant Principal)	Community Meeting Training Module	Y
	Create a quarterly calendar of Community Meeting topics and resources.	8/23/2021	8/30/2021	Peggy Shriver (Principal)	Calendar/ resources provided by the Office of School Climate & Culture	N
	Students take Student-Well Being Survey monthly during morning Advisory.	9/1/2021	6/30/2022	Classroom Teachers	Student-Well Being Survey	N
	Revisit Community Meeting calendar and Student Well-Being Survey Results monthly during Common Planning Time and revise as needed.	9/1/2021	6/30/2022	Peggy Shriver (Principal) and Grade Level Team Leads	CPT Time	N
	Identify teachers who need support with facilitating community meetings and provide direct coaching to these teachers.	10/1/2021	6/30/2022	Peggy Shriver (Principal) and Robin Williams (Assistant Principal)	Observations Note Catcher	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #2:						
Evidence-based Small Group Interventions (Focus: Tiers II/III Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 43% of students will attend school 95% of days or more.	EP13: Implement a multi-tiered system of supports for academics and behavior			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
Students in need of Tier 2 services will demonstrate improved attendance, greater senses of belonging, have fewer behavioral incidents, and feel more connected at school.			Share intervention outcome data with staff regularly, MTSS Team meets bimonthly			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	School leaders and admin team identify evidence based small group interventions as well as timelines for small groups.	8/23/2021	8/31/2021	Rian Berger (Counselor)		N
	Establish SGI referral criteria and procedure (teacher referral process, criteria, student forms that will be completed, how will efficacy be tracked, and implement process for training staff).	8/23/2021	8/31/2021	Rian Berger (Counselor) and MTSS team	MTSS team has identified data sources to identify students for SGI (e.g. ODR, attendance, nomination forms, academic progress, family requests)	N
	Share with staff pre-determined small group topics.	9/1/2021	9/30/2021	Rian Berger (Counselor)	List of topics for small groups	Y
	Share with staff how to identify students and refer them for SGI.	10/1/2021	10/8/2021	Rian Berger (Counselor)		Y
	MTSS Team will match SGI to student needs	10/8/2021	6/30/2022	Rian Berger (Counselor) and MTSS team		N
	Share SGI topic/times/support with families involved	10/16/2021	6/30/2022	Rian Berger (Counselor)	Family letter	Y
	Conduct direct assessments of fidelity of implementation	11/1/2021	6/30/2022	Rian Berger (Counselor) and MTSS team	Direct Assessment	N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #3:						
Relationships First (Focus: Tier II Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 1	After a year out of the school building, we are focusing our efforts on re-establishing our schoolwide expectations, norms, and practices as it relates to behavior and attendance.	At least 43% of students will attend school 95% of days or more.	EP13: Implement a multi-tiered system of supports for academics and behavior			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
Students in need of Tier 2 services will demonstrate improved attendance, greater senses of belonging, have fewer behavioral incidents, and feel more connected at school.			Share intervention outcome data with staff regularly, MTSS Team meets bimonthly			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	School leadership team and MTSS Team attends training on Harm and Healing Circles implementation	8/23/2021	8/31/2021	Luis Rosario-Culture and Climate Coach	Training by SDP	Y
	Establish referral criteria and procedure (referral process, criteria, student forms that will be completed, how will efficacy be tracked, and implement process for training staff).	8/23/2021	8/31/2021	Don Devore (Climate Manager) and MTSS team	MTSS team has identified data sources to identify students for CIRCLES (e.g. ODR, attendance, nomination forms, academic progress, family letter)	N
	Develop a tracking system regarding Harm and Healing Circles including names, incident, session notes, follow-up, next steps	9/1/2021	9/30/2021	Don Devore (Climate Manager) and MTSS team		N
	Share with staff the criteria for Harm and Healing Circles	10/1/2021	10/8/2021	Don Devore (Climate Manager) and Robin Williams (Assistant Principal)		Y
	Share with families the criteria for Harm and Healing Circles	10/8/2021	6/30/2022	Don Devore (Climate Manager) and Robin Williams (Assistant Principal)	Family Letter	N
	Conduct direct assessments of fidelity of implementation	10/16/2021	6/30/2022	Don Devore (Climate Manager) and MTSS team		N

Comprehensive Plan: Strategies and Action Steps						
Evidence Based Strategy #1:						
MTSS (Focus: Tier I Academics)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Board Goal 1	The schoolwide ELA proficiency rate has hovered between 22% and 27% because students are not provided with opportunities to build reading stamina and engage in a productive struggle with grade level text.	At least 31% of grade 3-8 students will score proficient/advanced on the ELA PSSA.	EP13: Implement a multi-tiered system of supports for academics and behavior			
Board Goal 2	3rd grade ELA PSSA proficiency has hovered between 24% and 30% because students struggle with foundational reading skills and teachers do not have a clear understanding around how to incorporate early literacy assessments to inform small group instruction.	At least 28% of grade 3 students will score proficient/advanced on the ELA PSSA.	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 3	The schoolwide Math PSSA proficiency rate has hovered between 13% and 18% because math instruction has not been presented to develop complex core math competencies and build conceptual understanding.	At least 22% of grade 3-8 students will score proficient/advanced on the Math PSSA.	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			
Teachers will improve their instructional skills (questioning, data analytics, lesson planning). Lesson quality, rigor, and alignment will improve. Teachers will have the space to cultivate a growth mindset where they have a network of support and collaboration. Teachers will better address students individual learning needs through their increased instructional capacity.			Assessment data will be analyzed during CPT using SDP data analysis protocols. A schoolwide schedule for progress monitoring & tracking will be updated bi-weekly and monitored by the Schoolwide Leadership Team.			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	Teachers will receive PD at the start of the school year around (1) which assessment reports to utilize for identifying whole group learning needs by content, standard, concept, and skill and (2) adjusting small group instruction based on that data analysis.	8/23/2021	9/30/2021	Drew Decker(SBTL-Math); Marc Cohen (SBTL-Literacy)		Y
	Engage leaders and staff in professional learning to learn the expectations for implementation of MTSS.	8/23/2021	8/30/2021	Rian Berger(Counselor)	Can connect with Network Prevention and Intervention Liasion	Y
	Ensure that all teachers have time to collaborate with the Counselor, ESOL teachers, and special education teachers to ensure that evidence-based strategies are being utilized to reach all learners.	4/29/2021	8/23/2021	Margaret Shriver(Principal)	Master Schedule	N
	District assessments will be administered quarterly to identify class-level instructional needs for Math and Reading.	9/1/2021	6/30/2022	Robin Williams(AP) Margaret Shriver(Principal)	District Academic Universal Screener	N
	Assessment data will be analyzed during CPT to (1) identify students in need of instructional support beyond standard Tier 1 instruction, (2) identify concepts, skills, and content that need to be re-enforced/ re-taught, and (3) match student needs with content needs.	9/1/2021	6/30/2022	Drew Decker(SBTL-Math); Marc Cohen (SBTL-Literacy)	SDP Data Protocols	N
	Teachers will develop lesson plans(whole group and small group) aligned to state standards and reflect/adjust accordingly the learning outcomes where more support is needed, either by content, by standard, by concept, or by skill.	9/1/2021	6/30/2022	Robin Williams(AP) Margaret Shriver(Principal)	Updated lesson plan template	N
	Teachers will receive PD around implementing data-driven small group instruction and subsequently be expected to implement SGI in their classrooms. Small group instruction/blended learning will be (1) driven by data with student grouping being refreshed on a monthly basis, (2) included in all lesson plans, (3) implemented in learning blocks on a daily basis, and (4) tiered so that students with greater instructional needs will receive more intensive interventions.	9/1/2021	9/30/2021	Drew Decker(SBTL-Math); Marc Cohen (SBTL-Literacy)	SGI planning template	Y
	A schoolwide schedule for progress monitoring & tracking will be updated bi-weekly and monitored by the Schoolwide Leadership Team.	9/1/2021	6/30/2022	Robin Williams(AP) Margaret Shriver(Principal)	Trackers	N

Francis Hopkinson School [7300] 2021-2022 School Plan

	Goal Statement	Q1 Target	Q2 Target	Q3 Target	Q4 Target
BOARD GOAL 1	At least 31% of grade 3-8 students will score proficient/advanced on the ELA PSSA	At least 31% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 31% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 31% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 31% students in grades 3-8 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 2	At least 28% of grade 3 students will score proficient/advanced on the ELA PSSA	At least 28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q1	At least 28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q2	At least 28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q3	At least 28% students in grades K-3 will score at or above grade-level on the District's within-year reading assessment in Q4
	Actual Performance				
	Met Target?				
BOARD GOAL 3	At least 22% of grade 3-8 students will score proficient/advanced on the Math PSSA	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q1	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q2	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q3	At least 22% students in grades 3-8 will score at or above grade-level on the District's within-year math assessment in Q4
	Actual Performance				
	Met Target?				
95% ATTENDANCE GOAL	At least 43% of students will attend school 95% of days or more.	At least 43% of all students will attend school 95% of days or more in Q1.	At least 43% of all students will attend school 95% of days or more in Q2.	At least 43% of all students will attend school 95% of days or more in Q3.	At least 43% of all students will attend school 95% of days or more in Q4.
	Actual Performance				
	Met Target?				