

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [X] Magnet [] Choice

Name of Principal Ms. Vanessa Puentes Hernandez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name John Hancock College Preparatory High School
(As it should appear in the official records)

School Mailing Address 4034 West 56th Street
(If address is P.O. Box, also include street address.)

City Chicago State IL Zip Code+4 (9 digits total) 60629-4442

County Illinois (IL)

Telephone (773) 535-2413 Fax (773) 535-2434

Web site/URL https://www.hancockhs.org/ E-mail vpuentes@cps.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr Michael Boraz E-mail mjboraz@cps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name City of Chicago SD 299, Chicago Public Schools Tel. (773) 553-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs Maria Moreno
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 421 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 93 High schools
 - 0 K-12 schools
- 514 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	104	139	243
10	121	142	263
11	108	168	276
12 or higher	102	124	226
Total Students	435	573	1008

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
 - 0.9 % Asian
 - 1.8 % Black or African American
 - 93.2 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 3.4 % White
 - 0.1 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2018	1006
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Cantonese, Arabic, Pilipino

English Language Learners (ELL) in the school: 1 %
9 Total number ELL

7. Students eligible for free/reduced-priced meals: 86 %

Total number students who qualify: 864

8. Students receiving special education services: 2 %

25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>9</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	46
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	93%	93%	92%	91%	89%
High school graduation rate	84%	80%	84%	81%	84%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	200
Enrolled in a 4-year college or university	57%
Enrolled in a community college	33%
Enrolled in career/technical training program	1%
Found employment	3%
Joined the military or other public service	2%
Other	4%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

John Hancock College Prep empowers students through academic and social engagement to create change in their personal lives and in their communities.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Approximately half of the students at Hancock have entered through a citywide application, where students must take an entrance exam in addition to meeting other benchmarks through NWEA scores and grade point averages in core classes, to be eligible for enrollment. Students are then offered seats, based on both students overall exam scores as well as their socioeconomic backgrounds through their current home address. The other half of our student enrollment is through a career to education program that focuses on pre-engineering and pre-law. Eligibility is based on criteria including 7th grade NWEA scores as well as grade point averages in a student's seventh grade core content course. Priority is given to students who live within our attendance boundaries for the career-to-education programs.

PART III - SUMMARY

In the twenty years that John Hancock College Prep High School has served the southwest side of Chicago, we have undergone some major transitions and overcome numerous obstacles to become the thriving school that we are today. Having opened in 1999, we supported students in grade 6-12 in a small facility shared with the park district. A few years later, we moved to a former private high school that was much larger, and now served only students in grades 9-12 as a traditional high school. Once a level three school that was on probation, we applied for a school improvement grant in 2012 to move our school towards academic success. With the support of the University of Chicago's Network for College Success (NCS), Hancock transformed into a level 1 neighborhood high school after receiving the grant. Our district asked us to undergo one more transition in 2015, and we became the newest selective enrollment high school with a career to education program that would prioritize our neighborhood students. We are now a level 1 plus high school, the highest distinction in our district. Our school now has an enrollment of over 1,000 students, continuing to serve mostly a Latino student population (93%) with roughly 86% of students receiving free or reduced meals. Though all of our students must meet a criteria to enter our school, most of our students live within our community, giving us an opportunity to build a strong partnership with key stakeholders.

Much of our success, and the foundation to who we are as a school today, has come from the work we began with our school improvement grant and partners, NCS. We really began to organize as a school and started first with changing the culture of learning among adults. We organized teams, formed professional learning communities, and began to utilize data in a meaningful and authentic way. Our instructional leadership team began collecting data around our targeted instructional area- critical thinking. We also thought about the ways that we support students' social emotional well-being in addition to their academic support. We asked teachers to think about what it meant to be a Hancock student, and implemented behavioral supports that both taught and reinforced the behaviors we expected of our students. We adopted our school motto, The Hancock Way, when we explicitly discussed as a staff what it meant to demonstrate Respect, Integrity and Responsibility. To support student success, we hired an on-track coordinator who helped teachers monitor the progress of our 9th grade students to ensure students were receiving the appropriate support to complete freshmen year successfully. We also identified specific teams to provide support to adults in the building as we adopted restorative approaches to discipline. We created benchmarks around grades, attendance and behavior to create tiers of interventions for all students. With the help of our CARE team and Social and Academic Support (SAS) team, we were proactive about providing interventions and wraparound services when students fall off-track.

Many of these teams exist today and programs exist today. Our senior leadership team meets biweekly to help inform the principal on major decision making, in alignment with the school's continuous improvement work plan. Many of our incentives are built around our "B's or Better" approach, to ensure students maintain a cumulative average above 3.0. Our SAS team continues to consider how we are implementing social-emotional learning standards into our curriculum, supporting the professional development of teachers as we launched Calm Classroom into all of our courses last year. We have also added teams as we continue to refine our curriculum, pushing teachers to think about how they use student data to modify or improve their practice. We have added a Teaching and Learning team that now supports the instructional coaching of every teacher in our building twice per month. Coaches also provide additional support in teacher course teams so that our teachers can develop their comfort with data conversations and make changes that will support student growth.

In addition to academic and personal growth, our vision and mission is grounded in students being engaged in their communities. We encourage and support our students in being advocates for themselves as they navigate these complex yet important years. As a school serving mostly students from marginalized communities, it is important that our students are empowered to be confident individuals if we want them to be successful in being agents of their own identities as young adults. We have an extremely engaged Student Council that works closely with teachers and administration to ensure their high school experience is both rigorous yet rewarding. Our students have organized immigration workshops for families in our community, designed mental health awareness days to offer sessions to students, and they have even been vocal with our district representatives about obtaining a better facility. They are determined and resilient, and our new building is set to open in the Fall of 2021.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Hancock has a program of study that indicates a structured, early college focus for our Selective Enrollment, Pre-Law and Pre-Engineering programs. For the most part, our curriculum is teacher-created; however, there are expectations. Teachers have adapted their instruction to align to standards because of our standards-based grading initiative. Throughout the years since the implementation of Common Core State Standards, departments have worked to vertically align their curriculum to ensure within grades 9/10 and 11/12, students have multiple opportunities to master each target standard. We require teachers to create monthly curriculum maps (both projected and diary) as well as unit/lesson plans. Course teams identify common target standards for each unit and unpack those standards to uncover the necessary skills required to master each standard. These are written into skill statements found in curriculum maps that describe what students will be able to do each month. Maps also contain content statements that reflect what students will know each month. Teachers are required to use our powerful instructional practices of using high level questions with Depth of Knowledge (DOK) as a guide, metacognitive thinking, and writing using claims, evidence, and reasoning to teach their content. These powerful practices will require our students to think critically every day, in every class, which addresses our school-wide focus of productive struggle through critical thinking.

Teachers are required to give an interim assessment each quarter that assesses target standards. Formative assessments occur daily in many forms, and final exams or projects are also encouraged. Course teams engage in lesson study cycles that require looking at student work protocols to inform instruction and data coaches engage course teams in data conversations at least twice a quarter.

1b. Reading/English language arts

The English Department at John Hancock College Preparatory High School is dedicated to broadening students' worldview by creating opportunities for them to have informed, critical ideas and to communicate these ideas with clarity, intentionality, and creativity. Throughout the curriculum, students learn what it means to read and think critically, practice methods of interpretation and research, analyze the formal qualities of text structure, approach texts from various perspectives and critical lenses, and place texts in historical and cultural contexts. Students read a wide range of texts representing the socio-cultural diversity of our world and have access to all types of literacies --written, oral, visual, and digital-- in order to become well-rounded, critical, and thoughtful consumers of information and create a positive impact on their lives and the lives of others.

While doing so, students are exposed to relevant, rigorous, engaging, and innovative curricula throughout their four years at Hancock. The English Curriculum provides a two-year base for students to develop foundational disciplinary skills, English I and English II, then offers a variety of options in the final two years, including Advanced Placement courses and Dual-Enrollment courses through the City Colleges of Chicago.

Ultimately, by the end of their senior year, a Hancock graduate should be able to: create effective, sophisticated, and original pieces of writing for a variety of audiences; analyze and evaluate the literary devices within and the rhetorical structure of a variety of texts; use a collegiate vocabulary and precise academic language to discuss texts; present their ideas using appropriate and thoughtfully-selected evidence in a variety of contexts; independently gather information from multiple credible sources and synthesize for new understanding; be critical consumers of information; be confident about their ability to write, speak, listen, read, and think in situations they may encounter in the academic community and the world; be actively engaged and affect positive change in their multiple worlds: at school, at home, at work, and in their communities; be aware, tolerant, respectful, and understanding of other people; and know their personal contexts and how their critical lens influences their reading of a text.

1c. Mathematics

In collaboration with the administration, curriculum coordinator, and math instructors, Hancock decided to adopt the Interactive Mathematics Program (IMP) curriculum. To help us make this decision, we consulted with other selective-enrollment high schools and programs that have found success in this approach to math teaching and learning. With a strong emphasis on mathematical reasoning, IMP is an integrated curriculum where each unit of study is designed around a real-world problem or overarching theme. Students work in collaboration to solve these problems through continuous cycles of experimentation, questioning, application of math practices, communication of ideas, and reflection. The Common Core State Standards Math (CCSSM) practices are embedded within each unit and spiraled and expanded upon in subsequent units and courses. To support students in their development of mathematical ideas and practices, this curriculum emphasizes the importance of using graphing calculators as an essential technological tool. The sequence of learning that students experience with this curriculum is designed to meet the needs of all learners, while appropriately challenging and preparing them for college-level math work.

The three year IMP sequence of learning differs from a traditional pathway in that students explore algebra, geometry, probability, and statistics each year, rather than focusing on those math practices in only one or two courses. Students exiting middle school who have taken algebra are offered the option to take an exit exam to determine if they are ready for advanced math learning in high school. Successful completion of this assessment places these students directly into the second year of the IMP curriculum thereby accelerating their path and opening up additional opportunities to take higher level math offerings such as Pre-Calculus, Calculus, AP Calculus, or AP Statistics.

Assessments in the Hancock math department are developed by teams of teachers. These assessments are designed to align to the fundamental concepts and practices students explore through the IMP curriculum as well as the types of problems students can expect to encounter on the P/SAT. Opportunities for students to share their progress and understanding in math writing, critical reasoning, and application of math practices are incorporated in both formative and summative assessments. Teachers meet weekly both in course teams and as a department to continually share insights on student progress by examining student work samples and analyzing assessment data. Course teams are supported in this work by an administrator or the curriculum coordinator with the use of protocols to help teachers identify areas of growth connected to target standards.

1d. Science

Students at John Hancock College Prep HS take a core sequence of Physics, Chemistry, and Biology courses all aligned to the Modeling Method of instruction. The central philosophy of this inquiry-based curricular approach is to support students in moving through modeling cycles by following the same path a scientist follows: observation, prediction, experimentation, and open discussion. Additionally, students begin applying their mathematical skills to authentic scientific problems. AP Physics, AP Chemistry, AP Biology, AP Environmental Science, and AP Psychology, as well as EPICS (Engineering Projects in Community Service) and Forensics offer upperclassmen exposure to diverse rigorous curricula in preparation for college and post-secondary pursuits. Our hope is that students' growing curiosity about our natural world and the scientific practices they have acquired through these courses and experiences will lead them to explore scientific research and engineering opportunities beyond high school.

As with other departments at Hancock, teachers work in teams to design learning experiences and assessments. Weekly course team and department meetings, supported by an administrator or the curriculum coordinator, provide routine opportunities for teachers to examine student work samples and assessment data in order to continually refine instruction to meet the needs of students. Each assessment is carefully aligned to the three dimensions of the Next Generation Science Standards (NGSS) to allow students to demonstrate their understandings of the disciplinary core ideas under investigation, the science practices essential to make sense of their findings, and cross cutting concepts to help students make connections across all domains of science.

The John Hancock Social Science Department endeavors to inspire and motivate the personal, academic, and civic development of its students. We promote the process of learning, where students critically examine issues, evaluate multiple points-of-view, and produce perspectives on a variety of issues both past and present. This results in the ability to solve problems, make informed decisions, and engage in productive struggle.

Curriculum aims to promote an understanding of diverse cultures, values, and systems; from this, students will gain awareness of their own values, as well as those of others. Because of this, these teachers are working with CPS teaching and learning department to implement elements of the curriculum equity initiative. This department is industrious, collegial, with high expectations for all. Part of this mission is for our students to carry these lessons beyond the classroom as they fully participate in our democracy. This is why all of our students take either Civics or AP US Government and Politics. Through these courses, students engage in a service oriented project that enables them to experience real world situations where civic engagement is essential to a community's success.

Students are provided with a wide array of course offerings including AP and honors classes, as well as semester courses that mirror the college experience. This department seeks to foster a love of learning through enthusiasm for the social studies disciplines, use of a variety of instructional strategies, and the dynamic of individual personalities committed to a set of shared goals.

1f. For secondary schools:

John Hancock College Preparatory Highschool's (JHCP) pedagogical practices reinforce rigorous college and career readiness expectations in its instructional curriculum and academic program offerings. JHCP aims to cultivate student pathways to self-sufficiency with equitable access to work-based learning and real-world experiences from postsecondary readiness blended internship program partnerships such as Jumpstart to Jobs Early College Certificate Program, Urban Alliance, Genesys Works, Chicago Builds, Advanced Arts to Chicago Police and Fire Fighter Training Program partnerships, etc. Rigorous college readiness standards are emulated through our college preparatory courses such as our Advanced Placement Capstone Program, close to twenty AP courses and four onsite dual college credit classes besides dual college enrollment opportunities offerings across grade levels. JHCP also hosts two Career to Education Programs that support honing in students career readiness soft skills with our Law and Engineering programs. These wide varieties of courses and programs offered at JHCP are designed to enhance students' critical, analytical thinking, and reasoning. Beyond fostering early college and career awareness, these array of programs and course opportunities prepare our students to become future ready self-learners that are self-starters as they pursue their postsecondary endeavors. Over 75% of JHCP students graduate annually with an early college and career distinction and over 80% of seniors enroll in college/military/vocational training programs the Fall after graduating high school.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

To start, Hancock has a Pre-Law and a Pre-Engineering program. Pre-law is designed to introduce students to and prepare them for careers in law and public safety such as police officers, lawyers, court reporters, firefighters, and detectives. Pre-Law is a four-year honors program that equips students with the knowledge and skills needed for success in life and education after high school graduation. Students develop critical thinking skills, learn debate techniques, self-advocacy, and awareness of contemporary issues. Hancock has a dedicated modern courtroom where students partake in mock trials. Students have the opportunity to participate in exciting internships, downtown, and throughout the surrounding community. There is a strong focus on experiential learning that allows students to visit courthouses and law firms, and listen to guest speakers.

Pre-engineering strives to empower students to develop and apply in-demand, transportable skills by exploring real-world challenges as well as to increase the quantity of scientists, technology experts, engineers, mathematicians, healthcare providers, and researchers. There are four courses, each with a

specific goal. Students start by digging deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product. Then they explore a broad range of engineering topics including mechanisms, strength of structure and materials, and automation. Next, students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry. Finally, students learn important aspects of building and site design and development, and then apply what they know to design large scale projects.

Our fine arts program includes theatre arts, visual arts and musical arts. Students have a wide variety of choices to facilitate their creative energies. We ensure that students are able to showcase their abilities in frequent concerts, competitions and shows as well as in advanced placement classes and programs such as Gallery 37. Hancock Arts was a main focus in planning for our new building and we look forward to what opportunities the new facility will bring.

Physical education begins with a traditional curriculum with health and driver's education included. Our upperclassmen are able to hone their skills through strength and conditioning and fitness and wellness classes. Students also have the option to engage in an anatomy and physiology class.

We are proud to offer four years of both French and Spanish with two tracks of Spanish. For example, a student learning Spanish for the first time is placed in a different track than a student who is a heritage speaker. Teachers use the target language the vast majority of the time, starting from the very beginning. We have a large percentage of students who earn the Seal of Biliteracy, which is a metric we are especially proud of.

All of these classes engage in the same lesson study cycle with research, data, and teacher observations mentioned above with core classes. Teachers collaborate on the creation of and implementation of common assessments when possible. One of the best things about Hancock curriculum is the wide array of choices, including nineteen Advanced Placement classes and four Dual Credit classes. Because of this, many courses are only taught by one person. In these cases, instructional coaches work as thought partners to ensure fidelity with instructional planning and data cycles.

3. Academic Supports:

3a. Students performing below grade level

Hancock offers a variety of support for students who are struggling to achieve academically. Eleven years ago, Hancock became one of the first schools in the city to devote resources to improving the freshmen on-track rate. A fully-released On-Track Coordinator position was created by the administration, and the school worked in partnership with the University of Chicago's Network for College Success to create systems and structures to support not only struggling 9th graders but students across all four grade levels. Since beginning that work in 2008, our on-track to graduate rate has improved from 57% to 99%.

As part of her role, the On-Track Coordinator pulls academic, attendance, and behavior data every week and uses a variety of methods to track students who are currently off track or at risk of falling off track. Interventions are then implemented, tracked, and modified through a variety of teams including our grade level teams, Social and Academic Supports Team and our CARE team. These teams are comprised of teachers, counselors, administration, our dean, our Youth Intervention Specialist and community partners.

Five years ago, we also adopted a new bell schedule, which allowed students 80 minutes of free and flexible time every other day through a program called Academic Lab. This time can be used to meet in study groups, attend teacher office hours, make up assessments or simply to work on homework. Students who are performing well in all of their classes can use this time however they see fit. Students who are struggling, however, are required to attend office hours with targeted teachers to receive additional help. A tracker is created every Monday using the current grade pull data to identify students in need of additional support, and then both students and staff receive notification about which students need support and where they should go during Academic Lab that day. Finally, this year we created a Structured Academic Lab

program for 9th graders who were at risk of falling off track. The program consisted of five mandatory sessions that focused on developing students' non-cognitive skills. Every student left that program with an increased GPA.

3b. Students performing above grade level

As a selective enrollment high school, Hancock's curriculum is designed to support the needs of accelerated students. We offer nineteen Advanced Placement classes across every content area including the AP Capstone program. We are fortunate to be located in close proximity to one of the City Colleges of Chicago and offer both Dual Credit and Dual Enrollment courses in English, Spanish, French, Math, Computer Science, and Law. Over 400 of our students are enrolled in an Advanced Placement course, and last year, 77.1% of our seniors graduated with an early college credential.

To prepare students for the rigor of these courses, we offer an AP Bootcamp each summer which focuses on the non-cognitive skills students will need to experience success in a specific content area. All of our AP teachers are also members of an AP Cohort where they participate in monthly professional development sessions with our Curriculum Coordinator to set goals around their data and share best practices.

3c. Special education

The Special education team consists of three special education teachers, four SECAS, a part time social worker and school psychologist. The team convenes weekly to review student data and provide supports in real time to meet the needs of the diverse learners. For example, a nonverbal 9th grader, who tested in the 90%, was not engaged in any course work and didn't communicate. Within the first week of school, the team met with the family to understand the student's needs and determined that assistive technology would allow the student to communicate. The student is now active in classes and uses his computer to communicate effectively.

Diverse learners are enrolled in classes with the support of a special education and a general education teacher. Teachers collaborate weekly to tailor instruction for students with unique problems. Teachers have determined that the biggest academic hurdle for students with disabilities, specifically autism, is communication and organizational skills. As a result, the special education team created a dedicated time to teach students how to use a variety of tools to communicate with peers and school staff. For 90 minutes every other day, special education teachers and SECAS work in small groups with students to teach soft skills that are age appropriate and that improve academic success. Students work on things like writing emails, prioritizing school assignments, learning to use technology to increase communication, time management skills and appropriate responses to feedback from peers and teachers.

Lastly, the team remains committed to improving the social emotional aspect of student's lives. Many students with disabilities struggle with anger, depression, and anxiety. Teachers use Calm Classroom techniques to reduce stress and increase self-advocacy. For those students who require more support, the team creates personalized safety plans that outline support staff and provide parents with resources outside of school.

3d. ELLs, if a special program or intervention is offered

The school provides professional development opportunities for all teachers regardless if they are currently teaching active English Language Learners (ELL) or Transitional ELLS who have recently exited the program. Some of the topics addressed are: understanding the components of the ACCESS Test Scores, and understanding the relationship between Hancock's ACCESS score reports and the WIDA Can Do Descriptors, Using ACCESS Scores for planning instruction taking students English proficiency into account and their academic and social language skills. Teachers look at ELL test scores and use excel files to organize and analyze data in order to understand our ELLs discourse-level so they can plan instruction accordingly and efficiently. After these PDs, teachers put into practice ELL strategies in order to make accommodations for instruction selecting cognitive and language supports to meet the students' needs so they can understand and learn different subjects' content. The English Learner Program Teacher (ELPT)

shares different student data samples with teachers, and they analyze it together looking specifically at those areas where the ELL students need the most help, and as a group, teachers, ELPT, Diverse Learner coordinator and Curriculum coordinator select specific reading strategies like talking to the text, using context clues, and Read Aloud/Think Alouds (Reading Apprenticeship RAAD, Book: Reading for Understanding), to address our ELLs Literacy and Oral Language areas. The school also provides opportunities for the ELPT and Diverse Learner Coordinator and teachers to discuss individual student's performance and available supports in different subject areas and they communicate with teachers where these students are facing productive struggles and offer extra support during Academic Lab. Grading coordinator also supports and facilitates communication of individual students' grades and provides an ongoing tracking system that helps to design interventions for specific areas of need to individual students. Having a small Ell program and efficient monitoring and tracking grading tools allows for timely interventions and assessments.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We believe firmly in promoting academic success at Hancock, but our main goal is to ensure that students feel safe enough to take appropriate academic risks. This is why we celebrate performance, but also growth. Students who have made improvements are praised as highly as students who have all As. This is evidenced by our Soaring Eagles Program, where teachers nominate students who have taken risks, worked hard to make improvements, advocated for themselves by asking for help or have helped others. Students can often be seen congregating in the hallway where we hang pictures of students with the teacher who nominated them alongside a positive paragraph about the student.

We also have a Bs or Better campaign that promotes what we know to be a huge factor in predicting collegial success, GPA. Students with Bs or better have their names posted in the hallway right next to the students who have all As because we know they deserve recognition as well.

Students who take Advanced Placement classes have access to non-cognitive skill workshops where they meet with teachers and one of the assistant principals to talk about things like organization, study skills, and time management. Many times, adults expect students to be able to master these skills without support, but we know that students need this explicit guidance. Next year, all students will have access to this support as teachers receive professional learning in grade level team meetings.

We also have tier one celebrations in our raffles, student assemblies, and other events for students who have earned Hancock Dollars for good attendance, behavior, and academic success. For example, students were able to use their Hancock Dollars to enter a laser tag event during our academic lab time.

Finally, while our teachers address social emotional learning standards in the classroom, many of our tier two and three students are given individualized support through our CARE team and SOCIAL and ACADEMIC SUPPORTS team where a team of clinicians and counselors alongside some teachers and administration develop specific plans of support based on individual student needs.

2. Engaging Families and Community:

The school has a very strong parent presence in our Parent Advisory Council where parents meet monthly to learn more about the school and our community. We have parents who have participated in learning walks and sit on teams that develop our continuous improvement work plans. We also ask for parent feedback in surveys every time they visit Hancock so that we can get feedback to better improve how we interact and communicate.

Because we know that this is not one of our greatest strengths, we have included parent and community engagement as a goal in our next school improvement cycle. One of the strategies that parents have enjoyed is town hall meetings so we have pledged to increase them. Topics will include: understanding standards and how students are assessed on mastery, understanding the SAT suite of assessments and how teacher-created formative assessments help prepare students, and how to support your students when choosing classes at Hancock.

We also work with many community based partners such as Youth Guidance and Brighton Park Neighborhood Association.

3. Creating Professional Culture:

Every year, when teachers take the My School, My Voice Survey, they report that they trust the administration more than other teachers and teacher leaders. We have included conversations about this in all of our professional learning days with the intention of increasing trust among our colleagues. What we do to facilitate that is give teachers a voice. We often ask for teacher feedback in the form of surveys. When

we get data from the surveys we review it in teacher teams and remain transparent about our decision making process.

Professional learning at Hancock takes place in teacher teams. We do not outsource the learning, but value teacher best practice. Professional development is for teachers, by teachers. When we need expertise that goes beyond our doors, we do research and discuss options together. Administrators encourage teachers to attend sessions led by organizations such as the college board and city colleges and will also send teachers to other schools for observations and team learning.

4. School Leadership:

Our administrative team currently consists of one principal and two assistant principals. Though they concentrate on different buckets of work, all three are extremely present throughout the school community. Along with the Teaching and Learning team, which consists of a Curriculum Coordinator and On-track Coordinator, the team of five serve as instructional and data coaches to individual teachers, courses and departments. Department chairs meet twice per month with the team to read through research and professional articles to support department chairs with the instructional coaching of their colleagues. Teachers support students in creating individualized goals towards P/SAT exams so that 82.3% of students now meet college readiness benchmarks, outperforming both our district and state. Though our principal is in her first year at Hancock, our administrative team is no stranger to Hancock. Our principal began her time as a student at Hancock when it was still a Catholic high school and grew up in this community. She served as English teacher at Hancock for several years before leaving the classroom to become the Dean of Students, where she focused on supporting teachers in implementing The Hancock Way. She moved up to the Assistant Principal of Early College and Career, where she worked alongside one of our current Assistant Principals. Together they developed numerous academic programs, including building our Advanced Placement and Dual-Credit programs, drastically increasing the number of students earning college credit by the time they graduated high school. In their three years as Assistant Principals, Hancock saw an increase of 25% to 77% of students who successfully passed an AP exam or dual course. In addition, our college enrollment rate went up from 49.8% to 77.2%, with more students enrolling in four year universities.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Although this is hard to quantify, we are successful because we work as a community. Despite the fact that we do not always agree with one another, we are able to collaborate and problem solve effectively. This can be evidenced by the fact that ten years ago we were one of the lowest performing schools in the state. Not only did we get off probation and earn the highest level in CPS, we did that when we were a neighborhood school. We have outpaced the district with freshmen on track since they started tracking it, and that is because of our ability to work together. In addition, we have systems and structures in place that have held firm for a decade. We do need to make occasional revisions, but the backbone of how we do school has not changed. We do not change direction or throw out hard work because of a setback, we look at data, make informed decisions and stay the course. Critical thinking has been a focus at Hancock for more than a decade, and because of that we have students who are critical thinkers. We are dedicated and reflective. We own our data and do not make excuses for it; instead, we just make better plans to address it, as a Hancock family.