

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	8770
Name of School	John Hancock Demonstration School
Neighborhood Network	Network 8
Assistant Superintendent	Charles Connor (Interim)
ESSA Federal Designation	Non-Designated
Admission Type	Neighborhood
District Classification (SGS-Acceleration, SGS-Academic Improvement Plan, School Redesign Initiative, CTE school-wide program)	School Redesign Initiative, Demonstration School
Programmatic Partners/Initiatives/Interventions (Ex. Community School, Promise Neighborhoods, ISA, Faith-based partners etc.)	Holy Family University, Dancing Classrooms Philly, Morrell Park Town Watch,
Principal Name	William J. Griffin
Years as Principal	13
Years as Principal at this School	10

Planning Team			
Team Member Title	Team Member Name	Organization	Email Address
Principal	William J. Griffin	John Hancock Elementary School	bgriffin@philasd.org
Additional Leadership Team Representative	Kim Stokes/Nicole Bourque	Hancock Elementary/LaBrum Middle School	kastokes@philasd.org/ nbourque@philasd.org
Math Content Specialist/Teacher Leader	Raymond Brittle/Christina Pisa	Hancock Elementary/LaBrum Middle School	rbrittle@philasd.org/ cpisa@philasd.org
Literacy Content Specialist/Teacher Leader	Christina Pisa/ Kevin Kell	Hancock Elementary/LaBrum Middle School	capisa@philasd.org/ kkmkelly@philasd.org
Science Content Specialist/Teacher Leader	Kristen Rebuck	LaBrum Middle School	krebuck@philasd.org
School-based Climate Representative	Christina Pisa/ Stacy Schwab	Hancock Elementary/LaBrum Middle School	cpisa@philasd.org/ sschwab@philasd.org
Parent	Linda Graham	Hancock Parent	grandmomg53@gmail.com
Community member	Ruth Quigley	Morrell Park Community Member	ruthlessq@verizon.net
Business partner (other than parent or community member)	Ed Neilson	State Representative	eneilson@pahouse.net
Student (required for High Schools)	N/A	N/A	N/A
Planning and Evidence-based Support (PESO) member	Joshua Culbertson	School Improvement Planning	jculbertson@philasd.org
Special Education Case Manager	Megan Fiorentino	SPCM	mfiorentino@philasd.org
Network Attendance Coach	Justin Proctor	School District of Philadelphia	jeproctor@philasd.org
Network Culture and Climate Coach	Charles Blackwell	School District of Philadelphia	cblackwell@philasd.org
Grants Compliance Monitor	Marie Levine	School District of Philadelphia	mlevine@philasd.org
Central Office Talent Partner	Jennifer Supplee	SDP Human Resources	jsupplee@philasd.org
Network Early Literacy/Literacy Director	N/A	N/A	N/A
Network Professional Learning Specialist	Samantha Lichtenstein	School District of Philadelphia	slichtenstein@philasd.org
Prevention and Intervention Liaison	Deilia McLaughlin	School District of Philadelphia	dmclaughlin@philasd.org
PBIS Coach (if applicable)	Anne McKendry	School District of Philadelphia	amckendry@philasd.org
Relationships First Coach (if applicable)	N/A	N/A	N/A
Youth Court Coach (if applicable)	To be determined	School District of Philadelphia	To be determined
Community School Coordinator (if applicable)	N/A	N/A	N/A
Multilingual Manager	Heather Mizrachi	School District of Philadelphia	hmizrachi@philasd.org
EL Point Person	Yi Han Tseng	School District of Philadelphia	ytseng@philasd.org
District Culture & Climate Support	Dianna Phelps	School District of Philadelphia	dphelps@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.)

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

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

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

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

ADDITIONAL DATA ANALYSIS

ELA Assessment Data

(Leading Indicators for Board Goals #1-2, and 4)

[AIMSweb Reading Gr K-5 Data \(Click for link to data\)](#)

aimsweb Reading	Winter 2020-21					Fall 2020-21			
	Particip	Tier 1	Tier 2	Tier 3	SGP	Particip	Tier 1	Tier 2	Tier 3
K	100.0%	15.7%	18.6%	65.7%	35	94.4%	14.7%	27.9%	57.4%
1st	98.5%	25.4%	9.0%	65.7%	34	97.1%	25.8%	9.1%	65.2%
2nd	97.5%	60.8%	13.9%	25.3%	42	93.7%	66.2%	13.5%	20.3%
3rd	93.1%	64.2%	13.4%	22.4%	41	98.6%	67.1%	10.0%	22.9%
4th	95.4%	56.6%	13.3%	30.1%	50	92.1%	51.2%	19.5%	29.3%
5th	100.0%	46.6%	15.1%	38.4%	42	97.3%	57.7%	15.5%	26.8%

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	97.4%	41.3%	22.7%	10.7%	25.3%	55	91.7%	46.8%	20.8%	16.9%	15.6%	69
7th	96.3%	53.2%	7.6%	8.9%	30.4%	53	94.5%	35.0%	21.4%	16.5%	27.2%	47
8th	99.0%	27.7%	15.8%	24.8%	31.7%	45	90.4%	22.3%	18.1%	25.5%	34.0%	22

Math Assessment Data

(Leading Indicators for Board Goals 3, and 4)

[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	100.0%	44.3%	15.7%	40.0%	59	94.4%	30.9%	20.6%	48.5%
1st	98.5%	38.8%	3.0%	58.2%	54	97.1%	16.7%	25.8%	57.6%
2nd	97.5%	55.7%	17.7%	26.6%	38	93.7%	70.3%	10.8%	18.9%
3rd	93.1%	49.3%	16.4%	34.3%	44	98.6%	54.3%	15.7%	30.0%
4th	94.3%	58.5%	13.4%	28.0%	49	92.1%	43.9%	19.5%	36.6%
5th	100.0%	35.6%	21.9%	42.5%	44	95.9%	35.7%	15.7%	48.6%

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	97.4%	57.3%	8.0%	6.7%	28.0%	45	84.5%	63.4%	16.9%	8.5%	11.3%	52
7th	96.3%	50.6%	11.4%	17.7%	20.3%	51	90.8%	66.7%	4.0%	18.2%	11.1%	11
8th	99.0%	56.4%	14.9%	11.9%	16.8%	53	89.4%	47.3%	12.9%	21.5%	18.3%	42

Climate Data

Annual Attendance Data (Click for link to data)					Monthly Attendance Snapshots (Click for link to data)				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	75.7%	55.8%	52.0%	51.0%	74.9%	58.4%	55.8%	52.9%	All students	95.8%	96.8%	95.9%
90-95% days	14.3%	27.9%	32.3%	33.6%	14.1%	27.3%	27.9%	33.0%	Black/Afr Amer	92.6%	94.9%	91.8%
85-90% days	3.4%	10.5%	9.5%	9.2%	4.5%	8.7%	10.5%	8.8%	Hispanic/Latino	97.2%	97.3%	96.4%
80-85% days	2.2%	3.2%	2.4%	2.2%	1.9%	3.3%	3.2%	2.4%	Asian	100.0%	100.0%	100.0%
<80% days	4.3%	2.6%	3.7%	4.0%	4.5%	2.3%	2.6%	3.0%	White	96.4%	97.5%	96.6%

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #5:					
Early Warning Indicator Monitoring System/SAIP Process(Focus: Tiers I-III Attendance)					
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice		
Additional Goal 1	If we utilize the District's attendance intervention initiative, in alignment with our own attendance incentive strategy, we will welcome students back to school and maintain a high level of attendance.	At least 50% of all students will attend school 95% of days or more	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.		
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation		
Students will transition from virtual attendance to hybrid/face-to-face and maintain a high level of regular attendance. Students with 3+ absences will receive contacts home. Students with 6+ absences will be placed on to a Student Attendance Improvement Plan (SAIP), and those with 10+ absences will receive referrals to truancy court. Students will be encouraged towards regular attendance through incentives which meet the model of the 2021-2022 school year.			Attendance team meets weekly to review attendance trends and make recommendations for intervention and support, as well as potential incentive programs which meet the model of the school year. Student Attendance Improvement Plans are monitored on a monthly basis, with additional referrals or interventions made, as necessary.		
Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
Revisit membership of Attendance Team.	7/1/21	8/15/21	Principal, Assistant Principals, Deans of Students, Counselors, Main Office Secretaries		N
Utilize start-of-school Professional Development around effective attendance-taking, attendance incentive initiatives, and policies and procedures around contacting home, dependent upon model for school year (e.g. virtual, hybrid, or fully in-person). Remind teachers about the utilization of Class Dojo, Google Classroom, or Remind 101, as well as calls or emails home, to communicate attendance concerns.	8/20/21	8/30/21	Principal, Assistant Principals, Deans of Students, Counselors, Main Office Secretaries		Y
Revisit attendance incentives on the weekly and monthly level, based on the school model for 2021-2022. Determine which physical incentives and events are viable in the coming school year.	8/23/21	9/30/21	Principal, Assistant Principals, Deans of Students, Counselors, Main Office Secretaries		N
On a daily basis, ensure that absences receive a communication home utilizing Class Dojo, Google Classroom, or Remind 101, as well as calls or emails home.	8/30/21	6/30/22	Classroom teachers		N
On a weekly basis, review attendance data schoolwide and at the individual student level during Student Support Team meetings. Elevate topics to address at academic MtSS and Leadership Team meetings, as needed.	8/30/21	6/30/22	Principal, Assistant Principals, Deans of Students, Counselors, School-Based Teacher Leaders, SPECMs		N
Utilize Parent Town Halls, Title I meetings, Back-to-School Night, SAC meetings, and other parent meetings, to stress the importance of regular school attendance and its direct correlation to academic success in current and future grades.	8/30/21	6/30/22	Principal, Assistant Principals, Deans of Students, Counselors, School-Based Teacher Leaders, SPECMs		N
Students with 3+ unexcused absences receive a letter to the parent/guardian. Classroom teacher is also asked to contact home to find out more details.	9/5/21	6/30/22	Counselors		N
Students with 6+ unexcused absence receive notification to parent/guardian about Student Attendance Improvement Conference (SAIC)	9/12/21	6/30/22	Counselors		N
During the SAIC, a plan for attendance improvement (SAIP) will be laid out to remove barriers to attendance and set goals for the rest of the year.	9/15/21	6/30/22	Counselors	Assistant Principals, Deans of Students, School-Based Teacher Leader, other staff as needed	N
Every 30 days, SAIPs are monitored to determine if interventions have been successful. If changes are required, the plan is amended or modified.	10/1/21	6/30/22	Counselors		N
Students with 10+ unexcused absences receive a truancy court referral if there has not been improvement during 30 days of monitoring.	10/1/21	6/30/22	Counselors		N

Comprehensive Plan: Strategies and Action Steps

Evidence Based Strategy #1:						
Youth Court (Focus: Tiers II/III Climate)						
Select Any Applicable Goals	Why Statement	Goal Statement	Essential Practice			
Additional Goal 2	If we focus on the District's Youth Court model to address climate concerns, we will welcome students back to school and be able to address disruption using a restorative model which promotes youth voice and engagement.	At least 82% of students will have zero out-of-school suspensions	EP12: Implement an evidence-based system of schoolwide positive behavior interventions and supports. *This essential practice should only be considered for schools that have been selected and trained as a "PBIS School" through the Office of Student Support Services.			
Anticipated Outputs (link out to EP Look Fors)			Monitoring/Evaluation			
	Action Steps	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Materials / Resources Needed	PD Step?
	(Youth Court approved on 5/12; steps will need to be created in coming weeks)					

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

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