

2012-13 Philadelphia Elementary School Improvement Plan

School Name:	Philadelphia Elementary School	
Accountability status:	GMTG	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	5 th Grade Math, +33%	8 th Grade RLA -24%
	6 th Grade Math, +30%	8 th Grade Math -10%
	4 th Grade Reading, +31%	3 rd Grade Reading -9%
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	-Implementation of Discovery Education Testing -Increased and Guarded Instructional time -Increased use of formative assessments to drive instruction.	-Eighth Grade RLA Teacher Transition from Veteran Teacher to First-Year Instructor in October. -Illness of Eighth Grade Teacher and serving as Mentor to New Teacher decreased the stable environment in Eighth Grade. -In third grade, we are unsure of the underlying reason as this is the baseline test for these students.
Goals for 2012-13 school year:	<p>1. Close the achievement gap in 3rd-8th ED RLA from 41.5% Proficient or Advanced to 45.2%.</p> <p>2. Close the achievement gap in 3rd-8th ED Math from 43.5% Proficient or Advanced to 47%.</p> <p>3. Close the achievement gap in 3rd-8th SWD RLA from 25% Proficient or Advanced to 29.7%</p>	
Plan for this school year:	Key strategies to achieve goals:	
	<p>Goal 1</p> <p>1. School Wide Reform Strategies: Targeted After-school Tutoring by highly qualified staff beginning no later than the first week of October, Book Club, Accelerated Reader, Reading with Principal before School, Bingo for Books to increase parental involvement, Reading during Bus Duty and Car Riders. Teachers are aware of at-risk students so they can differentiate instruction and teach students to self-monitor their own progress. All teachers received high quality state and federal Common Core training the first six weeks of school in order to implement the new CCSS into their lesson plans. Struggling and at-risk students were identified at the beginning of the school year and continuous monitoring takes place throughout the year to target students who were not targeted at the beginning of the school year to determine program or strategy needs. Instructional strategies (extended learning time and acceleration) are provided before school and after school in order to minimize pull-out time.</p> <p>Implementation Plan: At-risk students will be targeted based on last year's TCAP and Discovery Education Data. After/before-school programs such as Book Club, Bingo for Books, Bus Duty Reading, and Reading with the Principal provide extra reading time that is supported by highly qualified faculty members. We are providing teachers a list of at-risk students so they can create data boards to chart DEA and TCAP Assessments and share with students and parents.</p> <p>Desired outcomes: To close the achievement gap in grades 3-8 by 3.7% to reach our targeted goal of 45.2%</p> <p>Projected costs and funding sources: Tutoring and book club will be funded with</p>	

extended contract (Title I) money in the amount of \$4,000. Bingo for Books is funded through a \$1000 donation from a community stakeholder, The Good Neighbor Shoppe. Reading during bus duty and reading before school with the principal is provided by faculty and administration, not additional cost incurred. Accelerated Reader is funded through school allotted money at a cost of \$3,278.02. Data Board supplies were furnished through the district office, in turn, not using school funds.

Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year: Students will be exposed to additional reading opportunities that are supported by faculty members and administration. Bingo for Books provides students with free Accelerated Reader books to take home. Data boards will allow teachers, students, and parents the ability to chart and track progress of TCAP and DEA scores for the year.

2. **School Wide Reform Strategies:** Targeted After-school Tutoring by highly qualified staff beginning no later than the first week of October, Math Academy in grades 4-8, and Accelerated Math in grades 3-8. We will also be making teachers aware of at-risk students so they can differentiate instruction and teach students to self-monitor their own progress. All teachers received high quality state and federal Common Core training the first six weeks of school in order to implement the new CCSS into their lesson plans. Struggling and at-risk students were identified at the beginning of the school year and continuous monitoring takes place throughout the year to target students who were not targeted at the beginning of the school year to determine program or strategy needs. Instructional strategies (extended learning time and acceleration) are provided before school and after school in order to minimize pull-out time.

Implementation Plan: At-risk students will be targeted based on last year's TCAP and Discovery Education Data. After-school tutoring supported by highly qualified faculty members will begin no later than the first week of October. Teachers create data boards to chart DEA and TCAP Assessments and share with students and parents. Math Academy will begin the last week of November and continue two times weekly through the week prior to TCAP in April for student in grades 4-8. This is a volunteer refinement and skill-building opportunity for math application, comprehension, and confidence. Accelerated Math will be included in regular classes as well as during lab times.

Desired outcomes: To close the achievement gap in grades 3-8 by 3.5% to reach our targeted goal of 47%

Projected costs and funding sources: Tutoring will be funded with extended contract money (Title I) in the amount of \$3,000 provided from Title I allocations. Accelerated Math is funded through school general funds at a cost of \$2,883.05. Data Board supplies are furnished through the district office. There is no cost to the school. Math Academy funding at a cost of \$3,600 has not yet been secured, but applications for grants have been submitted for the full amount.

Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year:

Students will be exposed to additional math opportunities that are supported by highly qualified faculty members. Data boards will allow teachers, students, and parents the ability to chart and track progress of TCAP and DEA scores for the year. Math Academy provides students an opportunity to voluntarily participate in addition math training during school hours. During this time students will be exposed to differentiated math practice.

3. **School Wide Reform Strategies:** Targeted After-school Tutoring by highly qualified staff beginning no later than the first week of October, Book Club, Accelerated Reader, Reading with Principal before School, Bingo for Books to increase parental involvement, Reading during Bus Duty and Car Riders. Teachers aware of at-risk students so they can differentiate instruction and teach students to self-monitor their own progress. All teachers

received high quality state and federal Common Core training the first six weeks of school in order to implement the new CCSS into their lesson plans. Struggling and at-risk students were identified at the beginning of the school year and continuous monitoring takes place throughout the year to target students who were not targeted at the beginning of the school year to determine program or strategy needs. Instructional strategies (extended learning time and acceleration) are provided before school and after school in order to minimize pull-out time.

Implementation Plan: At-risk students will be targeted based on last year's TCAP and Discovery Education Data. After/before-school programs such as Book Club, Bingo for Books, Bus Duty Reading, and Reading with the Principal provide extra reading time that is supported by highly qualified faculty members. We are providing teachers a list of at-risk students so they can create data boards to chart DEA and TCAP Assessments and share with students and parents.

Desired outcomes: To close the achievement gap in grades 3-8 by 4.7% to reach our targeted goal of 29.7%

Projected costs and funding sources: Tutoring and book club will be funded with extended contract (Title 1) money in the amount of \$4,000. Bingo for Books is funded through a \$1000 donation from a community stakeholder, The Good Neighbor Shoppe. Reading during bus duty and reading before school with the principal is provided on a faculty volunteer basis. Accelerated Reader is funded through district money at a cost of \$3,051.10. Data Board supplies were furnished through the district office, in turn, not using school funds.

Describe how this specific strategy will help you achieve your goals for the 2012-13 school year and address areas of challenge from the past year: Students will be exposed to additional reading opportunities that are supported by faculty members and administration. Bingo for Books is community family engagement event that provides students with free Accelerated Reader books to take home. Data boards will allow teachers, students, and parents the ability to chart and track progress of TCAP and DEA scores for the year.

Additional Notes: All teachers are trained yearly to read and dissect data. At the beginning of the school year and during grade level meetings throughout the year, teachers review data from assessments and help make decisions as to needs of the students that will help in improving educational outcomes. The data is used as a needs assessment and teachers are active participants in using the data to improve performance and instruction. Programs are developed to meet student needs and constant review of assessments throughout the year help the teachers and administration determine if the programs are being implemented effectively. Effective implementation is seen through increased student growth. Philadelphia employs and maintains high quality/effective teachers who are constantly receiving high quality professional development to stay up-to-date on research based effective and rigorous teaching techniques.

Philadelphia has a PreK program where data is also utilized and used to help in preparing students for Kindergarten. Our PreK uses data from ESGI, Brigance, and Pre/Post test to help provide differentiated learning opportunities for the students. At-Risk students are assessed and educational plans are developed to improve educational outcomes for students. This is a preventative measure to help better prepare students and guide teachers as to the needs of students entering Kindergarten.

Key benchmarks for progress on strategies:	Benchmark:	Timeline:
	Discover y Assessment	11/2012
	Discovery Assessment	2/2013
	TCAP Assessment	4/2013