

**2013-14 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:
	7 <sup>th</sup> Grade Math, +14%  8 <sup>th</sup> Reading, +24.3%  8 <sup>th</sup> Grade Math, +21.1%  Black students showed a gain of 23.8% over a three year period.  Hispanic students showed a gain of 7.1% over a three year period.	6 <sup>th</sup> Grade Math -12.4%  4 <sup>th</sup> Grade Math -6%  4 <sup>rd</sup> RLA -5.7%  SWD showed a decrease of 11% over a three year period.
	Underlying Reasons for Progress:	Underlying Reasons for Challenge:
	-Implementation of Math Academy Program  -Replaced First-Year Teacher with a veteran teacher in Eighth Grade RLA  -Implemented the Ultimate TCAP Challenge in the Spring 2013.  -Continued use of DEA Assessments and Teacher Training in the use of DEA Results.  -Targeted after-school tutoring helped to raise scores of Black and Hispanic Students.	-Sixth Grade Math Teacher was on maternity leave for 90% of the year.  -There were unusually high numbers of SWD students in sixth grade.  -We are unclear as to why there were deficiencies in fourth grade this year.  -Over a three year span, SWD students who showed gains on the MAAS were incorporated into general-ed TCAP testing.
Goals for 2013-14 school year:	<ol style="list-style-type: none"> <li>1. Close the achievement gap between SWD vs Non-SWD students in 3<sup>rd</sup>-8<sup>th</sup> RLA from 37.4% to 35.1%.</li> <li>2. Close the achievement gap between ED vs Non-ED students in 3<sup>rd</sup>-8<sup>th</sup> Math from 24% to 22.5%.</li> <li>3. Close the achievement gap between SWD vs Non-SWD students in 3<sup>rd</sup>-8<sup>th</sup> Math from 39% to 36.6%.</li> </ol>	
Plan for this school year:	<p>Key strategies to achieve goals:</p> <p><b>Goal 1</b></p> <p><b>School Wide Reform Strategies:</b> Targeted After-school Tutoring by highly qualified staff beginning no later than the first week of October, Book Club, Accelerated Reader, and Reading with Principal before School. Teachers are aware of at-risk students so they can differentiate instruction and teach students to self-monitor their own progress using subject specific data. The Data Team will provide DEA 3-year trends to all affected teachers. All teachers received high quality state and federal Common Core training during the summer 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. Our school participating in a TPEG (Teacher Peer Evaluation Group) program with Vanderbilt University. Reading teachers in grades 3-6 are planning cross-curricular lessons and evaluating each other's progress to better serve student needs. Our parent involvement has grown through the implementation of programs such as Bingo for Books, Space Night, PTO, and Creekfest. To better involve parents, we changed to interactive workshops instead of lecture type parent meetings. Through this new format, we provide parents with take-home materials, so they can practice skills,</p>	

techniques, and strategies for use at home. These materials are designed to assist parents in reinforcing skills taught at school.

**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, 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 between SWD vs Non-SWD students in 3<sup>rd</sup>-8<sup>th</sup> RLA from 37.4% to 35.1%.

**Projected costs and funding sources:** Tutoring and book club will be funded with extended contract (Title I) money in the amount of approximately \$4,000. Reading before school with the principal is provided by administration, no 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 except material needed to update boards (\$100.00). A 21<sup>st</sup> Century Grant provided \$54,000 for before and after school enrichment and targeted tutoring by certified teaching staff.

**Describe how this specific strategy will help you achieve your goals for the 2013-14 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 using subject specific data. All teachers received high quality state and federal Common Core training during the summer 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. Our school participating in aTPEG (Teacher Peer Excellence Group) program with Vanderbilt University. Math teachers in grades 3-5 and 8<sup>th</sup> grade are planning cross-curricular lessons and evaluating each other's progress to better serve student needs.

**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 in early September and continue four 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 between ED vs Non-ED students in 3<sup>rd</sup>-8<sup>th</sup> Math from 24% to 22.5%.

**Projected costs and funding sources:** Tutoring will be funded with extended contract money (Title I) in the amount of \$2,000 provided from Title I allocations. Accelerated Math is funded through school general funds at a cost of \$2,883.05. Data Board supplies were furnished through the district office except material needed to update boards (\$100.00). Math Academy funding at a cost of approximately \$3,600 has not yet been

secured, but applications for grants have been submitted for the full amount. A 21<sup>st</sup> Century Grant provided \$54,000 for before and after school enrichment and targeted tutoring by certified teaching staff. Grants from Wal-Mart in the amount of \$1,200 and Bojangles in the amount of \$500 have been secured. The Loudon Rotary Club is considering a \$1,000 contribution to the Math Academy project.

**Describe how this specific strategy will help you achieve your goals for the 2013-14 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, 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 using subject specific data. All teachers received high quality state and federal Common Core training during the summer 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.

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**Describe how this specific strategy will help you achieve your goals for the 2013-14 school year and address areas of challenge from the past year:**

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**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. In order to attract highly qualified teachers, we conduct an extensive interview process involving administration and faculty members. We have developed rigorous and practical questions that help us determine the most highly qualified candidate. Faculty turnover at Philadelphia has been low for several years and may be attributed as a result of teacher involvement in the decision making processes involving school cultural and academic needs. We 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:
	Discovery Assessment	11/2013
	Discovery Assessment	2/2014
	TCAP Assessment	4/2014