

2014-15 Philadelphia Elementary School Improvement Plan

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| School Name: | Philadelphia Elementary School | |
| Accountability status: | GMTG | |
| Analysis of last year's final results: | Areas of Greatest Progress: | Areas of Greatest Challenge: |
| | <p>Achievement: Math: 3rd grade: 18% gain, 5th grade: 23% gain, and 6th grade: 20% Reading: 3rd grade: 14% gain and 5th grade: 5% gain Growth: Math: 5th 10.2, 6th 13.4, 7th 6.8 Reading: 6th 2.8, 7th 4.1, 8th 2.5 All achievement targets for 2013-14 were met.</p> | <p>Achievement: Math: 4th -10%, 7th -21%, 8th -7% Reading: 4th -10%, 6th -3%, 8th -1% Growth: Math: 4th: -2.34, 8th: -5.1 Reading: 4th -1.2, 5th -0.6 Achievement targets for ED and Non-ED 3-8 RLA were not met. The gap was increased by 5%. Achievement targets for SWD and Non-SWD 3-8 RLA were not met. The gap was increased by .4%.</p> |
| | Underlying Reasons for Progress: | Underlying Reasons for Challenge: |
| | <ul style="list-style-type: none"> -continuation of Math Academy Program -use of study hall time to reinforce targeted skills -continuation of the Ultimate TCAP challenge in the Spring 2014 -continued use of DEA Assessments and teacher training in the use of DEA Results -targeted after-school tutoring - continued dedication developing strong effective lessons to meet student needs | <ul style="list-style-type: none"> -students struggled with math fluency and basic skills -there were unusually high numbers of SWD students in seventh grade -ongoing analysis of data will help to determine reasons for challenges in RLA -proficient and advanced percentages fluctuate each year, due to different students from one year to the next (we are still able to see gains from tracking the same group of students from one grade level to the next) |
| Goals for 2014-15 school year: | <ol style="list-style-type: none"> 1. Close achievement gap between SWD vs Non-SWD in 3rd-8th RLA from 37.8% to 35.4%. 2. Increase the reading growth scores for students moving from 4th to 5th grade (-1.2 to 1) and 6th to 7th grade (-0.6 to 1). 3. Increase the reading growth scores in 1st grade from -6.1 to 1.0. | |
| Plan for this school year: | <p>Key strategies to achieve goals:</p> <p>Goal 1: School Wide Reform Strategies: Targeted after-school tutoring by highly qualified staff beginning no later than the second week of September with reading being a focus, afternoon activities to promote reading like Book Club, Ultimate TCAP Challenge, and Accelerated Reading requirements are being offered and encouraged. Teachers are made aware of at-risk students so they can differentiate instruction, provide interventions, and teach students to self-monitor their own progress using subject specific data. The Data Team will provide DEA trends and skill area deficiencies to all teachers. Teachers were chosen as leaders to receive high quality state TNCore training during the summer in order to provide school-wide training for writing strategies. Teacher leaders will also attend two other sessions throughout the school year. Struggling and at-risk students were identified at the beginning of the school year, and continuous monitoring takes place throughout the year</p> | |

to target students who may not have been identified at the beginning of the school year to determine program or strategy needs. Teachers and several support staff are being trained in reading interventions in order to provide struggling students help and support in reading (decoding, fluency, and comprehension). Students receive additional instruction, intervention and/or strategies during a school-wide forty-five minute daily uninterrupted time frame. Our school is participating in a TPEG (Teacher Peer Excellence Group) PLC program with Vanderbilt University. All teachers are collaboratively planning lessons and evaluating teacher lesson effectiveness to help improve lesson structure and presentation. Our parent involvement has grown through the implementation of programs such as Bingo for Books and Community Library Night. To better involve parents, we changed to interactive workshops instead of lecture-type parent workshops. Through this new format, we provide parents with hands-on activities and take-home materials. This is to help parents increase confidence and their ability to help students practice skills, techniques, and strategies at home. Materials are designed to assist parents in reinforcing skills taught at school.

Implementation Plan: Target at-risk students based on last year's TCAP and Discovery Education Data as soon as data is received. After/before-school programs such as Book Club, Bingo for Books, Language Arts Tutoring, Reading Plus, and Reading with the Principal provide extra reading time that is supported by highly qualified faculty members will begin as soon as programs are approved. Teachers are provided a list of at-risk students at the beginning and throughout the year so they can create data boards to chart DEA and TCAP assessment results to share data with students and parents. From the first day of school, students began receiving an additional forty-five minutes each day for instructional and targeted skill interventions.

Desired outcomes: Reduce the achievement gap between SWD vs Non-SWD students in 3rd-8th RLA from 37.8% to 35.4%.

Projected costs and funding sources: Reading before school with the principal is provided by administration, no additional cost incurred. Programs such as STAR Reading and Accelerated Reader are funded through school allotted money at a cost of \$5,634. A 21st Century Grant continues to provide before and after school enrichment and targeted tutoring by certified teaching staff (\$54,000 received in 2013-2014).

Describe how this specific strategy will help you achieve your goals for the 2014-15 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 allow teachers, students, and parents the ability to chart and track progress of TCAP and DEA scores throughout the year.

An uninterrupted forty-five minutes each day is provided for specific skill deficits at each grade level both RLA. Two Title I personnel are used throughout the day in different capacities. The Title I teaching that supports instruction to 222 students throughout the week to help improve skills needed to complete online assessments such as Discovery Assessment and the

state writing assessment. Many students do not have access nor opportunity at home to practice skills. The Title I teacher teaches science and social studies where she provides texts and tasks that incorporate reading appropriately complex. She requires students to regularly cite evidence from text throughout lessons and a majority of questions are text based.

Goal 2: School Wide Reform Strategies: Targeted after-school tutoring by highly qualified staff with reading being a focus, afternoon activities to promote reading like Book Club, Ultimate TCAP Challenge and Accelerated Reading requirements are being offered and encouraged. Teachers are made aware of at-risk students so they can differentiate instruction, provide interventions, and teach students to self-monitor their own progress using subject specific data. The Data Team will provide DEA trends and skill area deficiencies to all teachers. 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 may not have been identified at the beginning of the school year to determine program or strategy needs. Teachers and several support staff are being trained in reading interventions in order to provide struggling students help and support reading (decoding, fluency, and comprehension). Students receive additional instruction, intervention and/or strategies during a school-wide forty-five minute daily uninterrupted time frame. Our school is participating in a TPEG (Teacher Peer Excellence Group) PLC program with Vanderbilt University. All teachers are collaboratively planning lessons and evaluating teacher lesson effectiveness to help improve lesson structure and presentation. Our parent involvement has grown through the implementation of programs such as Bingo for Books and Community Library Night. To better involve parents, we changed to interactive workshops instead of lecture-type parent workshops. Through this new format, we provide parents with hands-on activities and take-home materials. This is to help parents increase confidence and their ability to help students practice skills, techniques, and strategies at home. These materials are designed to assist parents in reinforcing skills taught at school.

Implementation Plan: Target at-risk students based on last year's TCAP and Discovery Education Data as soon as data is received. After/before-school programs such as Book Club, Bingo for Books, RLA Tutoring, and Reading Plus provide extra reading time that is supported by highly qualified faculty members. Teachers are provided a list of at-risk students at the beginning and throughout the year so they can create data boards to chart DEA and TCAP assessment results to share data with students and parents. From the first day of school, students began receiving an additional forty-five minutes each day for instructional and targeted skill interventions.

Desired outcomes: Increase the reading growth scores for students moving from 4th to 5th grade (-1.2 to 1) and 6th to 7th grade (-0.6 to 1).

Projected costs and funding sources: Programs such as STAR Reading and Accelerated Reader are funded through school allotted money at a cost of \$5,634. A 21st Century Grant continues to provide before and after school enrichment and

targeted tutoring by certified teaching staff (\$54,000 received in 2013-2014). School based funds pay for materials and the cost of copying material (\$1,000).

Describe how this specific strategy will help you achieve your goals for the 2014-15 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 allow teachers, students, and parents the ability to chart and track progress of TCAP and DEA scores throughout the year. An uninterrupted forty-five minutes each day is provided for specific skill deficits at each grade level in RLA. Two Title I personnel are used throughout the day in different capacities. The Title I teaching assistant that supports instruction to 119 students throughout the week to help improve skills needed to complete online assessments such as Discovery Assessment and the state writing assessment. Many students do not have access nor opportunity at home to practice skills. The Title I teacher teaches science and social studies where she provides texts and tasks that incorporate reading and are appropriately complex. She requires students to regularly cite evidence from text throughout lessons and a majority of questions are text based.

Goal 3: School Wide Reform Strategies: Teachers are made aware of at-risk students so they can differentiate instruction, provide interventions, and teach students to self-monitor their own progress using subject specific data. The Data Team will provide DEA trends and skill area deficiencies to all teachers. 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 may not have been targeted at the beginning of the school year to determine program or strategy needs. Teachers and several support staff are being trained in reading interventions in order to provide struggling students help and support in reading (decoding, fluency, and comprehension). Students receive additional instruction, intervention and/or strategies during a school-wide forty-five minute daily uninterrupted time frame. Our school is participating in a TPEG (Teacher Peer Excellence Group) PLC program with Vanderbilt University. All teachers are collaboratively planning lessons and evaluating teacher lesson effectiveness to help improve lesson structure and presentation. Our parent involvement has grown through the implementation of programs such as Bingo for Books and Community Library Night. To better involve parents, we changed to interactive workshops instead of lecture-type parent workshops. Through this new format, we provide parents with hands-on activities and take-home materials. This is to help parents increase confidence and their ability to help students practice skills, techniques, and strategies at home. Materials are designed to assist parents in reinforcing skills taught at school. Students in K – 2nd grade have story time with the principal every morning.

Implementation Plan: Target at-risk students based on last year's SAT10 and Discovery Education Data as soon as data is received. Teachers are provided a list of at-risk students at the beginning and throughout the year so they can create data boards to chart DEA and SAT10 assessment results to share

data with students and parents. From the first day of school, students began receiving an additional forty-five minutes each day for instructional and targeted skill interventions.

Desired outcomes: Increase the reading growth scores in 1st grade from -6.1 to 1.0

Projected costs and funding sources: Programs such as STAR Reading and Accelerated Reader are funded through school allotted money at a cost of \$5,634. A 21st Century Grant continues to provide before and after school enrichment and targeted tutoring by certified teaching staff (\$54,000 received in 2013-2014). School based funds pay for materials and the cost of copying material (\$1,000).

Describe how this specific strategy will help you achieve your goals for the 2014-15 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 allow teachers, students, and parents the ability to chart and track progress of SAT10 and DEA scores throughout the year. An uninterrupted forty-five minutes each day is provided for specific skill deficits at each grade level in RLA. Two Title I personnel are used throughout the day in different capacities. The Title I teaching assistant that supports instruction to 50 students to help improve skills needed to complete online assessments such as Discovery Assessment and the state writing assessment. Many students do not have access nor opportunity at home to practice skills.

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| Key benchmarks for progress on strategies: | Benchmark: | Timeline: |
| | Discovery Assessment | 09/2014, 11/2014, and 2/2015 |
| | SAT10 | 5/4/2015 – 5/8/2015 |
| | TCAP Assessment | 4/27/2015 – 5/1/2015 |

Title I School Wide Program - School-wide reform strategies that specifically address economically disadvantaged students include:

1. Achievement target for ED and Non-ED 3-8 RLA was not met. The gap was increased by 5%.
2. Discovery Education benchmark assessment is given three times during the year in grades 1st through 8th, The Data Team, principal, and the assistant principal review and interpret the data after each test date to provide grade level/subject area teachers with trends in areas that were below average and need attention on SAT10, TCAP, and DEA. They also targeted at-risk students and economically disadvantaged students scoring basic or below basic on both DEA and TCAP and charted participation in afterschool remediation and/or enrichment programs. SAT10 and state assessment (TCAP) are given at the end of each year. Data is used to determine student needs and types of before/after school program offerings. Additionally, as the year progresses, the Data Team and administration monitor student progress year and discuss needs as they arise. After school programs through LAUNCH provide opportunities for students to receive tutoring, remediation, enrichment, and acceleration.

3. All classes are taught by highly qualified teachers according to licensing data from the Tennessee Department of Education. Teachers have 90-minute uninterrupted blocks of time for academic classes.

4. Professional development opportunities for the 2014-2015 school year include:

- TNCore Team Leadership Training 8/14, 9/14, and 1/30/15
- TPEG (Teacher Peer Excellence Group PLC's)
- RTI Intervention Training: Literacy and Mathematics
- RTI Teachers – SPIRE, TNCORE, Sopris, and Reading Plus
- Reading in Science and Social Studies
- ELA and Math Intervention in grades 4th and 5th
- TEAM Rubric – Focus Areas

5. We have a minimal amount of teacher turnover at Philadelphia School. We have strong grade level teams and a strong school bond which helps teachers and staff feel they are valued and part of our school. The teachers care about each other and their students, which promotes a positive working environment. Teachers and staff are encouraged to try new ideas and are praised for their accomplishments. Staff evaluations are seen as an opportunity for growth and not as a punitive tool.

6. Parental involvement strategies include increasing opportunities for parents/guardian's access to programs and activities hosted at school. At the beginning of the school year parents, are invited and encouraged to attend grade level/open house nights. We also hold four planned parent/teacher conferences throughout the year (two in the fall and two in the spring). Communication is shared through several outlets: teacher weekly newsletters, administration monthly newsletter, school website (information and calendar dates), emails, school marquee, Skylert phone system, Twitter, and Facebook. Parents are encouraged to request meetings with teachers before/after school and during planning times any time that there is a need. They are also encouraged to speak with administrators any time. A survey was sent out to poll parents as to days and times that are good for them to attend programs at the school. The results of the data were used to set dates for afterschool programs such as Bingo for Books and Parents in the Know Workshops (The workshops provide opportunities for parents to learn about areas of interests, with the goal of providing activities and strategies that parents can do at home with their children). The strategies and activities will help parents reinforce skills that students learn at school. Workshops sessions have included reading, writing, and math strategies as well as STEM interactive activities workshop. Workshops are held during the fall and spring each year.

Each year the school hosts Bingo for Books. Each child that attends the event goes home with a free book. As part of our LAUNCH program, our library has extended evening times to offer opportunities for parents to come in with students to read or check out books. The school librarian also offers extended hours for Book Fair (two times per year).

7. The pre-school teacher and kindergarten teachers work together to place pre-school students in the kindergarten. Shared data is utilized for this placement. Pre-school students have opportunities throughout the school year to interact with the kindergarten students and teachers (lunch, specials, and musical programs). Teachers also participate in vertical PLC's meetings. Through these meetings, the pre-school teacher is able to have guidance and a road map of where students should be by the end of the school year.

8. The Data Team is composed of the assistant principal, two elementary classroom teachers, and two middle grade teachers. They evaluate school data following benchmark assessments and look at test score trends and achievement test data. They also dissect Discovery Education benchmark tests three times a year to track progress. They look at trends and strengths/challenges throughout the school and make recommendations for

how to proceed for the next benchmark period. These recommendations are relayed to the faculty during faculty /grade level meetings. Also, teachers meet frequently with administrators in grade level meetings to talk about needs/concerns. Teacher input is encouraged in making decisions about the subject/grade level improvements and classroom needs.

9. At-risk students are identified through benchmark testing, teacher observation, grades, parent concerns, and through state-mandated testing. We currently have 16 teachers (5 for tutoring) who are participating in before/after school programs. Students also receive 45 minutes per day in reading and math (remediation, intervention, and acceleration). Students within the tier process receive intervention during flex time in their area of need. However, if the team identifies a student who is not responding appropriately to interventions, a meeting is scheduled with the parent, classroom teacher, s-team coordinator, school psychologist, and an administrator to have the student referred for further testing to see if he or she qualifies for special education services.

10. Title I money is used for materials needed within the school. Funds are also used for parent involvement activities. Title I funds have been used to purchase technology (desktop computers, N-Computing systems, graphing calculators), update items (projectors and desktop), and enhance devices that we currently using. Through these funds, we were also able to purchase keyboard covers to help students with keyboarding skills and wireless keyboards to use with our Ipad lab. These resources enable us to prepare for the mandatory online state writing assessment. The district provides the school with funds for supplies, equipment, materials, and professional development. Local resource agencies that provide support are The Good Neighbor Shop (Math Academy), Terrific Kids through the Lion's Club in Tellico Village, GFWC Loudon Woman's Club (poetry and art), Modern Woodman (speech contest) and local churches.