

TCSPP

Chester County School System

Cherrie Pipkin, Superintendent

December, 2011

**Chester County TCSP
December, 2011**

Chester County District Goal Summary: 2011-2012 School Year									
Due to Field Service Representatives by December 15, 2011									
First to the Top Goals									
		3 rd Reading		7 th Math		Algebra I		English II	
District		51.2%		28.4%		42.2%		62.1%	
East Elementary		51.2%		n/a		n/a		n/a	
Jacks Creek Elementary		51.2%		n/a		n/a		n/a	
West Elementary		51.2%		n/a		n/a		n/a	
Chester Co Middle School		n/a		n/a		n/a		n/a	
Chester Co. Junior High		n/a		37.7%		n/a		n/a	
Chester Co High School		n/a		n/a		42.2%		62.1%	
Subgroup Progress Goals									
K8	African American	Asia n	Hawaii Pacific Islander	Hispanic	Native Amer. Alaska	White	Economically Disadvantaged	Special Education	Eng. Lang. Learn.
District	RLA: 24.1 +15% MA: 30.7 +15%	n/a	n/a	RLA: 33.3 +7% MA: 20.0 +7%	n/a	RLA: 42.9 +7% MA: 34.2 +5%	RLA: 36.3 +10% MA: 22.9 +10%	RLA: 36.4 +7% MA: 20.0 +10%	n/a
East K-3	RLA 22% +15%	n/a	n/a	n/a	n/a	RLA: 42.1 +10%	RLA: 29.6 +15%	RLA: 36 +10%	n/a
Jacks Creek K-3	n/a	n/a	n/a	n/a	n/a	RLA: 48.6 +7%	RLA: 53.5 +5%	n/a	n/a
West K-3	n/a	n/a	n/a	n/a	n/a	RLA: 41 +10%	RLA: 33 +15%	n/a	n/a
C Co. MS 4-5	RLA: 30 +15% MA :18 +20%	n/a	n/a	n/a	n/a	RLA: 54 +5% MA: 53 +5%	RLA: 42 +7% MA: 32 +10%	RLA: 42 +7% MA: 27 +15%	n/a
Chester Co. JH 6-8	MA: 14.3 +15%	n/a	n/a	n/a	n/a	MA: 34.2 +5%	A: 22.9 +10%	MA: 20 +10%	n/a
HS	African American	Asia n	Hawaii Pacific Islander	Hispanic	Native Amer./ Alaskan	White	Economically Disadvantaged	Special Education	English Lang. Learner
District	E2: 57.1+ 10% A1: 35.2+ 10%	n/a	n/a	n/a	n/a	E2: 62.4+ 5% A1: 39.3 + 5%	E2: 45.4 + 7% A1: 39.7 +5%	E2: 12.5 +10% A1: 5 +15%	n/a
Chester Co. HS	E2: 57.1+ 10% A1: 35.2+ 10%	n/a	n/a	n/a	n/a	E2: 62.4+ 5% A1: 39.3 + 5%	E2: 45.4 + 7% A1: 39.7 + 5%	E2: 12.5 +10% A1: 5 +15%	n/a
Other Key Goals									
	Graduation Rate	Attendance Rate	ACT Math	ACT Science	ACT English	ACT Reading			
District	3-yr.ave.90%	95%	18.2	19.3	19.4	19.4			
East Elem.	n/a	95%	n/a	n/a	n/a	n/a			
Jacks Creek	n/a	93%	n/a	n/a	n/a	n/a			
West Elem.	n/a	95%	n/a	n/a	n/a	n/a			
Chester Co. MS	n/a	95%	n/a	n/a	n/a	n/a			
Chester Co. JH	n/a	95%	n/a	n/a	n/a	n/a			
Chester Co. HS	3-yr.ave.90%	95%	18.2	19.3	19.4	19.4			

TVAAS Goals							
	K8 Math (NCE)	K8 RLA (NCE)	K8 Science (NCE)	K8 Soc.St (NCE)	Algebra I (%-tile)	Biology I (%-tile)	English II (%-tile)
District	+3.0	+3.0	+3.0	+3.0	+3.0	+3.0	+3.0
East Elem.	+3.0	+3.0	+3.0	+3.0	n/a	n/a	n/a
Jacks Creek	+3.0	+3.0	+3.0	+3.0	n/a	n/a	n/a
West Elem.	+3.0	+3.0	+3.0	+3.0	n/a	n/a	n/a
Chester Co. MS	+3.0	+3.0	+3.0	+3.0	n/a	n/a	n/a
Chester Co. JH	+3.0	+3.0	+3.0	+3.0	n/a	n/a	n/a
Chester Co. HS	n/a	n/a	n/a	n/a	+3.0	+3.0	+3.0

Summary of district implementation plan:

Overall, Chester County School District made improvements from 2009-2010 to 2010-2011 for the ALL subgroup in **Math** (from 29.8% to 40.3%). Reading proficiency decreased slightly for the All subgroup in **RLA** (from 47.9% to 47.3%).

K-8 achievement scores in **Math** increased for grades 4-8, ranging from 7.3% to 20.7% improvement. Math achievement scores decreased by 5.1% in grade 3. Losses in 3rd grade Math ranged from 0.8% (East) to 3.9% (Jacks Creek) to 14.1% (West). Lowest achievement levels for 7th grade math subgroups ranged from 14.3% for African-Americans to 20.0% for Hispanics and SWD to 22.9% for ED. Small populations within these subgroups cause significant percent changes when only a few students move from proficient to below proficient or vice versa.

In order to improve achievement for these subgroups, and all others, the district is requiring that elementary and middle school teachers spend a minimum of 90 minutes in math instruction daily. The junior high is scheduling two math classes per day for all students; one is the regular grade-level class and the other is a skills class. This change required the district to hire an extra math teacher. In addition, the district has provided a full-time instructional coach at the middle school, a district-level data specialist, and 2 part-time interventionists at the junior high school. iPads were purchased for both interventionists. In addition, the district funds Math Boot Camp for students in grades 4-8. The data specialist is training teams at all schools in data analysis. The district has purchased scientific calculators for all math classes at the junior high. The district purchased ThinkLink, STAR Math, and USA Test Prep to facilitate formative assessment at K-8 schools. Common pacing guides are in place for math for grades K-8. The district is creating and administering 9-week formative assessments aligned with the pacing guides. Results are sent to principals who then work with teachers to identify students with skill deficits and plan for remediation. Common planning periods in grades 3 – 5 are used to collaboratively plan, share strategies, and analyze data. A district-funded school improvement specialist is assisting schools in identifying students by past, projected, and current achievement in order to ensure proper instruction and intervention strategies are in place. The district is funding stipends for after-school PLC meetings beginning 2nd semester. In-house professional development includes Battelle training modules on formative instructional practices and using data to improve instruction. The district sent middle school math teachers to summer training on instructional strategies. Middle and junior high school administrators were sent to data training.

K-8 achievement scores in **RLA** increased in grades 4, 5, 6, (Middle School), and grade 8, ranging from 0.7% to 5.5% improvement with the greatest gain in 8th grade. RLA scores decreased in grades 3 and 7, by 8.6% and 5.2%, respectively. Losses in 3rd grade RLA ranged from 8.2% (East) to 14.3% (West). Jacks Creek had a 1.2% gain. Lowest achievement levels for 3rd grade reading subgroups ranged from 24.1% for African-Americans to 33.3% for Hispanics to 33.4% for SWD to 36.3% for ED. Small populations within these subgroups cause significant percent changes when only a few students move from proficient to below proficient or vice versa.

In order to improve achievement for these subgroups, and all others, the district is requiring teachers to spend more time in direct/explicit instruction and less time in reading centers for a minimum of 90 minutes daily in grades 3-5. The junior high enrolls all students in both Reading and English. In addition, the district is providing a district-wide reading specialist, a district-wide ELL specialist, a full-time instructional coach at the middle school, and a part-time reading specialist at West Elementary. Reading interventionists and/or teacher assistants are provided at all three elementary schools and the middle school. The district purchased SRA kits for all 3rd grade teachers who will use these to strengthen basic reading skills and comprehension. The district purchased ThinkLink, STAR Early Intervention and Reading, and USA Test Prep to facilitate formative assessment at K-8 schools. The district purchased Student Response System Clickers for each grade for junior high English classrooms. The district is promoting Read for TN Kids and parent involvement focused on reading. Common pacing guides are in place for grades 3-8 and are being developed for K-2 using common core standards. The district is creating and administering 9-week formative assessments aligned with the pacing guides. Results are sent to principals who then work with teachers to identify students with skill deficits and plan for remediation. Common planning periods in grades 3-5 are used to collaboratively plan, share strategies, and analyze data. A district-funded school improvement specialist is assisting schools in creating strategic plans. These plans include, but are not limited to, identifying students by past, projected, and current achievement in order to ensure proper instruction and intervention strategies are in place. The district is funding stipends for after-school PLC meetings beginning 2nd semester. In-house professional development includes Battelle training modules on formative instructional practices and using data to improve instruction.

HS scores for **Algebra I** increased for all represented subgroups, ranging from 4.3% for All Students to 7.1% for ED. African-American and SWD subgroups both had a gain of 5%, but remain low at 20% and 5%, respectively. In order to continue to improve achievement for these subgroups, the district is creating and administering 9-week formative assessments aligned with state curriculum standards. Results are sent to principals who then work with teachers to identify students with skill deficits and plan for remediation. The district is also proving USA Test Prep and ThinkLink test preparation/formative assessment programs. Algebra I students are scheduled into two math periods with the exception of 9th graders enrolled in Geometry. The district is funding stipends for after-school PLC meetings beginning 2nd semester. In-house professional development includes Battelle training modules on formative instructional practices and using data to improve instruction.

English II scores for All Students decreased by 0.6%. For English II subgroups, ED, SWD, and White **increased** by 7.1%, 2.5%, and 1.4%, respectively; African-American decreased by 11.4%. In order to improve achievement for these subgroups, the district is creating and administering 9-week formative assessments aligned with state curriculum standards. Results are sent to principals who then work with teachers to identify students with skill deficits and plan for remediation. The district also provides USA Test Prep as a test preparation/formative assessment strategy. Students can use this program at home as well as at school. A district-funded school improvement specialist is assisting all schools in creating strategic plans for improvement.

Anticipated areas of greatest growth:	Anticipated challenges and risks:
<p>K8 African-American student achievement in RLA African-American student achievement in Math</p> <p>ED student achievement in RLA ED student achievement in Math</p> <p>HS African-American student achievement in Eng.II African-American student achievement in Alg.I</p>	<p>K8 Training teachers to continuously monitor student/subgroup achievement on state curriculum standards and plan for instruction and intervention accordingly.</p> <p>Training teachers in standards-based instruction, using the textbook as a resource, not the total curriculum.</p>

<p>ED student achievement in Eng. II ED student achievement in Alg. I</p> <p>SWD student achievement in Eng.II SWD student achievement in Alg.I</p>	<p>Training teachers on teaching diverse populations of students.</p> <p>HS Training teachers to continuously monitor student/subgroup achievement on state curriculum standards and plan for instruction and intervention accordingly.</p> <p>Training teachers on teaching diverse populations of students.</p> <p>Having teachers teach at the level of rigor needed for students to meet or exceed college readiness benchmarks.</p>
---	---

Funding sources for key intervention strategies:

1. Formative Assessments
 - 9-week assessments – No additional cost to the district
 - ThinkLink - \$4558 – General Funds
 - STAR Assessments - \$19,886 – Title I
 - USA Test Prep - \$4200 – General Funds
2. Increased Technology
 - Student Response System - \$1195 – General Funds
 - Ipads - \$1234 – Title II Part D and General Funds
 - Calculators - \$600 - RTTT
 - Plato - \$25,000 – General Funds
 - BrainPop - \$995 – Title I
 - Education City - \$1407 – Title I
 - Progress Zone – \$1800 – Title I
 - Imagine Learning - \$1500 – Title I
 - Compass Learning- \$3000 – Title I
 - Accelerated Reader - \$1062 – General Funds
3. Personnel
 - Reading Interventionists/Specialists/Tutors - \$184,135 – RTTT, Jobs, Title I
 - Math Interventionists - \$43,585 – RTTT
 - District Data Specialist - \$61,699 – General Funds
 - Instructional Coaches - \$90,000 – Jobs
 - Extra Math Teacher - \$36,000 – General Funds
 - School Improvement Specialist – General Funds
4. SRA Kits for 3rd Grade Reading - \$10,160 – RTTT
5. Math Facts in a Flash - \$2518 – Title I
6. Professional Development (PLCs) - \$24,505 – RTTT
7. Math Boot Camp - \$10,000 – RTTT
8. Credit Recovery/After school tutoring - \$17,400 – Extended Contract Funds
9. ACT On-line/ Workbooks (Triumph College Admissions) - \$2945.38 – General Funds