

School:	<b>East Chester Elementary School</b>	
District:	Chester County Schools	
Analysis of last year's final results:	Areas of Greatest Progress:	Areas of Greatest Challenge:
	<p><b>Proficient/Advanced IMPROVEMENTS</b></p> <p><b>R/LA:</b> A/A: 16.7% moved from BB to B A/A: 4% gain (from 18% to 22%) ED: 3% gain from 27% to 30%</p> <p><b>MATH:</b> ED: 14.0% gain (from 38% to 52%) A/A: 28.0% gain (from 22% to 50%) <i>*Insufficient numbers to report Hispanic, Asian, and LEP.</i></p>	<p><b>Proficient/Advanced SETBACKS</b></p> <p><b>R/LA:</b> ALL: 8% loss (from 46% to 38%) WHITE 8% loss (from 50% to 42%) A/A: 4% (from 18% to <b>22%</b>) SWD: 9% loss (from 45% to 36%) ED: (from 27% to <b>30%</b>)</p> <p><b>MATH:</b> SWD: 24% loss (from 67% to 43%) <b>SCIENCE:</b> ALL: 12% loss (from 70% to 58%) ED: 11% loss (from 55% to 44%) SWD: 11% loss (54% to 43%)</p>
	Source of Progress:	Source of Challenge:
	<p>Reading:</p> <p>We've had some success with moving our African-American students in grade 3 from below basic to basic in R/LA. Gains for this subgroup may be attributed to the following: 1) The principal, reading coach, and K-3 teachers attended the training offered by the state for the new standards in R/LA in the summer of 2009 and some of the same teachers K-2 along with the principal and reading coach attended the common core standards training offered in 2010. 2) K-3 teachers met weekly to discuss lesson plans for the upcoming week as well as what content needed to be re-taught using I-station data and probe data, both formative assessments. 3) Teachers in K-3 reviewed student work weekly to determine which students were in need of tutoring and what was needed as supplemental material for tutoring. I-station data were used to formulate plans for reading deficits. (4) An interventionist worked with each class one day a week in kindergarten; students in first grade &amp; second grade worked with a partner teacher; and third grade classes had an interventionist that worked with each class one day a week.</p>	<p>Reading:</p> <p>Challenges at East Chester become greater as students move from kindergarten to grade 3. (1) More professional development is required for all our teachers to fully understand the changes that have occurred in the new standards framework. Unlike the teachers in grades K-2, third teachers have not received any training on the new common core standards. The K-2 teachers received only minimal training; however, they are becoming more skilled at standards-based instruction. Although the principal has encouraged teachers to "teach the standards" by eliciting new materials to supplement their textbooks, walk-through data show a strong reliance on the textbook and on workbooks/sheets. (2) Scheduling does not lend itself to provide the K-3 teachers at East Chester a common planning time, so we've used faculty meetings and PLC meetings after school to help with this challenge. (3) Teachers asked for a formative assessment that could be used to help them track student progress more accurately and more aligned with TCAP. Consequently, the STAR program was purchased for early literacy and reading. Results from the STAR assessment will be used to monitor students throughout the year. (4) 62% of East Chester's teachers indicated that they felt they needed more professional development on closing the achievement gap on the TELL Survey given at the end of the</p>

	<p><b>Math:</b>          We've had some success with moving 3<sup>rd</sup> Grade ED students (14.0% gain in proficient/advanced) and 3<sup>rd</sup> Grade A/A students (28.0% gain in proficient/advanced) in Math. Gains for this subgroup may be attributed to the following: 1) The principal, math coach, and K-3 teachers attended the training offered by the state for the new standards in math in the summer of 2009 and some of the same teachers K-2 along with the principal and math coach attended the common core standards training offered in 2010. 2) K-3 teachers met weekly to discuss lesson plans for the upcoming week as well as what content needed to be re-taught using probe data and formative assessments. 3) Teachers in K-3 reviewed student work weekly to determine which students were in need of tutoring and what was needed as supplemental material for tutoring. (4) An interventionist worked with each class one day a week in kindergarten; students in first grade &amp; second grade worked with a partner teacher; and third grade classes had an interventionist that worked with each class one day a week.</p>	<p>2010-2011 school year.  <b>Math:</b>          Challenges at East Chester become greater as students move from kindergarten to grade 3. (1) More professional development is required for all our teachers to fully understand the changes that have occurred in the new standards framework. Unlike the teachers in grades K-2, third teachers have not received any training on the new common core standards. The K-2 teachers received only minimal training; however, working through the standards is coming along. Although the principal has encouraged teachers to "teach the standards" by eliciting new materials to supplement their textbooks, walk-through data show a strong reliance on the textbook and on workbooks/sheets. (2) Scheduling does not lend itself to provide the K-3 teachers a common planning time, so we've used faculty meetings and PLC meetings after school to help with this challenge. (3) Teachers asked for a formative assessment that could be used to help them track student progress more accurately and more aligned with TCAP. Consequently, the STAR program was purchased for math. Results from the STAR assessment will be used to monitor students throughout the year. (4) 62% of East Chester's teachers indicated that they felt they needed more professional development on closing the achievement gap on the TELL Survey given at the end of the 2010-2011 school year.</p>
<p>Goals for this school year:</p>	<p><b>Overall Achievement Goals: (Aligned to First to the Top Goals)</b></p> <p><b>Reading:</b>          For 2011-2012, the number of East Chester students scoring proficient/advanced on the <b>3<sup>rd</sup> grade TCAP reading test</b> will increase at least 10% (from 38% to 48%).  <u>Other Achievement Goals:</u>          For 2011-2012, the number of K-2 East Chester students scoring proficient/advanced on the <b>April STAR Reading/Early Literacy Assessment</b> will be at least 55%.</p> <p><b>Math:</b>          For 2011-2012, the number of East Chester students scoring proficient/advanced on the <b>3<sup>rd</sup> grade TCAP math test</b> will increase at least 5% (from 53%-58%).  <u>Other Achievement Goals:</u>          For 2011-2012, the number of 1-2 East Chester students scoring proficient/advanced on the <b>April STAR Math Assessment</b> will be at least 60%.          For 2011-2012, the number of K East Chester students scoring proficient/advanced on the <b>4<sup>th</sup> nine weeks math assessment</b> will be at least 60%.</p>	

	<p><b>Science:</b> For 2011-2012, the number of East Chester students scoring proficient/advanced on the <b>3<sup>rd</sup> grade TCAP science test</b> will increase at least 5% (from 58% to 63%)</p> <p>Subgroup Goals: (List each subgroup individually)</p> <p>For 2011-2012, the number of students scoring proficient/advanced on the 3<sup>rd</sup> grade TCAP reading test will increase by:</p> <ul style="list-style-type: none"> <li>*15% for African-American</li> <li>*10% for White</li> <li>*15% for Economically Disadvantaged</li> <li>*10% for SWD</li> <li>*10% for Hispanic students</li> </ul> <p>Other Required Goal Areas:</p> <p>East Chester Elementary will continue to meet or exceed the attendance rate of 95%.</p>
<p>Plan for this school year:</p>	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> <li>1. High expectations: Teachers are being asked to develop more challenging lessons and assessments.</li> <li>2. Laser focus on standards - It's all about the standards. We must teach the standards instead of relying on textbooks.</li> <li>3. Common pacing guide - We have this for K-2 using the common core standards. Before the end of the school year we will have it for 3<sup>rd</sup> grade as well. We are also developing common assessments for each nine weeks for each grade level in reading and math.</li> <li>4. Use of data to inform instruction as well as intervention strategies. We're using the data to predict proficiency levels and to provide targeted assistance to individual students based on individual skill deficits.</li> <li>5. Instructional time on task - We are providing bell to bell instructional opportunities at East Chester. More time is being spent on high quality instruction in reading rather than constantly assessing and participating in center activities. More emphasis is being placed on sight words and fluency.</li> </ol> <p>Key strategies to achieve progress for students with the greatest need:</p> <p>We've developed a plan that includes the following strategies to positively impact student achievement <b>in reading and math</b>:</p> <ol style="list-style-type: none"> <li>1. Teach and remediate the essentials - STANDARDS, STANDARDS, STANDARDS. Students receive at least 90 minutes of reading instruction and 90 minutes math instruction daily.</li> <li>2. Formative assessments - (A) Teachers are using formative assessments throughout their lessons to identify skill deficits and plan targeted instruction. (B) STAR assessments help us pinpoint the standards students need to be remediated on through intervention. (C) Nine weeks practice tests replicate the summative test. We need to assess and remediate students throughout the year instead of waiting until two weeks before TCAP, especially those students with greatest need. We are able to teach students problem-solving strategies and how to eliminate bad answer choices in order to lessen test-taking anxiety.</li> <li>3. Data driven decisions at the individual student level - We're using data from the STAR assessments and the 9 weeks assessments. We are able to make decisions for individual students and groups of students based on this data. We will focus on their individual needs to help them achieve more. (A) Data teams - After analyzing available data, the school level team formulates the nine weeks intervention plan. Grade level teams chart student growth from the STAR benchmark tests. (B) Goal charts posted throughout the school/classrooms -</li> </ol>

	<p>posted throughout the building. (C) Have students track their own progress - Our students need to feel responsible for learning all they can. Data folders have been developed and shared with students and parents.</p> <p>4. Classroom Instruction/Assessment - (A) Shared lessons - Highly effective teachers have shared lessons using the TIM model, demonstrating reading and math lessons that cover the new teacher evaluation rubric. We will continue to share more lessons during PLC meetings. (B) Drill and practice - Teachers are using drill and practice in order to form a strong foundation on skills that are easily learned through rote such as sight words and math facts. Math Facts in a Flash is being used to practice math facts during computer time. (C) Use of item samplers and practice tests - Teachers are formatting their tests to look like TCAP so that students are very familiar with how to take the test. (D) Teaching must be about outcomes - Teaching must be about relationships first, but ultimately those relationships need to lead to student achievement with emphasis on low-achieving subgroups (ED, SWD, A/A).</p> <p>5. Intervention - (A) Seven full-time interventionists work to remediate identified students. In addition, special class teachers provide intervention from 30-90 minutes per day. Our district level reading coach is located on-site. (B) Compass and Education City are being used during computer class to provide individualized remediation/enrichment based on STAR data.</p>	
	<p>Projected costs and funding sources for key strategies:</p> <ol style="list-style-type: none"> <li>1. STAR Assessment for Reading: Early Literacy (\$1941.45) &amp; Reading (\$2460.31): Title 1</li> <li>2. STAR Assessment for Math: \$2460.31 (Title 1)</li> <li>3. STAR Hosting: \$450.87 (Title 1)</li> <li>4. Intervention Materials: General Fund (\$486)/Title 1 (\$1500)</li> <li>5. Math Facts in a Flash Program: Title 1 (2518.85)</li> <li>6. Interventionists' Salaries: Title 1/JOBS/RTTT - 20 hours a week @ \$25/hour</li> <li>7. Compass - \$3,000.00 (Title 1)</li> <li>8. Education City - \$1407.00 (Title 1)</li> <li>9. PLC - 12 hours @ \$25 hour per teacher - (RTTT)</li> <li>10. SRA reading kits for 3<sup>rd</sup> grade classes - \$855.06 (RTTT)</li> </ol>	
<p>Benchmarks for Progress</p>	<p>Benchmark:</p> <p>K-3 STAR Reading: 25% Proficient/Advanced  K-3 STAR Reading: 35% Proficient/Advanced  K-3 STAR Reading: 45% Proficient/Advanced  K-3 STAR Reading: 55% Proficient/Advanced</p> <p>K-3 STAR Math/9 Wk Test: 30% P/A  K-3 STAR Math/9 Wk Test: 40% P/A  K-3 STAR Math/9 Wk Test: 50% P/A  K-3 STAR Math/9 Wk Test: 60% P/A</p> <p>All grades will complete 9 weeks standards-based learning charts for reading. End-of-nine-weeks common assessments will be based on these charts.</p>	<p>Timeline:</p> <p>September 1 - September 30, 2011  December 1 - December 16, 2011  February 1 - February 29, 2012  April 1- April 30, 2012</p> <p>September 1 - September 30, 2011  December 1 - December 16, 2011  February 1 - February 29, 2012  April 1- April 30, 2012</p> <p>October 31 - Learning Charts Completed  December, February, April - Common Assessments Administered</p>
	<p>Professional Learning Community Meetings/Data Teams</p>	<p>Focus on analysis and use of data to inform instruction  PLCs - every other week  Data Teams - after 9 weeks assessments</p>