

**Jacks Creek Elementary School
School Improvement Plan
2011-2012**



November, 2011

School:	Jacks Creek Elementary School	
District:	Chester County Schools	
Analysis of last year's final results:	Areas of Greatest Progress :	Areas of Greatest Challenge :
	<p>TCAP Proficient/Advanced 2011</p> <p>Reading: <u>All</u>: 3rd Grade 1.2% gain (from 48.8% to 50%) <u>Econ. Disadv.</u>: 7.5% gain (from 45.8% to 53.3%) <i>This is the highest rate of all subgroups.</i> <u>African-American</u>: 100% P/A (2 students) <u>Hispanic</u>: 50% P/A (2 students)</p> <p>Math: <u>African-American</u>: 100% P/A (2 students) <u>Hispanic</u>: 50% P/A (2 students)</p>	<p>TCAP Proficient/Advanced 2011</p> <p>Reading: <u>Non Econ Disadv.</u>: 12.9% loss (from 52.9% to 40%) – a change of 2 students <u>White</u>: 4.2% loss (from 52.8% to 48.6%) – a change of 1 student</p> <p>Math: <u>ALL</u>: 3.2% loss (from 43.9% to 40%) - a change of 1 student</p> <p><i>**The small size of the school and number of students tested cause one or two students to make a large change in the proficiency rate.</i></p>
	Source of Progress:	Source of Challenge:
	<p>Reading:</p> <ol style="list-style-type: none"> Teachers used DIBELS to analyze student progress and identify struggling students. Tutors were used to target struggling students. Teachers began to plan small group instruction around student needs. Teachers utilized resources to implement state vocabulary instruction. An intense 3-week after-school remedial program was implemented in the spring to target students near proficiency. 	<p>Math:</p> <ol style="list-style-type: none"> More focus was placed on reading than math; tutoring was for reading only. There are two 3rd grade teachers – both were new to the school; one was a first-year teacher. Transportation is an issue for parents and students for after-school tutoring except during a designated 3-week period. Teachers have historically been textbook driven, but are beginning to move to standards-based instruction. Formative assessments were limited and teachers needed more training on and responsibility for using data reports. Teachers used centers in place of flexible grouping. Common planning for teachers was not in place.. The small size of the school and number of students tested cause one or two students to make a large change in the proficiency rate. Each teacher impacts 50% of the students. Summative tests for K-2 are not aligned to state standards.

Goals for this school year:	Overall Achievement Goals: (Aligned to First to the Top Goals)	
	<p><u>Aim:</u> Chester County Schools will be among the top 25 in the state in all grades in math and language arts.</p> <p>For 2011-2012, the 3rd grade TCAP Reading percent proficient/advanced will increase by 5% (from 50% to 55%).</p> <p>For 2011-2012, the 3rd grade TCAP Math percent proficient/advanced will increase by 10% (from 40% to 50%).</p> <p>For 2011-2012, the 3rd grade TCAP Science percent proficient/advanced will meet or exceed the 2011 P/A rate of 70%.</p> <p><u>Other Achievement Goals:</u></p> <p>Reading: (based on early reports from the following assessments)</p> <p><u>Kindergarten</u> – 75% proficient/advanced on the Early Literacy Assessment <u>1st Grade</u> – 55% proficient/advanced on the STAR Early Literacy Assessment <u>2nd Grade</u> – 50% proficient/advanced on the STAR Reading Assessment</p> <p>Math: (based on early reports from the following assessments)</p> <p><u>Kindergarten</u> – 55% proficient/advanced on the District 9-week Assessment <u>1st Grade</u> – 55% proficient/advanced on the District 9-week Assessment <u>2nd Grade</u> – 50% proficient/advanced on the STAR Math Assessment</p>	
	Subgroup Goals: (List each subgroup individually)	
	<p><i>*Subgroups with 10 or more students are <u>White</u> and <u>Economically Disadvantaged</u>.</i></p> <p>Reading:</p> <p><u>White</u> – For 2011-2012, the percent proficient/advanced on 3rd grade TCAP will increase by 7% (from 48% to 55%).</p> <p><u>Economically Disadvantaged</u> - For 2011-2012, the percent proficient/advanced on 3rd grade TCAP will increase by 5% (from 53% to 58%).</p> <p>Math:</p> <p><u>White</u> – For 2011-2012, the percent proficient/advanced on 3rd grade TCAP will increase by 10% (from 40% to 50%).</p> <p><u>Economically Disadvantaged</u> - For 2011-2012, the percent proficient/advanced on 3rd grade TCAP will increase by 10% (from 40% to 50%).</p>	
	Other Required Goal Areas:	
<p>For 2011-2012, Jacks Creek Elementary will continue to meet or exceed the state attendance goal of 93%.</p> <p><i>**TVAAS scores are not reported for this school.</i></p>		
Plan for this school year:	<p>Key strategies to achieve goals:</p> <ol style="list-style-type: none"> 1. All teachers have been trained (Battelle for Kids) and will implement formative instructional practices and assessments. They will monitor student work, provide feedback, and develop lessons accordingly. 	

	<ol style="list-style-type: none"> 2. All teachers will have all students 'Write to Inform' in all subjects. 3. Teachers and staff will emphasize appropriate vocabulary for all subjects by using 'I can' statements and by focusing on state vocabulary. 4. Common core standards will be taught in all K-2 classrooms. 5. Teachers will use standards-based instruction, becoming less dependent on textbooks. 6. Teachers will provide daily practice for TCAP (longer reading passages, higher-level math problems, problem-of-the-day, spiral reviews, TCAP type test questions). 7. Common planning will be available at all grade levels. Assignments will focus on standards-based instruction and data analyses. 																
	Key strategies to achieve progress for students with the greatest need:																
	<ol style="list-style-type: none"> 1. Teachers will use STAR and the new 9-week assessments to monitor student progress, inform instructional practice, and identify struggling students. 2. Small group instruction and one-on-one tutoring will be provided to struggling students. 3. Teachers/tutors will provide previews of next lessons during tutoring sessions. 4. Teachers will analyze assessment data and student progress at grade, class, and individual student levels. 5. Skills Day will focus on results of item analyses of nine-week assessments. Targeted skills will be taught by the teacher with the highest proficiency rate when possible. 6. Computer lab will be used to reinforce targeted skills. 																
	Projected costs and funding sources for key strategies:																
	<table border="0" style="width: 100%;"> <tr> <td style="width: 40%;">1. Tutors – 4</td> <td style="width: 30%;">Cost: \$36,000</td> <td style="width: 30%;">Source: District (Title I)</td> </tr> <tr> <td>2. Printing of 'I Can' statements</td> <td>Cost: \$91.28</td> <td>Source: General Fund</td> </tr> <tr> <td>3. STAR Assessments</td> <td>Cost: \$6189</td> <td>Source: District (Title I)</td> </tr> <tr> <td>4. Education City subscription</td> <td>Cost: \$1407</td> <td>Source: District (Title I)</td> </tr> <tr> <td>5. Compass Learning Odyssey</td> <td>Cost: \$3000</td> <td>Source: District (Title I)</td> </tr> </table>		1. Tutors – 4	Cost: \$36,000	Source: District (Title I)	2. Printing of 'I Can' statements	Cost: \$91.28	Source: General Fund	3. STAR Assessments	Cost: \$6189	Source: District (Title I)	4. Education City subscription	Cost: \$1407	Source: District (Title I)	5. Compass Learning Odyssey	Cost: \$3000	Source: District (Title I)
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Benchmarks for Progress	Benchmark:	Timeline:															
	STAR Reading Assessment Kindergarten – 45%, 55%, 65%, 75% proficient/advanced 1 st grade – 40%, 45%, 50%, 55% 2 nd grade – 35%, 40%, 45%, 50% 3 rd grade – 40%, 45%, 50%, 55%	August 2-September 30, 2011 October 3-December 1, 2011 January 3 – February 29, 2012 March 1 – April 30, 2012															
	District 9-Week Math Assessment Kindergarten – 40%, 45%, 50%, 55% proficient/advanced 1 st grade – 40%, 45%, 50%, 55% STAR Math Assessment 2 nd grade – 35%, 40%, 45%, 50% 3 rd grade – 40%, 45%, 50%, 55%	August 2-September 30, 2011 October 3-December 1, 2011 January 3 – February 29, 2012 March 1 – April 30, 2012															
	All teachers K-3 will review/learn/unpack Common Core Standards. District instructional coach will assist teachers.	Weekly meetings during common planning times; follow-up meetings as a faculty once per nine weeks; follow up meetings with reading/math coaches as needed; attend workshops as they become available															
	Teachers at each grade level will meet weekly to prepare	Weekly meetings during common															

	lesson plans, discuss issues, modify pacing guides, and analyze data	planning times; results of meetings documented and given to principal; lesson plans submitted weekly
	Data training/meetings: These meetings will be used to train and to inform teachers, especially in the analysis and use of STAR Reading, STAR Math, and 9-Week Assessments.	<p><u>August</u>: Meeting with Mr. Fenimore, data specialist</p> <p><u>September</u>: Principal meeting with individual teachers on STAR reports</p> <p><u>October</u>: Data Team meeting</p> <p><u>November</u>: Faculty/Staff Data Meeting to determine strengths and weaknesses.</p> <p><u>December</u>: Principal meeting with teachers after STAR testing to determine areas of growth/no growth</p> <p><u>January</u>: Meeting with Mr. Fenimore to discuss 9-week benchmark assessments</p> <p><u>February – May</u>: Data teams meetings to discuss needs according to STAR reports</p>
	Utilize the computer lab to target specific skill deficits of students.	STAR Reading and Math assessments are given at the beginning and middle of each 9-weeks period. Based on reports from STAR, students will work on identified skills in the computer lab twice per week.