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| School: | East Chester Elementary School | |
| District: | Chester County Schools | |
| Analysis of last year's final results: | Areas of Greatest Progress: | Areas of Greatest Challenge: |
| | <p>TCAP 3rd MATH: ALL: 74.5% scored P/A compared to 70.9% last year (3.9% gain) SWD: 75.3% scored P/A compared to 73.8% last year (1.5% gain) WHITE: 92.4% scored P/A compared to 74.2% last year (18.2% gain) ED: 64.3% scored P/A compared to 64.2% last year (.1% gain) NON-ED: 88.1% scored P/A compared to 80% last year (8.1% gain)</p> <p>Gap closures for WHITE and ED groups.</p> <p>3rd SCIENCE: ALL: 83.7% scored P/A compared to 76.3% last year (7.4% gain)</p> | <p>TCAP 3rd MATH: BLACK: 34.6% scored P/A compared to 60% last year (25.4% drop) BNH: 37.5% scored P/A compared to 60.9% last year (23.4% drop)</p> <p>Gap closures for ED.</p> <p>3rd READING: ALL: 45.9% scored P/A compared to 57% last year (11.1% drop) WHITE: 57.5% scored P/A compared to 61.4% last year (3.9% drop) BLACK: 23% scored P/A compared to 40% last year (17% drop) ED: 28.6% scored P/A compared to 43.4% last year (14.8% drop) BNH: 21.9% scored P/A compared to 43.4% last year (21.5% drop) SWD: 20% scored P/A compared to 38.5% last year (18.5% drop) NON-ED: 69% scored P/A compared to 75% last year (6% drop)</p> <p>Gap closures for WHITE and ED.</p> |
| | Source of Progress: | Source of Challenge: |
| | <p>Reading:</p> <ol style="list-style-type: none"> 1)Departmentalization in 3rd grade has given the teachers the ability to concentrate more effort and time on math or reading. 2)ReadWell in K-3/Walk to Read 3)Ticket to Read 4)iReady benchmarks and assessments used as formative assessments for reading 5)Interventionists or para-pros in all classrooms 6)Standards-based report cards in K-2 7)After-school program started again 8)Kindergarten Readiness Class 9)I/E time | <p>Reading:</p> <p>More PD is needed on these topics</p> <ol style="list-style-type: none"> 1)Teaching common core standards 2)Using Close reading strategies correctly 3)Providing more time in reading outside of the official reading block to use reading strategies. 4)Developing common 9-week assessments county-wide |

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| | <p>Math:</p> <ol style="list-style-type: none"> 1)Departmentalization in 3rd grade has given the teachers the ability to concentrate more effort and time on math or reading. 2)Developing math tasks 3)CRA in 3rd grade 4)Math journals 5)Rainbow Math 6)iReadybenchmarks and assessments used as formative assessments for reading 7)Interventionists or para-pros in all classrooms 8)Standards-based report cards in K-2 9)After-school program started again | <p>Math:</p> <ol style="list-style-type: none"> 1)Using math tasks and journals more in K-2 to have students ready to complete CRA in 3rd grade 2)Making sure students know math facts fluently, both addition & subtraction and multiplication & division 3)Developing common 9 week assessments county-wide 4)Scheduling I/E time |
| Goals for this school year: | Overall Achievement Goals: | |
| | <p>Reading and Math:</p> <p>For 2015-16, there will be a 2% increase of students scoring *on or above grade level from the Fall administration to the Spring administration of the iReady Diagnostic Assessment.</p> <p>The AMO will be MET in either of the following ways: Minimum 2% increase in School-wide Reading OR Minimum 2% increase in School-wide Math</p> <p>Note: *On or above grade level is equivalent to Proficient/Advanced.</p> | |
| | Subgroup Goals: (List each subgroup individually) | |
| | <p>For 2015-16, attention will be given to the different subgroups when using the iReady diagnostic data and appropriate instructional shifts and intervention will be given</p> <p>American White Economically Disadvantaged SWD Hispanic students</p> | |
| | Other Required Goal Areas: | |
| | East Chester Elementary will continue to meet or exceed the attendance rate of 95%. | |
| Plan for this | Key strategies to achieve goals: | |

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| <p>school year:</p> | <ol style="list-style-type: none"> 1. High expectations: Teachers are being asked to develop more challenging lessons and assessments. 2. Laser focus on standards - It's all about the standards. We must teach the standards instead of relying on textbooks. 3. Common pacing guide - We have this for K-3 using the common core standards. 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. 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, reading fluency, and math facts fluency. |
| | <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 in reading and math:</p> <ol style="list-style-type: none"> 1. Teach and remediate the essentials - STANDARDS, STANDARDS, STANDARDS. Students receive at least 120 minutes of reading instruction and 90 minutes math instruction daily plus 30-45 minutes of reading in the content area daily. 2. Formative assessments - (A) Teachers are using formative assessments throughout their lessons to identify skill deficits and plan targeted instruction. (B) iReady assessments help us pinpoint the standards students need to be remediated on through intervention. (C) Practice tests replicate the summative test. We need to assess and remediate students throughout the year instead of waiting until two weeks before standardized testing, 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. 3. Data driven decisions at the individual student level - We're using data from the iReady assessments and common 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 iReady benchmark tests. (B) Goal charts posted throughout the school/classrooms - Charts reflecting iReady assessment results by classroom and by grade level are 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. 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. Rainbow Math is being implemented in every room. (C) Use of item samplers and practice tests - Teachers are formatting their tests to look like TNREADY so that students are very familiar with how to take the test. (D) Teaching must be about |

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| | <p>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) 16 part-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) Ticket to Read, IXL, and Keyboarding Without Tears are being used during computer class to provide individualized remediation/enrichment based on iReady data.</p> <p>6. Afterschool Sessions - ED 3rd, 2nd, and 1st graders are invited to participate in our afterschool program where each student's individual needs are addressed in reading and math.</p> | |
| | <p>Projected costs and funding sources for key strategies:</p> | |
| | <ol style="list-style-type: none"> 1. iReady Assessment for Reading and Math (\$5900): TIF 2. Interventionists' Salaries: Title 1 - 20 hours a week @ \$10/hour 3. Afterschool Program - 2 days a week @ \$25 an hour for two hours for 5 teachers - (School Grant) | |
| Benchmarks for Progress | Benchmark: | Timeline: |
| | <p>K-3 iReady Reading: 40% Proficient/Advanced</p> <p>K-3 iReady Reading: 50% Proficient/Advanced</p> <p>K-3 iReady Reading: 60% Proficient/Advanced</p> <p>K-3 iReady Reading: 70% Proficient/Advanced</p> | <p>October 1 - October 30, 2015</p> <p>December 1 - December 18, 2015</p> <p>March 1 - March 31, 2016</p> <p>May 1- May 13, 2016</p> |
| | <p>K-3 iReady Math: 40% P/A</p> <p>K-3 iReady Math: 50% P/A</p> <p>K-3 iReady Math: 60% P/A</p> <p>K-3 iReady Math: 70% P/A</p> | <p>October 1 - October 30, 2015</p> <p>December 1 - December 18, 2015</p> <p>March 1 - March 31, 2016</p> <p>May 1- May 13, 2016</p> |
| | Professional Learning Community Meetings/Data Teams | <p>Focus on analysis and use of data to inform instruction</p> <p>PLCs - every other Wednesday</p> <p>Data Teams - after 9 weeks assessments & iReady assessments</p> |