

As outlined in the District's 5-year strategic plan, *Imagine 2014*, the District will implement the strategic plan in 3 phases. In the first half of Phase II (2010-2011), the following projects were identified for implementation, and implementation process goals for these projects were set in October 2010. This report provides a mid-year update on the District's progress towards reaching those goals.

Focus Areas for Different School Levels



Elementary Schools

Mid-Year Progress Report

Class-Size Reduction: maintain the lower student-to-teacher ratios in Empowerment Schools (K=20:1, 1st-3rd=22:1).	Empowerment K classes are at a 22.8:1 District-wide ratio. Empowerment 1st-3rd grade classes are at a District-wide ratio of 21.3:1.
Physical Education (P.E.) and Socialized Recess: provide P.E. and structured recess at elementary schools.	All elementary schools now provide P.E. to students. Over eighty elementary schools have socialized recess.
Elementary Reading Supports: provide supports to the lowest-performing 1st-grade readers in all Empowerment Schools.	The Reading Recovery Program provides these supports in all (58) elementary Empowerment Schools.
Core Curriculum Redesign (Textbook Adoption): provide new K-6 literacy textbooks to Empowerment Schools.	Empowerment Schools instituted the <i>Imagine It</i> literacy curriculum for all K-6th grade classes. Training was provided to teachers.
Healthy Eating: establish School Health Councils in 25% of elementary schools while increasing breakfast and lunch participation rates.	School Health Councils have been established in 100 elementary schools. Breakfast participation has increased from 40% to 43%. Lunch participation has increased from 68% to 70%.
Transitional Bilingual Education: provide transitional bilingual education to serve students and improve achievement.	Program is provided at five schools at designated grades (Cayuga, McClure, Potter-Thomas, Elkin, and Taylor).
Gifted and Talented: streamline identification processes for equitable access to gifted and talented programs.	Schools are provided support and training on meeting needs of gifted learners on a school by school basis.



Middle Grades

Mid-Year Progress Report

Core Curriculum Redesign (Textbook Adoption): provide new literacy and math textbooks to Empowerment middle grades.	Empowerment Schools middle grades instituted <i>Glencoe Literacy</i> and <i>Prentice-Hall Math</i> curricula. Training was provided to teachers.
In-School Suspension: ensure fidelity of implementation for Phase I schools and add In-School Suspension to ten schools.	Phase I schools are audited via Project: Safe Schools assessments and In-School Suspension Checklists. Addition of the program to additional schools is on hold due to budget.
Peer Mediation: provide students with the skill sets and opportunities to resolve peer conflict while developing leadership qualities.	Programs established prior to 2010-11 have been continued. Surveying Peer Mediation programs to determine required needs.



High Schools

Mid-Year Progress Report

Visual and Performing Arts Programs: every comprehensive high school will have a visual arts and performing arts program.	All comprehensive high schools now offer visual arts and performing arts courses.
World Languages: large high schools (over 600 students) will offer at least two world languages.	Large high schools with over 600 students offer at least 2 world languages (exception: CTE schools due to CTE schedule requirements).
Newcomer Learning Academy: open three Newcomer Learning Academies; enroll students at each academy and monitor student progress.	Three Academies opened (South Philadelphia HS, Edison HS, Arts Academy at Rush). Each Academy is fully-enrolled with at least 20 students. Year-end assessments will evaluate student progress.
Student Success Centers (SSC): provide college prep/career development services to high school students within their respective buildings to improve post-secondary success rates.	Operating SSCs in 11 Empowerment high schools. Over half of the students in schools with SSCs have been provided a variety of different pathways and activities.
High School Scheduling: increased offerings and flexibility to allow more remediation, enrichment, and acceleration.	All Empowerment high schools have eight-period days and common planning time for teachers.
Career and Technical Education (CTE): improve student access to CTE programs.	CTE programs instituted at Randolph, Frankford, and Fitzsimons. 11th graders added to CTE programs at four high schools.

2011 Mid-Year Progress Report

Dual Enrollment and Early College High School: increase opportunities for high school students to participate in college-level coursework and experiences.	Released RFQ to partner with two additional universities on Dual Enrollment. More high schools have enrolled students in dual enrollment. Seeking university partner for Early College initiative.
HS for Future Teachers: operate a small high school focused on urban education as a profession for future Philadelphia teachers.	Kensington Urban Academy is in its first year of operation (9th grade only). Leadership team is planning for grades 10-12.
Student Leadership: develop students as leaders and provide a voice for students.	All high schools participating in city-wide student government. School chapters in development for final 10 high schools.
Course Progression and Credit Accumulation: replicate the Franklin Learning Center (FLC) model of learning to increase student ownership of the education process and reduce the dropout rate.	FLC model is currently being piloted at five high schools. Implementation is being monitored through quarterly meetings and school walk-throughs.
In-School Suspension: ensure fidelity of implementation for Phase I schools and add In-School Suspension to ten schools.	Phase I schools are audited via Project: Safe Schools assessments. Program expansion is on hold due to budget.
Peer Mediation: provide students with the skill sets and opportunities to resolve peer conflict while developing leadership qualities.	Programs established prior to 2010-11 have been continued. Surveying all Peer Mediation programs to determine needs.
Infant Center in High School: provide infant/toddler center that provides childcare for high school students who are parents.	Maintaining operation of infant center at Lincoln High School. Second infant center is on hold due to budget.



Focus Areas for All Schools

Mid-Year Progress Report

Early Warning Indicators (EWI): analyze data at the student level to identify individuals who are at-risk for dropping out.	EWI criteria have been identified and are incorporated into an on-line tool available to school staff. EWI reports are provided to schools with 6th or 9th graders.
School Advisory Councils(SACs): create SACs, comprised of parents, staff, and community members, at all district schools and provide training to SAC members.	SACs are now in place at Renaissance Schools and Promise Academies. Trainings have been provided to SACs for Renaissance Schools, Promise Academies, and Weighted Student Funding pilot schools (follow-up training). All other schools will complete member recruitment and training in the spring.
Counseling: decrease the elementary/middle/high school student-to-counselor ratio to 500:1/250:1/300:1. Create Individualized Learning Plans (ILPs) for students in grades 7-10.	At the District level, elementary student-to-counselor ratio is under 400:1 and middle/high school student-to-counselor ratios are 213:1/251:1, respectively. Many 7th-10th graders have ILPs in place. Each student stays with the same counselor throughout the high school years.
Athletics: Provide at least one traditional sport and one non-traditional intramural activity at each Empowerment School (with middle grades), high school, and Promise Academy.	Every participating school is selecting one traditional and one non-traditional sport. Through the fall/winter, approximately half of the targeted elementary and middle schools had offered intramural sports and 38 of the 56 high schools provided intramural sports.
Student Advisors: maintain Student Advisor at every Empowerment School to provide supports to struggling students.	There is a Student Advisor at every Empowerment School. Monthly training is provided to improve their ability to support students.
Special Education: increase the opportunity for special education students to participate in classes with other students and improve the individualized supports provided to special education students.	Special Education Liaisons are in place to improve the delivery of individualized supports. Training, coaching, and monitoring are provided for special education staff.
Parent Ombudsmen: maintain Parent Ombudsman at each Empowerment School to increase parent engagement and voice.	There is a Parent Ombudsman at every Empowerment school. Targeted professional development is provided weekly.
Attendance and Truancy: define procedures and personnel to improve District-wide attendance and reduce the levels of truancy.	Attendance process "point-of-contact" is now designated at each school. All schools are implementing the new Truancy Prevention Protocol. Ongoing training is provided to staff, students, and parents as needed.
SLAM & Summer Bridge: provide skills development, credit recovery, and enrichment opportunities in the summer months to increase student achievement, mitigate learning loss, and improve graduation/promotion rates.	Planning is underway for SLAM 2011.
Teacher Collaboration: provide teachers with common planning time to improve student achievement by sharing lessons, ideas, and data.	Schools now have some form of common planning time (grade group meetings, etc). Training has been offered to District staff on collaboration tools.

District-Wide Focus Areas



Student Success

Mid-Year Progress Report

Regional Talent Center: increase enrichment opportunities in the arts for students/families outside of the normal school day.	Second Regional Talent Center opened in September 2010 at Audenried High School. Student enrollment has surpassed 2009-10 levels at MLK High School.
Regional Early Childhood Centers: increase and improve parental access to developmental screening, educational programming, and services for children ages 0-3.	Over 200 screenings have been conducted. Over 1,000 parents have visited for screenings, literature, workshops, etc. These services are now also offered at 7 Parent Resource Centers around the District.
Kindergarten Entry Standards: define and communicate District-wide expectations for children entering Kindergarten.	Standards are defined and documented in a handbook. Over 80 workshops have been held across the District to train parents, Pre-K providers, and K teachers on the standards.
Enrollment Centers: improve the process of enrolling, assessing, and placing English Language Learner (ELL) students.	739 students have been tested and enrolled through December. Fifteen parent training sessions have been offered.
Focused Professional Development (PD) on English Language Learners (ELL): deliver PD to all teachers that provides research-based instructional strategies for supporting ELLs.	Monthly PD is delivered to school-based teacher leaders who, in turn, provide training to all teachers on the ELL-based strategies.
Re-Engagement Center: facilitate the re-enrollment of students who have dropped out; provide these students with options to graduate.	Over 2,000 students have visited one of the Re-Engagement Centers and met with staff. Over half of these students are either actively re-engaged in an educational program or have graduated.
Extended Day: provide additional academic opportunities (e.g., tutoring, credit recovery, etc) for students outside of the normal school day.	Over 15,000 students representing 192 elementary or middle schools have enrolled in an Extended Day program. Over 3,000 students from 58 high schools are enrolled in a Credit Recovery or Academic Enrichment program.
Parent Resource Centers: provide a system of services for all families to improve the quality and timeliness of responses.	Eight Parent Resource Centers opened this school year to improve accessibility to parents. Requests are addressed within sixty hours.
Parent University: grow this program that engages parents with innovative, relevant learning opportunities as individuals and as parents.	Over 19,000 parents have already participated this school year (six times the number of participants at same time last year). New Parent University sites have opened up at the Promise Academies; there are now 38 sites across the District.
Coordination of City Support Services: partner with the local agencies to optimize the provision of City-based support services designed to improve student success through the removal of student-level obstacles.	Collaborating with SEPTA, DHS, Philadelphia Police, City Court, Family Court, and District Attorney's Office to improve communications and outcomes related to truancy, probation, and safety.
Project Safe Schools: improve the levels of safety and security in schools to improve student attendance, achievement, and graduation.	46 Focus Schools selected to prioritize efforts. Goals, targets, audit protocols, and team members have been defined. Blue Ribbon Commission established. Seeing reductions in incidents and suspensions.
Teaching Standards: utilize uniform teaching standards across the District that guide consistent teaching and learning practices in all classrooms to provide equitable educational experiences for students.	Uniform professional development provided to all Empowerment teachers using new curricula. Consistent training provided to instructional leaders via monthly sessions and direct feedback from observations.
Model Classrooms: identify exemplary classrooms and highly effective teaching throughout the District that can be used as examples and shared with other teachers.	Teachers were identified and classroom practices have been videotaped for sharing across the District.



Great Staff

Mid-Year Progress Report

Office of Teacher Affairs (OTA): provide information and support to teachers in a teacher-friendly environment.	OTA services and offerings continue to grow. Seminar participation is improving, and increased marketing will further improve participation.
New Teacher Support: augment support structures for new teachers to improve the first-year teaching experience and increase teacher retention.	Induction program has been expanded to 4 days and is now offered fall/winter/spring. Consulting Teachers, school-based mentors, and new teacher coaches provide ongoing guidance and orientation.
Substitute Teacher Support: provide orientation and ongoing training to increase their classroom readiness and effectiveness.	One training was provided in the fall. Additional trainings will be provided in the spring.
Peer Assistance and Review Program: institute a model where consulting teachers provide feedback and coaching to other teachers.	Forty-five schools are currently participating in this initiative.

2011 Mid-Year Progress Report

Certification Support: provide teachers with additional supports to obtain higher levels of certification through their careers.	Office of Talent and Development has increased the level of communications to teachers regarding certification requirements/opportunities. The district has also introduced a "Certification 101" course.
Partnerships with Colleges of Education: offer teachers at Empowerment schools the opportunity to participate in a tuition reimbursement program at local colleges for a master's degree.	Teachers were recruited across the District's Empowerment schools. 44 teachers participated in the fall. 57 teachers enrolled in the spring. There are three universities participating.
Streamline Human Resources Processes: update and streamline processes and tools to improve the services provided to potential and current employees.	Applicant Tracking System was the major initiative of the streamlining project. The purchase of this proposed new technology has been put on hold due to budget.
Recruit Teachers of Color: build a teaching force that more closely represents the racial, ethnic, and cultural composition of the District's students.	Progress on this initiative has been constrained by low overall hiring activity.
Teacher Recruitment- Teach in Philadelphia: attract interested Philadelphia professionals to become teachers in the District.	Ten participants currently in this program.
Teacher Recruitment- Grow Your Own: attract District staff to gain certification and become teachers.	There are currently fifty participants in this program.
Leadership Conference: start the academic year with a District-wide forum where school leaders learn together via keynote speakers, workshops, and a wide selection of relevant courses.	Planning for 2011 Leadership Conference is well underway. Feedback from the 2010 Conference and recognized classroom needs are being integrated into the content offerings.
Professional Development (PD) for All: provide a variety of professional development options for all District staff members that addresses group and individual needs.	PD variety and opportunities have increased this year. 178 sessions have been offered at the PD Centers. 128 sessions were offered during full-day District-wide PD days.



Quality Choices

Mid-Year Progress Report

School Performance Index (SPI): institute a consistent metric to classify each school based upon relative performance.	Each school received their 2010 SPI value in October. SPIs are considered when classifying schools (e.g., Vanguard, Renaissance).
Renaissance Schools: transform historically failing schools using bold, proven educational approaches with a process that engages students, parents, and the community.	Schools, models, and turnaround teams selected. School Advisory Committees were trained at these schools.



Accountable Adults

Mid-Year Progress Report

School Report Cards: establish clear, transparent, annual goals for each school to align District efforts and performance measurement.	Each school was provided with their 2010-11 School Report Card (including targets) in September.
Performance Management: implement departmental dashboards monitored on a monthly basis and aligned with employee evaluations.	Central Office department dashboards are in place and monitored monthly. Employee goals are aligned with strategic objectives.
Employee Evaluations: define annual expectations for employees and provide feedback based upon results.	Employee evaluations for last academic year are complete. Employee goals for current year are documented and approved.



World-Class Operations

Mid-Year Progress Report

Facilities Master Plan: create a long-term plan to optimize use of District buildings that considers instruction, safety, and efficiency.	Preliminary report submitted to SRC. Community meetings conducted to obtain input on the process. Created a Facilities Condition Index using capital needs, operating costs, and enrollment trends.
Weighted Student Funding (WSF): facilitate equitable distribution of resources by developing a transparent and inclusive process for funding schools that is based upon needs of individual students.	WSF Committee defined weight categories, relative weights, and central vs. school-based allocation factors. Pilot schools provided feedback on the process to inform the path forward.
Streamline Business Processes: redesign the District's processes to increase efficiency and effectiveness of delivering supports to schools.	Current review of key business processes at Central Office to generate recommendations is scheduled to be completed by May.
Facilities System Equity: ensure that facilities are maintained and repaired in an equitable manner across the District.	Trade-specific staff dispatched to certain schools to address all relevant concerns in their trade area and improve school conditions. Backlog of open work orders is decreasing each quarter.
Support Organization Strategy: define a comprehensive approach to the District's interactions with external organizations that considers alignment, equity, and outcomes.	Strategic approach defined to drive compliance, coordination, and coherence. Data for support organizations have been gathered at the Central Office, School, and Support Organization levels.