






As outlined in the District's 5-year strategic plan, Imagine 2014, the District will implement the strategic plan in 3 phases. In Phase I (2009-2010), the following projects were identified for implementation, and implementation process goals for these projects were set in October 2009. This report provides the final update on the District's progress towards reaching those Phase I goals.

Focus Areas for Different School Levels

 Elementary Schools	Phase I Final Update
Class-Size Reduction: decrease the teacher-to-student ratios in empowerment (K: 20:1, 1-3: 22:1) and school improvement schools (K: 23:1, 1-3: 24:1)	Empowerment K classes were at a 20.4:1 student to teacher ratio across the District, and Empowerment 1st-3rd classes were at a 21:1 student to teacher ratio across the District.
Elementary Reading Supports: provide additional supports to the lowest-performing 1st-grade students in empowerment schools so that they can accelerate their literacy achievement and get back on track	Fifty-six Reading Recovery teachers provided support to eligible 1st-grade students in Empowerment Schools. These teachers also worked with small groups of K-3 students throughout the year.
Gifted and Talented Students: streamline and improve identification processes so that all students receive equitable access to gifted and talented programs	Conducted focus groups to gather input on improving process. Recommendations on establishing uniform gifted nomination and identification procedures completed.
Healthy Eating: institute a healthy eating program in elementary schools to promote the importance of healthy eating	200 schools expressed an interest in the Philadelphia Campaign for Healthier Schools. Breakfast participation was added as an indicator on the School Report Card, and Food Services improved school menus and ordered more breakfast carts to encourage breakfast participation.

 Middle Grades	Phase I Final Update
Athletics: provide at least two intramural athletic opportunities at schools with middle grade students	133 programs at 82 schools were provided to students with 21 possible sports options.
Counseling: decrease the counselor-to-student ratio (250:1) and keep counselors with the same students through multiple years to build relationships and to focus on academic/career counseling	Student-to-counselor ratios are better than 250:1 for middle grades and 98% of 7th/8th graders have Individualized Learning Plans. True Middle Schools signed a "contract" for looping counselors in the 2010-2011 school year.
In-School Suspension: provide schools with an additional disciplinary option where students can still engage academically and be provided behavioral supports	52 schools ran in-school suspension programs.
Peer Mediation: give students the opportunity and skill set to resolve conflicts with their peers and build leadership traits	92 schools completed student trainings. 64 schools have functioning programs that have conducted mediations.

 High Schools	Phase I Final Update
Counseling: decrease the counselor-to-student ratio (300:1) and keep counselors with the same students through multiple years to build relationships and to focus on academic/career counseling	Student-to-counselor ratios are 254:1 in high schools across the District. 99% of all 9th graders have Individualized Learning Plans. All High Schools signed a "contract" for looping counselors in the 2010-2011 school year.
CTE Programs: improve current career and technical programs and identify new program opportunities that meet student demand and need	Equipment and instructional aids for current programs were purchased based on data. Continued with planning to identify new program opportunities.
Dual Enrollment and Early College: increase opportunities for high school students to participate in college coursework and experiences	1,462 students participated in Dual Enrollment for summer II, fall, and spring sessions.

Phase I Final Update

High School Scheduling: increase coursework options and more flexible scheduling for high school students so they have more opportunities for remediation, enrichment and acceleration	All comprehensive high schools rostered an additional period and A/B scheduling was rolled out at comprehensive high schools in February. Common planning time was provided in all comprehensive high schools.
Student Leadership: offer an opportunity for middle and high school students to develop as leaders and represent the voice of their fellow students	Student Government was established in all high schools. All high schools were represented at the city-wide student government meetings. The TACKLE Truancy campaign was launched in January (media, radio, website-tackletruancy.org), and students also worked on Census, Anti-Violence, and College Attainment initiatives as well.
Student Success Centers: provide high school students with one location at the school site for academic support, social support, career exploration, college preparation and leadership development	Eleven centers were open and fully functioning with staff and resources. At least 50% of the students in each of the 11 schools received services through the Student Success Center.
In-School Suspension: provide schools with an additional disciplinary option where students can still engage academically and be provided behavioral supports	52 schools ran in-school suspension programs.
Peer Mediation: give students the opportunity and skill set to resolve conflicts with their peers and build leadership traits	92 schools completed student trainings. 64 schools have functioning programs that have conducted mediations.



Focus Areas for All Schools

Phase I Final Update

Positive Behavior Supports: each school will have clearly defined student expectations, utilize discipline data, and consistently apply rewards/consequences	All schools received a Positive Behavior Supports toolkit with 20 target schools receiving further training.
Parent Ombudsmen (all empowerment and school improvement schools): staff member dedicated to reaching out to parents and promoting parental involvement	Parent Ombudsmen were in place at schools to support parental engagement.
Student Advisors (all empowerment and school improvement schools): staff member dedicated to providing additional support to struggling students	Student Advisors were in place at schools to support struggling students.
Teacher Collaboration: provide teachers with common planning time to share lessons and learn from each other on how best to support student learning	All comprehensive high schools had common planning time for teachers. Other schools in the District had some sort of common planning time (e.g., grade group meetings, etc.).
Special Education: provide more opportunities for special education students to participate in classes and activities with other students and improve the level of support to special education students as described in their IEPs	Special Education Liaisons supported IEP implementation at schools and PDE saw more compliance with these individuals in place.
Summer School (S.L.A.M.) and Summer Bridge: expand academic and enrichment opportunities for students to learn over the summer and prepare for the following school year	127 schools held SLAM programs, 109 of which were Empowerment Schools. 57,793 students participated in some portion of S.L.A.M., and the average daily attendance was 42,084. 1,856 students held summer jobs while earning credit. 541 students graduated high school by attending S.L.A.M. Summer Bridge programs were integrated into S.L.A.M. at Empowerment Schools.



District-Wide Focus Areas

Phase I Final Update

Staff Development: provide a variety of professional development options for all District staff members that address their individual needs	Regional Professional Development (PD) Centers at Audenried, Arts Academy @ Rush, Fels, and School of the Future opened in January, with 570 courses offered in the Winter and Spring sessions.
Office of Teacher Affairs: provide information and support to teachers in an easily accessible manner	In collaboration with PFT, the Office of Teacher Affairs opened on May 14th, providing teachers with easy access to literature and computers. Sessions regarding benefits, certification, etc. were also offered.
New Teacher Support: augment support structures for new teachers through induction and coaches to improve the first-year teaching experience so that new teachers are successful and remain with the District	New Teacher Coaches provided services to new teachers in Empowerment schools throughout the year, and new teacher liaisons provided services to all other schools 2 days a week. New Teacher Orientation occurred in August for approximately 350 new teachers.
Substitute Teacher Support: provide orientation and training for substitute teachers to help them be as effective as possible in the classroom	Professional Development (PD) for Corrective Reading and Math was provided to guest teachers. Ongoing monthly professional development was available to guest teachers through the Regional PD Centers.

Phase I Final Update

Certification Support: provide teachers with additional supports/incentives to obtain higher levels of certification throughout their careers	Communications were increased to teachers on emergency certification and for Level 2 certification so that all necessary certification items were completed as necessary. "Certification 101" course was provided at Regional PD Centers and through the Office of Teacher Affairs.
Teaching Standards: utilize uniform teaching standards across the District that guide consistent teaching and learning in all classrooms	Uniform teaching standards were rolled out August/September, and training was provided to principals, teachers, and other instructional staff. Supplemental training was provided in the spring.
School Report Cards: establish goals and measurements for each school that are clearly and openly communicated so that all stakeholders can review the progress and performance of each individual school on a yearly basis	Awards were presented in August 2009 to schools who met 80% of their 2008-2009 targets. 2009-2010 targets were presented to principals in September 2009. New additions to the Annual Reports include Reduction in PSSA Below Basic and breakfast participation.
School Performance Index: develop measurements to identify high-performing, traditional, struggling and failing schools so that each can be provided the supports and resources it needs	School Performance Index results were released in January. The Index was used to identify Vanguard Schools, Renaissance Alert Schools, and Renaissance Eligible Schools.
Coordination of City Support Services: work with the City to optimize the use of available City-based supports that remove obstacles to student learning	Opened (29) Student Therapeutic Services programs, signed agreement with city on data sharing, worked with city on truancy and probation coordination, participated in city-based children's services planning meetings and Superintendent's Safety Cabinet meetings. School-Based Social Services also began in January 2010.
Parent University: engage parents with innovative, meaningful classes that support their growth as individuals and as parents	Approximately 12,000 parents were enrolled at 23 sites across the city. Classes were provided in different languages at various locations. Twenty-two classes were offered related to adult diploma/GED, Associate's degree, technology, and certification, where over 650 adults received diplomas.
Regional Early Childhood Center: provide improved parental access to developmental screening, educational programming and services for children ages 0-3	Grand opening was held on March 17th and the Center is currently serving parents and their children through testing and referrals. Outreach through home visits is also occurring.
Regional Talent Center: offer enrichment opportunities in arts and athletics for students and their families after school, weekends and over the summer	Grand opening of the Northwest Regional Talent Center at Martin Luther King HS was held on March 18th in partnership with Foundations. Over 130 students registered for programs in the spring and programs were run by Foundations over the summer.
Re-Engagement Center: facilitate the re-enrollment of students who have dropped out and provide them with options to complete their high school education	The satellite site (Hunting Park location) opened March 1st and has been providing services to youth.

2009-2010 Focus Areas (Planning Stage):



Student Success

Phase I Final Update

Core Curriculum Redesign: begin revising language arts, math, science, and social studies curricula to be more integrated, rigorous and relevant in preparing students for college and careers in the 21st century	New literacy and math programs were identified for K-8 Empowerment Schools. New K-8 English and middle years Math curriculum set to be in place for 2010-2011.
Model Classrooms: start to identify exemplary classrooms and highly effective teaching throughout the District that can be used as examples and shared with other teachers	A list of national board certified teachers who may be used for filming has been compiled, and the Office of Education Technology has purchased a video streaming server so that videos may be uploaded.
High School for Future Teachers: plan for a small high school focused on teaching as a profession (with a concentration on urban education) to prepare future Philadelphia teachers	The principal for the Kensington Urban Education Academy was identified in the spring and assisted with subsequent staffing. The education plan was developed for the first year with 9th graders. School opened September 2010.
Newcomer Welcome Center: plan for a support center that will assist bilingual and immigrant families with the school enrollment process and help them understand the available support options to ensure their children's educational success	Three Newcomer Welcome Centers opened in September 2010 (South Philadelphia HS, Edison HS, Arts Academy at Rush HS). Instructional programs and enrollment procedures were developed based on best practices.
Develop Strategic Partnerships: continue to develop and coordinate business and community partnerships aligned with the District's strategic goals so that supports are provided to schools and students in an equitable manner	Strategic Partnerships worked with Philadelphia Children's First Fund on fundraising and grants. Working to coordinate partnerships with foundations, businesses, alumni, and community organizations.

Phase I Final Update



Quality Choices

Phase I Final Update

<p>Renaissance Schools: begin the process of transforming historically failing schools using bold, proven educational approaches in an inclusive decision-making process that engages students, parents and the community</p>	<p>14 Renaissance Eligible Schools were announced in January, and School Reviews were completed at those schools. Formal selection processes were completed with 6 teams qualified as lead applicants to turnaround schools. The announcement of 8 schools that would undergo the matching process and 6 Superintendent's Promise Academies was made at the end of March. School Advisory Councils made recommendations to the Superintendent on the best match for their schools. Renaissance Schools opened in September 2010.</p>
--	--



Great Staff

Phase I Final Update

<p>Partnerships with Colleges of Education: begin working more strategically with colleges of education to increase the number of quality teacher applicants who are prepared with the knowledge and skills necessary to be successful educators in urban settings such as Philadelphia</p>	<p>Convened meetings with representatives from Colleges of Education in the fall, winter, and spring. Six universities were chosen through a formal selection process to participate in a District-subsidized masters program for teachers. Approximately 60 applications were received.</p>
<p>Recruit Teachers of Color: begin building a teaching force that reflects the racial, ethnic and cultural composition of the District's students</p>	<p>A contracted recruiter worked to recruit 23 teachers of color. HBCU collaboration events were conducted, and TFA and Philadelphia Teaching Fellows both now have goals in place regarding teachers of color.</p>
<p>Streamline Human Resources (HR) Processes: begin updating and streamlining processes and technology so that potential and current employees receive services and support in a timely and appropriate manner</p>	<p>Identified top three HR processes to be streamlined: new teacher hiring (site selection application process streamlined), applicant tracking (approved by SRC in August), and automated job requisition application (rolled out in April).</p>



Accountable Adults

Phase I Final Update

<p>Performance Measures: begin instituting performance goals and measures for all central office departments</p>	<p>Department goals were aligned with District Report Card and measures were finalized in March.</p>
<p>Employee Evaluations: begin instituting annual evaluations for employees that align with department performance goals and measures</p>	<p>Formal assessments for all non-reps occurred in June 2010 and individualized professional development plans were developed as a part of the June evaluation process.</p>



World-Class Operations

Phase I Final Update

<p>Facilities Master Plan: create a plan to ensure that District facilities are effectively and efficiently utilized and that facilities are cleaned and maintained in an equitable manner to maximize high-quality teaching and learning</p>	<p>A formal selection process for a Facilities Master Plan Program Manager was started in spring/summer. A committee comprised of District staff will develop the Education Adequacy Framework. This Framework, along with enrollment and facilities data, will be used by the Program Manager to develop the Facilities Master Plan.</p>
<p>Improve School Budget Process (Weighted Student Funding): ensure equitable distribution of resources by developing a transparent and inclusive process and formula for funding schools that is based on the actual needs of individual students</p>	<p>The Weighted Student Funding (WSF) pilot was rolled out at the end of February for 57 schools. These schools held community meetings around the school budget in the spring. The WSF committee held 6 meetings in the spring and made decisions on central versus site control of certain resources. The committee continues its work in September 2010.</p>
<p>Streamline Business Processes: begin redesigning the District's business processes to increase the efficiency and effectiveness of services and supports for schools</p>	<p>The District is meeting with vendors who can increase business process efficiencies. An RFP has been released to engage a vendor who can analyze our processes and recommend a path forward.</p>