

The background is a solid red color with a faint, large-scale pattern of stars and a graduation cap (mortarboard) in a slightly darker shade of red. The stars are scattered across the page, and the mortarboard is positioned centrally, behind the main text.

Imagine 2014

**The School District of Philadelphia:
Building a System of Great Schools**

Imagine
2014

Superintendent's Core Beliefs

- ★ Children come first
- ★ Parents are our partners
- ★ Victory is in the classroom
- ★ Leadership and accountability are keys to success
- ★ It takes the entire community to ensure the success of its public schools

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Guiding Principles

- ★ Increasing achievement and closing the opportunity and achievement gap for all students
- ★ Ensuring the equitable allocation of all District resources
- ★ Holding all adults accountable for student outcomes
- ★ Satisfying parents, students, and the community

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Our Theory of Action

“System of Great Schools that Serve All Children”

District will:

- ★ effectively manage the core of our work-teaching and learning
- ★ provide all schools with clear expectations and standards that clearly delineate the “what” (i.e. core curriculum, performance outcomes)
- ★ give schools that meet annual performance targets autonomy to decide the “how”

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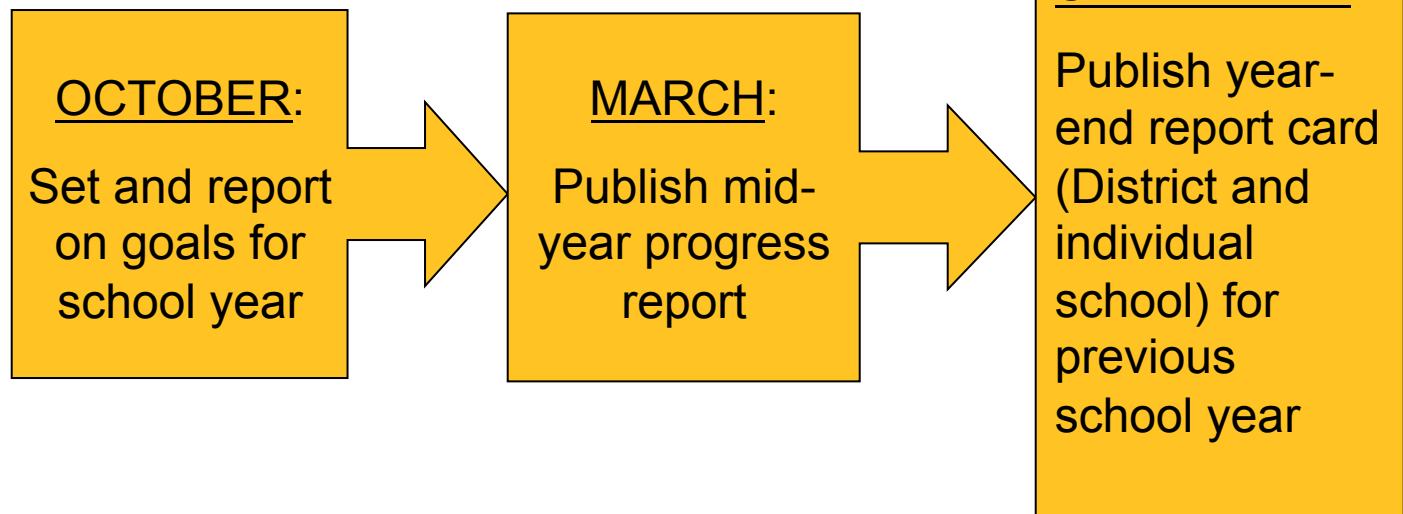
Measuring Our Progress

“What gets measured gets done.”

OUTCOME
GOALS:
Goals on
Annual District
Report Card

PROCESS
GOALS:
Goals for parts
of Plan to be
implemented
that year

Annual Cycle:



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Measuring Our Progress

Annual Report Card

SCHOOL DISTRICT OF PHILADELPHIA ANNUAL REPORT CARD

BASELINE 2008

440 N. Broad St. - Suite 301, Philadelphia PA 19130
Arlene C. Ackerman, Superintendent, aackerman@philasd.org, 215-400-4100

347 Schools Enrollment: 195,411
English Language Learners: 7%
Special Education: 15%
Mentally Gifted Program: 3%
Low Income: 76%

African American: 62%
Asian: 6%
Latino: 17%
White: 14%
Other: 2%

INDICATOR GUIDE

- ⊕ Target Hit
- ⊗ Target missed, positive growth
- ⊖ Target missed

⚡ out of 24 targets met

Student Achievement

We believe that, in everything that we do, children come first. Furthermore, we believe that all children can learn at high levels and it is our responsibility to ensure that the achievement gap is eliminated. These performance targets specifically measure the outcomes of the core of our work — teaching and learning.

⚡ out of 8 targets met

	2008 BASELINE	2014 TARGET	2014 ACTUAL	TARGET MET
PSSA Proficiency - Math	49.0%	73%		
PSSA Proficiency - Reading	44.8%	71%		
Achievement gap - Math	28.1	14.9		
Achievement gap - Reading	24.8	13.2		
Grade 3 PSSA Reading proficiency rates	51.6%	74%		
Graduation rates	53%	75%		
Percentage of students dropping out	47%	23.5%		
Percentage of students enrolling in post-secondary education	TBD	65%		

School Operations

We believe that, in order to accelerate student achievement, the District must become a high-performing organization. This includes but is certainly not limited to being responsible stewards of our financial resources, ensuring that every classroom and school has effective teachers and principals, and continually striving to become a customer-driven organization.

⚡ out of 11 targets met

	2008 BASELINE	2014 TARGET	2014 ACTUAL	TARGET MET
Percentage of teachers of color in SDP	33.8%	51%		
Percentage retention of new teachers after 3 years	52%	70%		
Percentage of teachers reporting job satisfaction	N/A	80%		
Percentage of principals that rate SDP departments as supportive	66.2%	82%		
Percentage of schools scoring A or B on Safe Schools Index	TBD	90%		
Percentage of schools meeting 80% of performance targets	N/A	80%		
Number of teacher vacancies on first day of school	146	15		
Number of principal vacancies as of August 1	10	0		
Achieve a balanced budget	No	Yes		
Percentage of schools receiving weighted student funding	0%	100%		
Percentage of school buildings in state of good repair	TBD	95%		

Community Satisfaction

We believe that parents and families are our partners and play a critical role in the education of our children. In order to accelerate student achievement, our District must provide excellent services to parents and families and actively inform these stakeholders of the options available for their students.

⚡ out of 5 targets met

	2008 BASELINE	2014 TARGET	2014 ACTUAL	TARGET MET
Percentage of families that grade their school as A or B on annual survey	N/A	90%		
Percentage of parents that are satisfied with their child's teacher	N/A	90%		
Percentage of parents that are satisfied with their child's principal	N/A	90%		
Percentage of parents that agree that their child's school engages parents effectively and values their input	N/A	90%		
Percentage of families that feel they have access to quality school options	N/A	90%		



All enrollment data are from September 2008. Some percentages may not equal 100 percent due to rounding.

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Listening to the Community

Thousands of people have participated in community meetings and listening sessions.

★ Community Meetings

- *7 meetings in different regions of the city*
- *Translation was available at meetings and draft plan has been translated into Spanish, Chinese, Vietnamese, Khmer, Arabic, and Russian.*

★ Listening Sessions

- *Students*
- *Staff-teachers, principals, central office, union leadership*
- *Strategic Partners-Businesses, Universities, Non-Profits*
- *Community-clergy, community newspapers, Latino community*
- *Organizations/Groups*
- *Elected Officials*

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Listening to the Community

★ Comments and questions on HOW to do things (Implementation)

- *“work with parents through radio talk shows”*
- *“in-school suspension room must be organized properly”*
- *“more interactive teaching and learning”*
- *“how will the early warning indicator system be implemented?”*
- *“how will Renaissance schools be chosen?”*

These comments and questions will be addressed as we move into implementation of the strategic plan.

★ Questions on Cost and Prioritization

- *“how will the District pay for all of this?”*
- *“which parts will the District implement first?”*

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Listening to the Community

Modifications to the Plan

★ Guiding Principles

- *Increasing achievement and closing the opportunity and achievement gap for all students*
- *Satisfying parents, students, and the community*

★ Celebrate and embrace the multicultural diversity of our students and families

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Listening to the Community

Modifications to the Plan

★ Student Success-Instructional Best Practices

- *Uniform teaching standards*
- *Targeted professional development for substitute teachers*
- *Enhance new teacher induction*
- *Create collaborative teams of teachers at schools*
- *Create model classrooms to observe highly-effective teachers*
- *Develop a district-wide definition of multiculturalism that informs teaching and learning in all classrooms throughout the district.*

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Listening to the Community

Modifications to the Plan

★ Student Success-Core Curriculum

- *Update to make more integrated, rigorous, and relevant*
- *Link to real world and field experiences reflective of student diversity*
- *More purposeful writing across content areas*
- *Expand opportunities to take world languages*

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Listening to the Community

Modifications to the Plan

★ Student Success

- *Improve current career and technical programs*
- *Special Education Learners-access and opportunities to participate in school activities*
- *Decrease counselor to student ratio in elementary schools*
- *Changes in high school schedules to decrease class size*
- *Expand summer school-academic and enrichment classes*

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Listening to the Community

Modifications to the Plan

★ Student Success

- *More textbooks and library materials*
- *Libraries in all high schools*
- *Expand breakfast and lunch programs*
- *Attendance & Truancy supports*
- *Opportunities for parent voice in decisions at schools*
- *Work with colleges of education to build innovative partnerships that prepare and train teachers and administrators who are ready to work in an urban public school system.*

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Additional Modifications to the Plan

Student, Parent, and Community Engagement in Quality Choices

★ Quality Choices-A New Model of School Choice-Renaissance Schools

- Engage students, parents, and the community in a transparent and inclusive decision-making process.
- Identify and recruit qualified internal partners, such as a successful principal, a group of excellent teachers, or the teachers union, who on their own or working with others want to use their expertise and knowledge to transform a Renaissance School (In-District charter school).
- Identify and recruit qualified external partners, such as a successful public charter school, education management organization, or community group, who on their own or working with others want to transform a Renaissance School.

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Clarifications on the Plan

Quality Choices-Renaissance School Process

- ★ Early Summer 2009: District releases Request for Qualifications (RFQ) for people and organizations to submit responses that speak to their strengths and capacity to assist in the transformation of failing schools.
 - *May include charter and education management organizations, local community groups, teachers union, teachers, principals, and others who have expertise or experience in any part of transforming failing schools.*
 - *District will provide technical assistance to people and organizations who respond to the RFQ*
- ★ Late Summer 2009: District and community representatives will participate on the selection committee to determine successful RFQ finalists

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Clarifications on the Plan

Quality Choices-Renaissance School Process

- ★ Early Fall 2009: District identifies the first set of Renaissance Schools slated for transformation in the 2010-2011 school year.
- ★ Fall 2009: District releases a Request for Proposals (RFP) to solicit full proposals from RFQ finalists.
 - *District will provide opportunities for RFQ finalists to collaborate and co-submit responses to the RFP*
 - *District will provide technical assistance to RFP respondents*
- ★ Late Fall 2009: District and community representatives will participate on selection committee to determine successful RFP finalists

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Clarifications on the Plan

Quality Choices-Renaissance School Process

- ★ Early Winter 2010: Renaissance School communities (students, parents, and community members) review and identify preferred proposals from list of RFP finalists.
 - *District will provide technical assistance to school communities to evaluate and select preferred proposals*
- ★ Remainder of 2009-2010 School Year: Transition Renaissance School and new partner (including entering into performance contracts or agreements with new partners)
- ★ Fall 2010: Renaissance Schools begin operating with new partner

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Listening to the Community

Modifications to the Plan

★ Great Staff

- *Professional Development Centers*
 - *For teachers, administrators, and all other staff*
 - *Tailored to individual needs*
 - *After school, Saturdays, all summer*
- *Leadership Institutes that will help cultivate strong leaders within the District*
- *Utilize the district-wide definition of multiculturalism in a way that influences all District operations and services, and provide teachers, principals, and support staff access to quality educational multicultural resources and professional development.*

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Phase I (2009-2010) Implementation Priorities

Student Success-Instructional Best Practices

- ★ Establish uniform teaching standards
- ★ Continue focused professional development
- ★ Enhance new teacher induction
- ★ Establish the Peer Assistance Program for new and struggling teachers (\$2.43M)
- ★ Create teams of teachers who work collaboratively
- ★ Create model classrooms to observe highly effective teachers
- ★ Develop District-wide definition of multiculturalism

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Phase I (2009-2010) Implementation Priorities

Student Success-Early Childhood Education

- ★ Create one regional early childhood center (\$1.34M)
- ★ Create one early childhood center in a selected high school (\$0.22M)
- ★ Continue to work with existing community-based organizations

Student Success-Elementary Schools

- ★ Additional reading program supports for elementary Empowerment Schools (\$4.45M)
- ★ Reduce class sizes (\$32.5M)
- ★ Increase social supports for students and families (\$8.34M)
- ★ Provide additional Parent Ombudsmen and Student Advisors (\$4.01M)

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Phase I (2009-2010) Implementation Priorities

Student Success-Middle Schools

- ★ Decrease counselor to student ratio (\$13.4M)

Student Success-High Schools

- ★ Develop flexible scheduling and student grouping by scheduling 7 period days in comprehensive high schools (\$16.8M)
- ★ Improve current career and technical programs and begin planning for new CTE high schools (\$0.6M)
- ★ Begin planning for small high school for future Philadelphia teachers
- ★ Open Student Success Centers in all comprehensive high schools (\$0.73M)
- 20★ Decrease counselor to student ratio (\$5.1M)

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Phase I (2009-2010) Implementation Priorities

Student Success-Core Curriculum

- ★ Begin redesign of core curriculum

Student Success-English Language Learners

- ★ Begin planning for regional Newcomer Welcome Centers

Student Success-Special Education Learners

- ★ Additional resources and professional development to support implementing the IEP process with fidelity (\$8.14M)

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Phase I (2009-2010) Implementation Priorities

Student Success-Gifted & Talented Learners

- ★ Additional gifted & talented teachers in elementary schools (\$0.82M)

Student Success-Athletics

- ★ Establish intramural athletic programs for all middle grade students (\$0.25M)

Student Success-Remediation and Enrichment

- ★ Establish 3 regional talent centers in different parts of city (\$0.75M)
- ★ Expand summer school programs to include academic & enrichment opportunities for larger numbers of students (\$12M)

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Phase I (2009-2010) Implementation Priorities

Student Success-Re-Engagement Programs

- ★ Open one additional Re-Engagement Center (\$0.84M)

Student Success-Transition Services

- ★ Strengthen summer bridge programs for empowerment schools (\$0.19M)
- ★ Increase staff to provide supports and services to students returning to district schools from Alternative Education (\$0.7M)

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Phase I (2009-2010) Implementation Priorities

Student Success-Positive School Climates

- ★ Establish peer mediation programs in middle & high schools (\$0.96M)
- ★ Begin re-establishing in-house suspension in middle schools and comprehensive high schools (\$3.42M)

Student Success-Parent and Family Engagement

- ★ Expand Parent University and parent supports (\$1.06M)

Student Success-Strategic Partnerships

- ★ Establish Office of Institutional Advancement for Fund Development
- ★ Establish an Executive-On-Loan program

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Phase I (2009-2010) Implementation Priorities

Quality Choices-Uniform High Standards for All Schools

- ★ Establish standards and monitor performance of all schools

Quality Choices-A New Model of School Choice

- ★ Continue providing Empowerment Schools with instructional, operational, leadership, and student and family supports
- ★ Begin Renaissance School process (\$2.38M)

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Phase I (2009-2010) Implementation Priorities

Great Staff-Recruiting the Best

- ★ Change hiring timeline from August to June
- ★ Provide monetary incentives for new hires (\$0.75M)
- ★ Increase recruitment efforts for teachers of color
- ★ PRAXIS courses for teachers
- ★ Teacher contracts

Great Staff-Retaining Highly Effective Staff

- ★ Create the Office of Teacher Affairs (\$0.26M)
- ★ Expand professional development (\$2.45M)

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Phase I (2009-2010) Implementation Priorities

Accountable Adults-Performance Measurements for All Schools and Departments

- ★ Establish performance measures for all schools and departments (\$0.37M)

World-Class Operations-Facilities Master Plan

- ★ Develop comprehensive facilities master plan

World-Class Operations-Weighted Student Funding Formula

- ★ Begin process of aligning school budgets with needs of students

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Next Steps

- ★ Late Summer 2009: Present Implementation Plans to SRC
- ★ Quarterly Updates to SRC on strategic plan progress
- ★ Measuring Our Progress for the Public
 - October: Set and report on outcome and progress goals for the year
 - March: Publish mid-year progress report
 - September: Publish year-end report card as well as individual school report cards for the previous school year
- ★ SRC will provide the public with an opportunity to provide feedback on progress of the strategic plan on an annual basis.
 - SRC and Superintendent will use feedback to determine if modifications need to be made to the goals and implementation of Imagine 2014.

Imagine 2014

Special thanks to the School Reform Commission and elected officials for their support.

Thanks to all the parents, students, community members, organizations, and staff who participated in the creation of the Imagine 2014: Strategic Plan.

This Plan would not have been possible without all of your dedication, guidance, and support. Thank you again for your participation in this very important process.