

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

November 15, 2013

Tyler ES NCES - 110003000072

District of Columbia Public Schools

School Improvement Indicators (RI)

Key Indicators are shown in **RED**.

School Leadership and Decision Making		
Establishing a team structure with specific duties and time for instructional planning		
Indicator	ID01 - A team structure is officially incorporated into the school governance policy. (36)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 08/02/2013
	Evidence:	Master schedule includes 90 min data team meetings by grade level. ALT meets twice per month. Both groups review student data and student work to inform comprehensive school plan and determine next steps.
Indicator	ID07 - A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 09/30/2013
	Evidence:	The academic leadership team currently meets twice a month for seventy minutes. The ALT takes a balcony view of the entire school operational process and assists the principal in making decisions to govern the school through shared decision making. The ALT guides and supports the work of the various collaborative teams and committees within the school community. As an ALT we ensure that we maintain our focus on continuous learning and improvement and monitors the achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the our goals.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator **IE03 - The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/18/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently the ALT and Principal have set goals. However, we are working to inform staff of goals and a plan for reaching them. Additionally we have 25% new staff members we are working to align to our mission.	

Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Once this indicator is fully implemented, all Tyler teachers will be able to: -State the ELA and Math proficiency goals for Tyler -Identify and discuss the instructional focus and why it is important -mission will be evident in instructional practices through work stations, guided reading and small math groups, and cooperative learning	
	Target Date:	06/30/2014	

Tasks:

1. The ALT and staff will refine mission to reach long term goals.

Assigned to:	[REDACTED]
Added date:	10/29/2013
Target Completion Date:	06/30/2014
Frequency:	twice monthly
Comments:	

2. Year long goals will be messaged to staff in terms of student growth including best instructional practices to be used in the classroom.

Assigned to:	[REDACTED]
Added date:	10/29/2013
Target Completion Date:	06/30/2014
Frequency:	weekly
Comments:	

3. Year long goals will be messaged to staff in terms of student growth including best instructional practices to be used in the classroom.

Assigned to:	[REDACTED]
Added date:	10/29/2013

		Target Completion Date:	06/30/2014
		Frequency:	weekly
		Comments:	
Implement	Percent Task Complete:	Tasks completed:	0 of 3 (0%)

Indicator	IE05 - The principal participates actively with the school's teams. (56)		
Status	Full Implementation		
Assessment	Level of Development:	Initial: Full Implementation 09/30/2013	
	Evidence:	<p>The principal or assistant principal is actively involved in working to distribute power throughout the school organization to solidify and increase commitment to our efforts. School committees work together in vertical and horizontal groups that involve nearly all teachers in the school in some capacity and at times community members and parents. Work groups typically were created by school administration, the academic leadership team or various school committees and tend to be structured formally, with assigned members and regular meeting times. Sometimes the groups had binding authority and other times their powers were to advise school administration.</p>	

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator **IF10 - The principal plans opportunities for teachers to share their strengths with other teachers. (74)**

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 08/02/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Starting in SY 13/14 through the TLI grant we are implementing the "model-classroom" that will be available for all teachers to access and gain PD and knowledge that can be taken back and implemented in their classes. Teachers will be afforded the opportunity to observe "teaching in action" in real time.

Plan

Assigned to:

[REDACTED]

How it will look when fully met:

Teacher observation through the TLI will be a model of professional learning that will support our vision for professional development. During each individualized cycle, areas of support are identified through student data, self awareness, informal and formal observations. After identifying areas of development, model teachers will work one on one with teachers in those areas. Teachers will have the opportunity to observe a model teacher's classroom as well as be observed by the model teacher. The model teacher will differentiate coaching to the needs of the teacher and students she is working with. Model teachers will provide follow up and feedback to the teacher as well as support in implementing new strategies.

Target Date:

06/30/2014

Tasks:

1. Admin., coaches and teacher leads will identify staff that could benefit from observing and utilizing the model classroom.

Assigned to:

[REDACTED]

Added date:

09/30/2013

Target Completion Date:

06/30/2014

Frequency:

weekly

Comments:

2. Using the TLI (model classroom) protocols, a schedule will be developed to provide support and follow up to teachers.

Assigned to:

[REDACTED]

Added date:

10/29/2013

		Target Completion Date:	06/30/2014
		Frequency:	monthly
		Comments:	
	3. ALT will offer opportunities to staff to provide professional development to their peers in areas of their strength.		
		Assigned to:	██████████
		Added date:	09/30/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	

Indicator	IF12 - The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (1695)	
Status	Full Implementation	
Assessment	Level of Development:	Initial: Full Implementation 08/02/2013
	Evidence:	Using PWP funds we currently offer Math training with an outside consultant. Coaches and specialists provide literacy camps and ongoing literacy training to the teaching staff. Teachers are undergoing a series of professional development that will focus on the new requirements for teaching mathematics in the based on the new Common Core State Standards.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator	IIA01 - Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 08/02/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	DCPS has revised aligned units of instruction for ELA and Math. [REDACTED] will implement as written and work to adapt for Spanish Immersion.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	Using student achievement data, teachers will develop 6-8 week unit cycle plans two weeks before the start of the instructional window.	
	Target Date:	06/30/2014	
	Tasks:		
		1. Teachers with the guidance of administrators and coaches will determines the concepts, principles and skills that will be covered within the unit. and identify the standards and benchmarks that apply to the grade level and unit topic.	
		Assigned to:	[REDACTED]
		Added date:	09/30/2013
		Target Completion Date:	11/04/2013
		Frequency:	monthly
		Comments:	
		2. Teachers will meet for data meetings to develop instructional window plans.	
		Assigned to:	Coaches and teachers
		Added date:	09/30/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
		3. ALT will monitor implementation of unit plans to ensure fidelity and effective instructional practices through classroom obseravtions.	
		Assigned to:	[REDACTED]
		Added date:	10/29/2013
		Target Completion Date:	06/30/2014
		Frequency:	weekly

		Comments:	
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)

Status Tasks completed: 0 of 2 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	Data teams currently meet once a week for an uninterrupted period of 90 minutes. Data teams meet in grade level clusters i.e. grades 3-5,K, 1st, and 2nd. Meetings are subject area focus rotating ELA and Mathematics on a weekly basis. Data team meetings are facilitated by instructional coaches and teachers provide artifacts and student work samples that are reviewed by the team. Student data is reviewed and best instructional practices are discussed to determine how to implement and adjust instructional practices. Results of data team meetings also assist in determining PD and school resources. Researched based articles are shared and discussed. Teachers focus on a particular unit standard in which they develop a rubric that is aimed at determining how to best achieve mastery of the standard.
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Plan	Assigned to:	
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	How it will look when fully met:	Teachers and coaches will collect student data from several sources; responses on standardized tests, writing samples, and projects and meet weekly to analyze, interpret, and use the data to adjust instruction and plan lessons. Full implementation would require teachers self-facilitating the analysis of student data and leading this charge alone and effectively as teacher leaders.
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	Target Date:	06/30/2014
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Tasks:

1. Teachers will participate in weekly 90 minute data sessions.

	Assigned to:	
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	Added date:	09/30/2013
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	
	2. Teachers will use progress monitoring binder system to group students accordingly for instruction and reteach.	
	Assigned to:	██████████
	Added date:	10/29/2013
	Target Completion Date:	06/30/2014
	Frequency:	weekly
	Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 2 (0%)

Indicator	IID09 - Instructional Teams use student learning data to plan instruction. (107)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 05/17/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Data teams currently meet once a week for an uninterrupted period of 90 minutes. Data teams meet in grade level clusters i.e. grades 3-5, K, 1st, and 2nd. Meetings are subject area focus rotating ELA and Mathematics on a weekly basis. Data team meetings are facilitated by instructional coaches and teachers provide artifacts and student work samples that are reviewed by the team. Student data is reviewed and best instructional practices are discussed to determine how to implement and adjust instructional practices. Results of data team meetings also assist in determining PD and school resources. Researched based articles are shared and discussed. Teachers focus on a particular unit standard in which they develop a rubric that is aimed at determining how to best achieve mastery of the standard.	
Plan	Assigned to:	██████████	
	How it will look when fully met:	When this indicator is fully implemented, instructional teams along with the supports of our related service providers and RTI specialist will develop instructional supports and interventions using data. This data will be reviewed to determine effectiveness of interventions and next steps.	
	Target Date:	06/30/2014	
	Tasks:		

	1. RTI specialist will present attendance, behavior, and behavior intervention and safety plans during the 1st 15 minutes of data team meetings as appropriate.
	Assigned to: [REDACTED]
	Added date: 05/31/2013
	Target Completion Date: 06/30/2014
	Frequency: weekly
	Comments:
	2. Teachers will develop common assessments that promote rigor to assess mastery of the content and skills being taught. Teachers will develop appropriate re-teach plans according to the students level of mastery. Re-teach plans will be differentiated by needs of class and individual student and teachers will use targeted learning strategies to improve teacher effectiveness.
	Assigned to: [REDACTED]
	Added date: 05/31/2013
	Target Completion Date: 11/22/2013
	Comments:
	3. These meetings will be held weekly rotating math and ELA and will occur in 90 minute increments. In the beginning of the school year coaches and administration will take the lead of this process and use a gradual release model. Teachers will be provided with opportunities to facilitate discussions, set agendas, and capture meeting notes. Quarterly professional development sessions will be utilized to continue this process of developing data driven instructional planning.
	Assigned to: [REDACTED]
	Added date: 05/31/2013
	Target Completion Date: 11/22/2013
	Comments:
Implement	Percent Task Complete: Tasks completed: 0 of 3 (0%)

Classroom Instruction

Expecting and monitoring sound classroom management

Indicator **IIIC14 - The school uses relevant data to inform appropriate actions for continually improving the climate and culture of the school. (2946)**

Status Tasks completed: 0 of 4 (0%)

Assessment	Level of Development:	Initial: Limited Development 10/29/2013	
	Index:	4	(Priority Score x Opportunity Score)
	Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Currently various teams work to identify areas of need. The attendance team analyzes data to determine supports and interventions to provide to families. Behavior team analyzes referral data to identify a correlation of time and frequency of student referrals and determine next steps.	
Plan	Assigned to:	[REDACTED]	
	How it will look when fully met:	When this indicator is fully implemented service providers, attendance team and behavior team will share out culture data with all teachers. Teachers will use this data to determine in class interventions, differentiate instruction, and supports for families.	
	Target Date:	06/30/2014	
	Tasks:		
		1. RTI Specialist will meet with teacher teams to determine effectiveness of interventions during data meetings.	
	Assigned to:	[REDACTED]	
	Added date:	10/29/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	weekly	
	Comments:		
		2. Related service providers will determine which classes and/or grades would benefit from character education lessons designed specifically to address the immediate behavior concern(s) of that group on an as needed basis.	
	Assigned to:	[REDACTED]	
	Added date:	10/29/2013	
	Target Completion Date:	06/30/2014	
	Frequency:	twice monthly	
	Comments:		
		3. Teachers will develop standards aligned common assessments that promote rigor to assess mastery of the content and skills being taught.	
	Assigned to:	[REDACTED]	
	Added date:	10/29/2013	
	Target Completion Date:	06/30/2014	

		Frequency:	four times a year
		Comments:	
	4. Teachers will develop appropriate re-teach plans according to the students level of mastery. Re-teach plans will be differentiated by needs of class and individual student and teachers will use targeted learning strategies to improve teacher effectiveness.		
		Assigned to:	██████████
		Added date:	10/29/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 4 (0%)	

Parent, School, and Community

Education - Providing professional development for teachers and training for parents on working together to support student learning

Indicator IVD02 - The school builds capacity for family and community engagement staff designed to increase their skill level in developing academically focused engagement opportunities for families and the community. (2948)

Status Tasks completed: 0 of 3 (0%)

Assessment	Level of Development:	Initial: Limited Development 09/30/2013	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	Last school year we partnered with Turning the Page to assist in building capacity with family and community engagement. Working in conjunction with Turning the Page we hosted as a school community a number (6) of community nights that assisted families with developing academic focused opportunities in literacy. This school year we are no longer in partnership TTP however, we are currently planning to model our community nights after their design with a focus on literacy, mathematics, Spanish Immersion, and health and fitness. We are currently in the pre-planning stages of development with this task.
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Plan	Assigned to:	[REDACTED]
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How it will look when fully met:	Quarterly Tyler will hold themed Community and Engagement Nights that will encompass ELA, Math, and Spanish Immersion. Family and Community Engagement Team will design the Community Nights to be aligned to ELA and Math Common Core Standards. Teachers and staff will be able to create activities that connect learning to home. Staff will also create strategies to help families understand Common Core and other instructional strategies to support students at home. Staff will also be trained in identifying and developing positive relationships with community partners.
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Target Date:	06/30/2014
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Tasks:

1. Tyler will calendar out all community engagement nights and themes.

Assigned to:	[REDACTED]
Added date:	09/30/2013
Target Completion Date:	11/30/2014
Comments:	
2. Tyler will set agendas and determine partners for each community night.

Assigned to:	[REDACTED]
Added date:	10/29/2013
Target Completion Date:	06/30/2014

		Frequency:	four times a year
		Comments:	
	3. Tyler will create and implement a survey to determine effectiveness of Community Nights.		
		Assigned to:	██████████
		Added date:	10/29/2013
		Target Completion Date:	06/30/2014
		Frequency:	four times a year
		Comments:	
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)	