

Tyler Heights Elementary School Mission

We will inspire children to become lifelong learners and responsible community members.

Vision

We believe that the most promising strategy for achieving the mission of Tyler Heights Elementary School is to build on our individual strengths as instructors to create a professional learning community.

We envision a school in which our entire school community:

Works together cooperatively;

Treats each other respectfully and with kindness;

Demonstrates a personal commitment to the academic success and general well-being of all students, all staff, and all families;

Embraces cultural diversity;

And believes every student counts!

Collective Commitments

In order to achieve the vision of a school that functions as a professional learning community, the Tyler Heights School has made the following collective commitments:

Align and utilize Maryland State Curriculum and Anne Arundel County Public Schools Curriculum Guides for instruction;

Develop, implement, and evaluate plans to target specific instructional areas identified by student data analysis;

Engage in meaningful, job-embedded staff development to enhance professional skills;

Implement individual and small group instructional programs to provide differentiated instructional opportunities and additional learning time for students;

Provide parents with resources, strategies, information, and experiences to help children succeed academically;

Foster sensitivity of cultural diversity by aligning resources to meet the needs of our rich and diverse school community

Grade 3 MSA Mathematics Proficiency

Math MSA Data

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual	10/11 Target
All Students	55%	56%	78%	90%	56%	52%	72.6%	86.7%	90%
Advanced	0%	5%	15%	13%	12%	9%	11.8%	20%	35%
African American	42%	64%	73%	86%	57%	72%	75.9%	68.8%	76.6%
Asian	*	*	*	*	*	*	*	*	
Hispanic	67%	30%	89%	100%	43%	46%	68.2%	96.2%	97.2%
Native American	*	*	*	*	*	*	*	*	
White	*	*	*	*	*	*	*	*	
Special Education	40%	*	*	80%	43%	0%	16.7%	25%	43.75%
Limited English Proficient	*	0%	89%	100%	20%	27%	50.0%	100%	100%
FARMs	40%	52%	75%	90%	53%	58%	73.3%		
Males	56%	59%	85%	90%	74%	61%	74.19%	95%	96.3%
Females	54%	55%	74%	90%	41%	59%	70%	80%	85%

Grade 4 MSA Mathematics Proficiency

	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual	09/10 Target
All Students	61%	79%	87%	95%	92.9%	87.2%	88%	91%
Advanced	13%	32%	33%	42%	35.7%	46.8%	38%	44%
African American	45%	78%	81%	93%	90.9%	83.3%	88%	91%
Asian	*	*	*	*	*	100.0%	*	
Hispanic	88%	71%	100%	100%	94.4%	90.9%	87%	90.3%
Native American	*	*	*	*	*	*	*	

White	*	*	*	*	*	*	*	
Special Education	40%	*	*	78%	80%	50.0%	71.4%	78.6%
Limited English Proficient	71%	60%	*	100%	100%	100.0%	77%	82.8%
FARMs	54%	75%	86%	94%	96.9%	83.9%		
Males	65%	85%	92%	95%	95.2%	85.71%	90%	92.5%
Females	57%	76%	83%	95%	90.5%	88.46%	85%	88.8%

Grade 5 MSA Mathematics Proficiency

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual	09/10 Target
All Students	32%	69%	78%	74%	86%	82.1%	74.5%	79.6%	84.7%
Advanced		22%	3%	24%	7%	12.8%	10.6%	20.4%	35.2%
African American	34%	70%	77%	71%	88%	78.3%	68.4%	79.2%	84.4%
Asian	*	*	33%	*	*	*	*	*	
Hispanic	14%	67%	82%	62%	78%	91.7%	79.2%	78.3%	83.7%
Native American	*	*	*	*	*	*	*	*	
White	*	*	*	*	*	*	100%	*	
Special Education	*	40%	57%	*	*	57.1%	63.6%	12.5%	34.4%
Limited English Proficient	*	40%	83%	50%	60%	83.3%	75.0%	64.3%	73.2%
FARMs	27%	61%	79%	73%	87%	80.0%	73.0%		
Males	13%	76%	76%	78%	93%	94.1%	73.91%	76%	82%
Females	43%	60%	79%	70%	79%	72.7%	75%	83.3%	87.5%

MSA Reading Data

	Kindergarten	% change needed	First Grade	% change needed	Second Grade	% change needed
Benchmark	79%	+1%	63%	+17%	52%	+28%
Strategic	13%	+2%	26%	-11%	10%	+5%
Intensive	8%	-3%	11%	-6%	37%	-32%

Grade 3 MSA Reading Proficiency

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 A	09/10 ACTUAL	10/11 Target
All Students	34%	56%	84%	90%	79%	59.6%	84.3%	80%	85%
Advanced	0%	3%	3%	3%	8%	6.4%	2.0%	8.9%	29.5%
African American	21%	56%	91%	93%	71%	76%	79.3%	75%	81.3%
Asian	*	*	*	*	*	*	*	*	
Hispanic	50%	50%	67%	90%	85%	40.9%	90.9%	84.6%	88.5%
Native American	*	*	*	*	*	*	*	*	
White	*	*	*	*	*	*	*	*	
Special Education	40%	*	*	80%	57%	20%	50.0%	50%	62.5%
Limited English Proficient	*	33%	67%	80%	75%	20%	90.0%	73%	79.75%

FARMs	29%	55%	79%	93%	83%	51.5%	84.4%		%
Males	31%	53%	92%	94%	82%	52.2%	87.1%	70%	87.5%
Females	38%	59%	79%	92%	77%	66.7%	88%	88%	91%

Grade 4 MSA Reading Proficiency

	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09-10 Actual	09/10 Target
All Students	42%	91%	90%	86%	92.9%	76.6%	75.5%	81.6%
Advanced	3%	26%	7%	14%	14.3%	10.6%	12.2%	31.1%
African American	35%	91%	86%	76%	100%	87.5%	76%	82%
Asian	*	*	*	*	*	*	*	
Hispanic	38%	86%	100%	82%	83.3%	68.2%	81.8%	86.4%
Native American	*	*	*	*	*	*	*	
White	*	*	*	*	*	*	*	
Special Education	60%	*	*	78%	80%	58.3%	85.7%	89.3%
Limited English Proficient	20%	83%	*	71%	77.8%	58.3%	66.7%	75%
FARMs	35%	95%	86%	86%	93.8%	74.2%		%
Males	41%	100%	83%	91%	95.2%	85.71%	79.3%	84.5%
Females	42%	86%	94%	81%	90.5%	69.23%	80%	85%

Grade 5 MSA Reading

	02/03 Actual	03/04 Actual	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual	09/10 Target
All Students	32%	63%	75%	82%	71%	87.2%	85.1%	81.6%	86.2%
Advanced	3%	22%	14%	27%	14%	17.9%	27.7%	40.8%	45.4%
African American	28%	65%	68%	76%	65%	87%	84.2%	91.6%	93.7%
Asian	*	*	*	*	*	*	100.0%	*	
Hispanic	43%	50%	82%	86%	67%	91.7%	83.3%	69.6%	77.2%
Native American	*	*	*	*	*	*	*	*	
White	*	*	*	*	*	*	100.0%	*	
Special Education	*	*	100%	*	*	57.1%	81.8%	37.5%	53.1%
Limited English Proficient	*	20%	83%	80%	60%	83.3%	62.5%	57.14%	67.9%
FARMs	27%	61%	83%	78%	69%	86.7%	86.5%		%
Males	33%	59%	59%	69%	71%	88.2%	82.61%	76%	82%

Tyler Heights Elementary School

2010-2011

Goal 1: All children will reach their highest potential as established by Anne Arundel County Public Schools and state performance standards in reading, math, and science/social studies, with a particular focus on eliminating the achievement gap among all sub-groups.

Indicator 1: By the end of the 2013/2014 school year, all students in each NCLB student group will perform at the proficient or advanced level of achievement on the Maryland School Assessment (MSA) standards.

Indicator 2: By the end of the 2011/2012 school year, at least 40% of all students in each NCLB student group in all grades 3-5 will perform at the advanced level of achievement on the MSA reading and math. At least 95% will be proficient.

Statement of Need: Students in all sub groups performed about the same in math except for our special education children. They passed MSA at a rate of about 40 percentage points lower than all other groups. Advanced numbers were similar for all sub groups, but lower than they should be.

Objective: By the end of 2010/2011, SPED children will reach parity with all other groups in math on MSA. More children in all sub groups will be advanced on math MSA as well.

Statement of Need: According to the data on MSA, SPED and LEP children passed at a rate of about 20 percentage points lower than other sub groups in reading. Only about 20% of our children in all sub groups scored advanced.

Objective: By the end of 2010/2011 LEP and SPED children will have reached parity with all other sub groups in reading. 50% of all children will achieve advanced in reading on MSA.

Strategy: Provide differentiated instruction to all children so all children will achieve their ultimate academic potential and so we can close the achievement gap at all levels of learning.

Action Steps	E Q	Person Responsible	Implementation Team	Resources/ Staff Development Needed	Monitoring Procedure/ Evidence	Monitoring/End Dates
<p>Continue school-wide collaboration and monitoring of our common goals.</p>		Administration	Administration, Academic Team, leadership team, all teachers	Common planning time weekly, monthly, and quarterly	<ul style="list-style-type: none"> • Attendance at collaborative planning sessions • Meeting minutes • Monitoring of continuity by administrators and teachers 	Weekly, monthly, and quarterly
<p>Collectively analyze data from benchmarks, DIBELS, topic tests, formative/summative assessments and teacher observations of students during data chats, so that children will be placed in appropriate interventions and receive appropriate differentiated classroom instruction.</p>	x	Administration, Academic Team, and Leadership Team.	Administration, Academic Team, leadership team, all teachers	<ul style="list-style-type: none"> • substitute teachers • common planning • data access • template for data gathering and planning 	<ul style="list-style-type: none"> • test data including data from intervention monitoring • completed templates • teacher observation data 	<p>All data will be reviewed at monthly staff planning and data chats.</p> <p>Some data will be reviewed weekly as needed.</p> <p>MSA data will be reviewed when received</p>

<p>Focus on our collectively chosen Power Standards in reading and math, so that children will acquire enduring learning, leveraged learning, and in- depth learning.</p>		<p>Academic Team and administration.</p>	<p>Administration, Academic Team, Leadership Team, all teachers</p>	<ul style="list-style-type: none"> • Common planning time • Planning time for Academic Team. • Data from data chats, classroom grades, teacher input. • State Curriculum 	<ul style="list-style-type: none"> • Benchmark • Pre and Post tests • Running records • Topic tests • Formative assessments (collaboratively made and individual teacher made) • Individual tests from each intervention • Collaboratively developed assessments 	<ul style="list-style-type: none"> • Data chats • MSA • Formative Assessment • Topic Tests
<p>Continue to implement Guided Reading, so that all children are taught on their level and there is continuity from grade to grade. (We will all speak the same language.)</p>	<p>x</p>	<p>Administration, Academic Team, leadership team</p>	<p>Administration, literacy team, leadership team, all teachers</p>	<ul style="list-style-type: none"> • Running records • Common planning time • Staff development on more in depth use of running records 	<ul style="list-style-type: none"> • Guided Reading group plans and running record binder • Observation of Guided Reading lessons 	<p>Weekly, Quarterly, and year end assessments</p>
<p>Implement Comprehension Toolkit so that children will be motivated to read and increase their reading comprehension.</p>	<p>x</p>	<p>Administration, Title I and county reading teachers</p>	<p>All teachers</p>	<ul style="list-style-type: none"> • Comprehension Toolkit • Common planning time • Professional Development 	<ul style="list-style-type: none"> • Toolkit assessments • Benchmark tests • Teacher observation • Running records • MSA data 	<p>Daily, weekly, monthly, quarterly and yearly test results.</p>

Create student syllabus for each quarter so that all children know what they are expected to learn and how it fits into our school plan.	x	Administration, Academic Team, Leadership Team	Administration, literacy team, leadership team, all teachers but most importantly, students	<ul style="list-style-type: none"> • Student checklists • Planned time for students to self monitor 	<ul style="list-style-type: none"> • Students will monitor their own achievement • Teachers and administration will also monitor student checklists 	Weekly, monthly, quarterly
Cultural Proficiency Professional development will continue, so that we all will grow in our sensitivity to gender and cultural differences and their impact on learning.	x	Cultural Proficiency Team	Cultural Proficiency Team	TBD	<p>Staff surveys</p> <p>Monitoring of discussions during workshops</p>	Quarterly
Increase co-teaching in classrooms, so that the needs of all special groups may be met, especially ESOL and SPED.	x	Administration, Academic Team, Leadership Team	Administration, Academic Team, Leadership Team, all teachers	<ul style="list-style-type: none"> • Common planning time • Team Teaching Manual • PD on team teaching 	<ul style="list-style-type: none"> • Co-teaching checklists • Administration • Teachers coaching each other 	Daily, weekly, monthly, quarterly and yearly test results.
Increase the rigor of all instruction	x	Administration, Academic Team, Leadership Team	Administration, Academic Team, Leadership Team, all teachers and staff	<ul style="list-style-type: none"> • Professional Development • Common planning time. • Books 	<ul style="list-style-type: none"> • Grade group meeting minutes • Teacher monitoring of each other • School binder with our collection of "rigorous ideas" from teachers and each grade group. • Monitoring by administration 	Daily, weekly, monthly, quarterly

Faculty will complete a book study on <u>Rigor is Not a Four Letter Word</u> , so that they may acquire new skills and strategies for rigorous teaching.	x	Administration, Academic Team, Leadership Team	Administration, Academic Team, Leadership Team, and all teachers	<ul style="list-style-type: none"> • Books (<i>Rigor</i>) • Professional Development • Sub time for teachers to coach teachers 	<ul style="list-style-type: none"> • Formative and summative assessments • Teachers coaching teachers using Rigor Rubric 	Daily, weekly, monthly, quarterly
Team-teaching will be encouraged, so that all teachers will collaboratively learn to instruct using a more rigorous approach and the individual needs of children can be addressed..	x	Administration, Academic Team, Leadership Team	Administration, Academic Team, Leadership Team, and all teachers	<ul style="list-style-type: none"> • Books (<i>Rigor</i>) • Professional Development • Sub time for teachers to coach teachers • Team Teaching manual 	<ul style="list-style-type: none"> • Formative and summative assessments • Teachers coaching teachers using Rigor Rubric 	Daily, weekly, monthly, quarterly
Incorporate Revised Bloom's Taxonomy and Dimension 5: Productive Habits of the Mind so that skills become the byproduct of learning not the goal	x	Administration, Academic Team, Leadership Team	Administration, Academic Team, Leadership Team, all teachers and staff	<ul style="list-style-type: none"> • Common planning time • PD • Data from previous lessons 	<ul style="list-style-type: none"> • Classroom observations by teachers and the administration 	Weekly

Professional Development to increase rigorous teaching: <ul style="list-style-type: none"> • Pat Turner for math instruction so that all teachers can identify math requirements for MSA and future success of our children. • Lenora Fox to teach in depth study of running records, so that teachers can use them as a diagnostic tool to aid in planning. • In house leadership on topics determined by the needs of the school, so that all teachers realize they have a voice in our professional learning community and skills to share. Also, so that we can respond to each other's needs collectively. 	x	Administration, literacy team, leadership team, all teachers, Lenora Fox, Pat Turner	Administration, literacy team, leadership team, all teachers	<ul style="list-style-type: none"> • Student work • Outside presenters • Common planning time 	<ul style="list-style-type: none"> • Presenters • Administration • Meeting minutes • Topic tests and benchmark data • Plan books • Observation 	Weekly, monthly and quarterly
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Tyler Heights Elementary School 2010-2011

Goal 3: By no later than June 2011, Tyler Heights Elementary will create a safe learning environment that promotes accelerated achievement for all subgroup student populations as measured by at least a 10 % decrease in suspension rate and 20% decrease in the number of students absent from school 12 or more times.

Statement of Need: SASI and SWIS data indicated that we need to decrease the number of referrals and suspensions for African American, special education, and male students.

Objective: Suspensions and referrals will decrease by at least 10% when compared to previous year. The percentage of students with excessive absenteeism will decrease 20% when compared to the previous year.

Institutionalized Strategies/Items: Quarterly school wide behavior Incentives, scholar dollars used to shop in the school store, learning lab, counseling groups, school wide perfect attendance competition.

Suspension Rate (# of students suspended one or more times)

	05/06	06/07	07/08	08/09	09/10	09/10 Target
	Actual	Actual	Actual	Actual	Actual	
All Students	31	26	28	16	5	4
African American	28	22	23	10	3	2
Asian	0	0	On target	0	0	0
Hispanic	3	2	5	5	1	1
Native American	0	0	On target	0	0	0
White	0	1	On target	0	0	0
Special Education	8	10	On target	4	0	0
Limited English Proficient	0	0	On target	3	0	0
FARMs	N/A	N/A	N/A	N/A	4	3
Males	22	20	22	13	4	3
Females	9	6	6	3	1	1

Referral Rate (# of students with one or more office referrals)

	05/06	06/07	07/08	08/09	09/10	09/10 Target
	Actual	Actual	Actual	Actual	Actual	
All Students	59	49	56	53	53	48
African American	49	39	46	36	33	30
Asian	1	0	0	0	0	0
Hispanic	6	8	10	14	19	17
Native American	0	0	On target	0	0	0
White	1	2	On target	2	1	1
Special Education	14	13	On target	11	5	4
Limited English Proficient	0	0	On target	0	9	8
FARMs	N/A	N/A	N/A	N/A	44	40
Males	41	33	36	38	36	32
Females	18	16	20	15	17	15

Attendance Rate (# of all students absent from school 12 or more times)

	03/04 Baseline	04/05 Actual	05/06 Actual	06/07 Actual	07/08 Actual	08/09 Actual	09/10 Actual	09/10 Target
All Students	73	96	77	65	69	58	62	55
African American	45	57	47	39	38	39	35	30
Asian	0	0	0	0	On Target	On Target	2	0
Hispanic	26	36	24	22	27	17	22	16
Native American	0	0	0	0	On Target	On Target	0	0
White	2	3	3	4	4	2	2	0
Special Education	11	10	8	14	12	10	9	5
Limited English Proficient	0	18	2	13	27	14	13	10
FARMS	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Males	40	49	35	37	34	29	26	20
Females	33	47	42	28	35	29	26	20

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
1. Continue in-house student mentoring program.	Karen Walkinshaw	Karen Walkinshaw Yolanda Miller	Staff members to serve as mentors.	-Pre and post student surveys. -Blue sheet and discipline data. -Report cards.	On going
2. Continue and expand the perfect attendance monthly incentive.	Yolanda Miller	Yolanda Miller	PTA Gift certificates	Monthly SASI reports.	Monthly
3. Implement "No Putdowns" program for violence prevention and character development. Friday Morning Assemblies will implement the Golden Rule	Yolanda Miller	Yolanda Miller	NO Putdowns books and videos.	Weekly SWIS reports.	Monthly

Tyler Heights Elementary School
2010-2011

Goal 3: By no later than June 2011, Tyler Heights will establish community partnerships to promote accelerated achievement in a welcoming school environment, as determined by attendance participation at Parent Conferences in November and Parent Volunteer Data.

Statement of Need: At Tyler Heights we are striving to build a strong partnership with our entire community. We know that there is a strong correlation between parent involvement and student achievement. Our goal is to build parent capacity.

Objective: 85% of our students will have a parent/guardian attend 2 or more events during the school year.

Institutionalized Strategies/Items:

Traditional family events- Back to School Night, Math Night, Reading Night, MSA Night, Fall parent conferences

Special Family Initiatives- Family Affair, Family Field Trips, Dinner Theatre, Talent Show, Bi- weekly home/school reports

Strategy: Foster positive home school/community relations to provide opportunities for parents and community members to participate in school events.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
1. Increase parent capacity through school events: "Family Affair," Back to School Night, PTA meetings, MSA nights, PBIS recognition ceremony at local community centers. Punch-cards for family events Doughnuts and Discussion with families in community Fall and Spring	Jasmine Bradshaw Yolanda Miller Stephanie Tabor Elizabeth Manning	Jasmine Bradshaw Yolanda Miller Karen Walkinshaw Al Middleton Elizabeth Manning Stephanie Tabor Marveen Sharps	Parent Flyers, Incentives, doughnuts, punch-cards	Agendas, Sign-in sheets, punch-cards, notes, Evaluations	On going
2. Promote reading at home through Ticket-to-Read and the Fountas and Pinnell reading intervention program.	Resource Teachers	Classroom teachers Stephanie Tabor	Fountas and Pinnell take home books, Ticket-to-Read log-in	Participation data from Voyager site, intervention data	On going

Strategy: Identify staff members to address school and community relationships.

Action Steps	Person Responsible	Implementation Team	Resources Needed	Monitoring Procedure	Monitoring Date
Expand Volunteer Program	Resource Teachers, Interventionists	Resource Teachers, Administrators	Gifts of Appreciation	Volunteer log	Ongoing 06/11
Expand Community Collaboration with new community partners to meet the needs of our school.	Administrators Marveen Sharps and others	Administrators, Guidance counselor, Marveen Sharps	TBD	Program documentation	Ongoing 06/11