

Tyler ES Comprehensive School Plan

DCPS/ School Vision	At Tyler Elementary we engage, educate and empower all learners.		
Focus Area	Student Discourse	K-3 Foundations of Literacy	Aggressive Monitoring
School-Specific Strategy	Increase quality and quantity of student discourse in every classroom by utilizing specific talk moves and implement PD given by Administration in order to increase student thinking, partnerships, student led whole group discussion, support language and vocabulary, and ability to conceptual understand content.	Use aggressive monitoring data in order to implement differentiation phonics instruction during small group literacy in order to increase the number of students scoring at Benchmark and Above Benchmark on DIBELS and reduce the number of students reading below grade level	Effectively and efficiently monitor student work in all K-5 classrooms in order to determine the level of student mastery of a skill, and whether scaffolding, reteaching or acceleration. Check student work and provide in the moment feedback of their level of mastery according to the data collected from the teacher during the monitoring checkpoint.
Aligned DCPS Strategic Priority & Rationale	<ul style="list-style-type: none"> ● Ensure Excellent Schools ● Educate the Whole Child <p>Research supports that increased student discourse in the classroom is vital to students foundation of literacy skills, making sense of mathematical problems, writing, and overall ownership of learning.</p>	<ul style="list-style-type: none"> ● Promote Equity ● Ensure Excellent Schools ● Educate the Whole Child <p>Based on the SY 16-17 Data, 25% of students were below or well-below benchmark in Foundations of Literacy Skills. These skills must be mastered in order to develop fluent reader and comprehenders of text.</p>	<ul style="list-style-type: none"> ● Promote Equity ● Ensure Excellent Schools ● Engage Families ● Empower our People <p>Based on the SY 16-17 the median score of _____ in Essential Practice 5</p> <p>Implementing Aggressive monitoring strategies will increase teacher accountability of student mastery and provide teachers with a tool to ensure they check and respond to student evidence of student learning as students complete academic tasks.</p>
	<ul style="list-style-type: none"> ● Decrease % of teacher talk during whole group discussion by 30% from BOY to EOY. ● Increase % of student talk during whole group discussion by 30% from BOY to EOY. <ul style="list-style-type: none"> ○ <i>Both goals are based on average percentage of teacher and student talk captured by Administration in October, 2017 - utilizing teacher talk/student talk 10 minute interval chart.</i> 	<ul style="list-style-type: none"> ● “Intensive” level n DIBELS not to exceed 15% ● “Below Benchmark” level in DIBELS not to exceed 10% ● EOY TRC proficiency at 77% or higher 	
Owner	● Mitchell Brunson, Warnick Brooks	● Tracey Ndenecho	● Tracey Ndenecho, Warnick Brooks

<p>Action Steps</p>	<ol style="list-style-type: none"> Continuation of last year’s learning (nonverbal signals and the repeating talk move) Learning Walks using the Speaking and Listening Checklist (ALT Led) Morning CLS- “Where does discourse live in the EP Rubric” (Admin Led) Morning CLS- Five Teaching Practices that Improve Student Discourse (Teacher Led- each week dedicated to a practice) Adapt the norm of using Talk moves and nonverbal signals during adult learning opportunities 	<ol style="list-style-type: none"> Implement LEAP Implement RTI Teachers will ensure that small group literacy meets daily for the lowest performing students in each class. SET and classroom teachers will deliver BURST instruction to the students scoring far below benchmark on the DIBELS BOY screen K-2 Teachers will aggressively monitor student daily performance during Foundations lessons Teachers will make adjustments to literacy groups every 3 weeks during LEAP Data Analysis Cycles Teachers will use Foundations bi weekly assessment data to inform Phonics instruction in small groups and provide students with differentiated literacy phonics based workstations 	<p><i>Preliminary work on this priority began during May PD (SY 16-17)</i></p> <ul style="list-style-type: none"> Revisit the “Why” during PD- “Where does aggressive monitoring live in the EP Rubric?” PD- Aggressive monitoring (each week focused on action steps identified SY 16-17- Selecting a high leverage task, creating a monitoring pathway, monitor the quality of work, markup student work, provide student feedback) Learning Walks (ALT Lead) Implement and utilize aggressive Monitoring checklist to ensure fidelity and quality of implementation Selection a school wide Aggressive monitoring annotation tool Prioritize aggressive monitoring during Foundations notebook activities, Eureka Math Exit tickets and evidenced based writing
<p>Leading Indicators</p>	<ul style="list-style-type: none"> Admin and ALT will review school wide discourse trends based on Monthly Student Discourse Implementation checklist. Admin will track which teachers and % of teachers that have met their monthly discourse look for’s <ul style="list-style-type: none"> 33% of teachers will meet October monthly look for’s 66% of teachers will meet January monthly look for’s. 100% of teachers will meet May monthly look for’s. 	<ul style="list-style-type: none"> DIBELS PM monitoring Fidelity: Admin will review on a monthly basis <ul style="list-style-type: none"> 35% of below proficient students will move to proficient by MOY, 70% by EOY Key LEAP Instructional Look fors- Admin will conduct bi weekly literacy walkthroughs to monitor implementation <ul style="list-style-type: none"> 50 % of teachers will implement LEAP look fors by MOY 75% of teachers will implement LEAP look fors by EOY. Monitor fidelity in Foundations (K-2)- Teachers will administer PreTests and Posttests for each Unit Test in Foundations. Students 80% of students will show mastery on Foundations Assessments 	<ul style="list-style-type: none"> Leverage Action Steps for Intentional Monitoring: <ul style="list-style-type: none"> Admin will get baseline data of % of teachers completing monitoring skills in the following: <ol style="list-style-type: none"> Create a monitoring pathway. Monitor the quality of student work. Mark up student work as you circulate. Determine teachers that may need additional support with Intentional Monitoring action steps. Admin will conduct monthly Intentional Monitoring walkthroughs to check for fidelity and quality of action steps.
<p>Supports Needed from Central Office</p>	<ul style="list-style-type: none"> DCPS sponsored PD that aligns with the student discourse work we have continued to build upon at Tyler ES. Norming or Exemplar modeling videos as reference for teachers who are new to Tyler ES. 	<ul style="list-style-type: none"> Support from OTL develop tools for monitoring skill categories in Phonics and Foundations Guidance and support on instructional materials to support Phonics instruction for students in grade 3. Guidance and support on Foundations Boost lessons in order to provide better coaching to teachers regarding implementation. 	<ul style="list-style-type: none"> DCPS sponsored PD that provides exemplars for aggressive monitoring practices

