



Every student’s experience at Dorothy I. Height ES will be an integral part in shaping who they become as adults. We will work collaboratively with families and the community to build the foundations that will ensure that every scholar will become a lifelong learner who thrives in and contributes to a global society.

FOCUS AREA	LITERACY	MATH	SOCIAL EMOTIONAL LEARNING (SEL) & ATTENDANCE
SCHOOL STRATEGIES	<p>In early childhood, teachers will encourage daily conversation between children and adults in centers through open-ended questions, commenting on what children are doing, offering prompts, and extending vocabulary.</p> <p>In early childhood, students will engage in conversation within small groups that includes intentional efforts to build vocabulary.</p> <p>In early childhood, teachers will extend children’s language on a daily basis through skill building in morning meeting, including content from math, science, and social studies.</p> <p>In K-5, all teachers (including SPED and ELL teachers) will plan and implement small groups that are flexible and target the individual needs of students.</p>	<p>Teachers will implement small groups using the Eureka curriculum to target individual the individual needs of students.</p> <p>Teachers will purposefully and actively monitor student work during the math both to collect data and make decisions about small groups and instructional next steps.</p>	<p>We will build our sense of community through the use of morning meetings in each classroom and as a whole school, and through the use of restorative circles in response to student disagreements.</p> <p>We will approach truancy reduction through the use of the three-tiered approach as outlined by “attendance works.”</p> <p>We will continue our implementation of our Dorothy Height C.A.R.E.S. initiative with a strategic focus on mentorship, monitoring, and maintaining motivation.</p>
EDUCATOR ACTION STEPS	<p>Early childhood teachers will observe each other’s classes at least once per quarter to come to a shared understanding of what extended conversations with PreK students should look like.</p> <p>Early childhood teachers and paraprofessionals will provide opportunities for students to:</p> <ul style="list-style-type: none"> o Child-Directed Play (45-60 min) o Read Alouds o Literacy Small Group Instruction o Songs and Fingerplays o Independent & Shared Reading 	<p>Assistant Principal and Instructional Coach will conduct bi-weekly observations to collect data on teacher implementation of school strategies.</p> <p>Assistant Principal and Instructional Coach will conduct “student work protocol” data meetings quarterly with teachers to analyze student performance on assessments.</p>	<p>Mrs. Eborn will meet each week with the DHES CARES team to discuss students who are chronically absent.</p> <p>Teachers will continue to reach out to parents daily to determine needed supports.</p> <p>Linda Beauregard and Natasha Griffith will offer attendance incentives such as monthly attendance parties.</p>

	<ul style="list-style-type: none"> o Peer Reading / Buddy Reading o Interactive & Supported Writing o Turn and Talks & Opportunities for Student Expression <p>K-5 teachers (including SPED and ELL teachers) will implement small groups that are flexible and target the individual needs of students at least 2 times per week.</p> <p>Instructional Coaches will conduct weekly observations and data meetings to collect information on teacher implementation of small groups.</p> <p>Instructional Coaches will provide professional development for teachers around small groups as part of ongoing professional development (LEAP).</p>		<p>Mr. Sharpless will continue to partner with DHES CARES team on a weekly basis to help provide resources to combat absenteeism for our families.</p> <p>DHES CARES will provide monthly, personalized early outreach (letters, phone calls, back to school breakfast, back to school night workshop, etc.) for both students and parents.</p> <p>Teachers will include attendance information in weekly updates to parents and the principal will include it in the Sunday weekly bulletin.</p>
<p>STUDENTS WILL</p>	<p>In early childhood, students will encourage daily conversation with adults in centers, engage in conversations in small groups that includes intentional efforts to build vocabulary, and participate in skill building during morning meetings.</p> <p>In K-5, students will participate in small groups that are flexible and target their individual needs.</p>	<p>Students will participate in small groups that are flexible and target their individual needs.</p>	<p>Students will participate in morning meetings in each classroom and as a whole school.</p> <p>Students will experience disagreements with their peers will participate in the use of restorative circles.</p> <p>Students who are chronically absent will receive ongoing, personalized supports to improve their attendance.</p>