

Davis School - School Improvement Plan 2018-2019

Coherent, Higher Order Thinking Curriculum/Student Centered Learning	Equity and Diversity: Teaching All Students and Building Community	Collaborative Professional Culture	Strengthen Communication and Deepen Our Community Support
<p>INTEGRATED STUDIES WITH AUTHENTIC ASSESSMENT</p> <p>Use integrated (science, social studies, math and ELA) projects, studies and play that purposefully engage students in application, reflection and creativity demonstrating knowledge, understanding and skills of the essential learning expectations.</p> <ul style="list-style-type: none"> ● Strengthen and build students background knowledge in all content areas through integrated studies to support them in reading more complex non-fiction text ● Continue to diversify the Book Room leveled guided reading selections that reflect the new science standards and provide windows and mirrors for our students and see growing independence in students accessing these books during integrated studies 	<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Systemically weave teaching tolerance standards and problem solving processes into all aspects of the school community, including curriculum</p> <ul style="list-style-type: none"> ● Continue to build capacity and comfort when approaching complicated and challenging behavior and students’ emotional reactions ● Build on the interest and motivation of the Davis edc team to create an inclusive environment for ALL ● Professional conversations with support staff in addressing important social issues and people’s understanding and capacity to address these issues in developmentally appropriate ways this includes curious questions about recess systems ● Continue to be purposeful in purchasing materials and text that represent the diversity of people 	<p>SHARED LEADERSHIP</p> <p>Develop a building-wide understanding of the principles of shared leadership in working toward its implementation.</p> <ul style="list-style-type: none"> ● Develop structures to support professional conversations and decision making at a cluster level ● Utilize the leadership team to explore and develop a plan for peer coaching ● Continue to develop leadership teams capacity to support curriculum, communication and culture ● Look for ways to recruit individual teachers to forward model of shared leadership ie garden, gender and diversity 	<p>COMMUNITY CONNECTIONS AND COMMUNICATION</p> <p>Explore and implement new ways to bring families and community resources into the educational process and to tell our unique story</p> <ul style="list-style-type: none"> ● Establish shared understanding of classroom and family communication expectations ● Explore and establish ways to provide translation and interpreter services for families ● Explore formats (administration initially), to share the unique story of Davis School (ie. Smore newsletters, blogs, social media)

<ul style="list-style-type: none"> ● Continue to work as grade level teams to share and develop practices, materials, and lessons that align with the power standards in science and social studies ● Continue to develop common understanding and clarity of end of year expectations within integrated studies in regards to the following critical components: inquiry, student voice and choice, student collaboration, student reflection ● Continue to develop strategies to explicitly help students to transfer the skills of oral communication, analysis and critical thinking during integrated studies to their work as readers and writers and vice versa. ● Continue to develop strategies to explicitly help students to transfer the skills of listening and analyzing/interpreting information heard during integrated studies to comprehension strategies critical to reading success and vice versa. 	<p>and various life experiences (mirrors and windows)</p> <ul style="list-style-type: none"> ● Create common understanding and clarity in regards to curriculum and teaching expectations with problem-solving and teaching tolerance standards as the foundation ● Provide professional development for support staff to assist in problem solving and supporting students with challenging behaviors <p>CPST - COLLABORATIVE PROBLEM SOLVING</p> <p>Strengthen the use of Child Study and RTI processes, employing the strategies of data determined decisions and implementation so as to address the needs of the whole child</p> <ul style="list-style-type: none"> ● Develop clear flow-chart and timeline of CPST process ● Create a handbook/digital file that includes all processes, documents, and relevant information for all staff ● Develop handbook and clear roles expectations for members of CPST team 	<p>training, ed camp facilitation, etc</p> <ul style="list-style-type: none"> ● Develop a schoolwide means of sharing policies, practices, resources and curriculum internally ● Develop systems to create a PreK-2 united school to begin in the 2019-2020 school year 	<ul style="list-style-type: none"> ● Develop methods and strategies that engage a diverse range of families in schoolwide planning and feedback ● Continue to expand on existing family events and traditions at school
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<ul style="list-style-type: none"> ● Continue grade level work with curriculum coordinators and library/media and tech department to establish a system for increasing STEAM learning experiences <p>INSTRUCTION AND DIFFERENTIATION OF CURRENT CURRICULUM Broaden the range of instructional practices available in the general education classroom that meet the unique learning needs of all students.</p> <ul style="list-style-type: none"> ● Professional conversations amongst faculty regarding curriculum based tier 1 interventions in Bridges, Lucy Calkins, Guided Reading, and Foundations ● Professional conversations and direct coaching on differentiating instruction with a focus on Math and ELA learning expectations (balancing curriculum programs, pacing and instructional methodology for student success) ● Professional conversations and direct coaching around teaching strategies that engage students 	<ul style="list-style-type: none"> ● Work with curriculum coordinators, Director of Student Achievement, and special educators to develop a comprehensive list of interventions, and assessment tools to inform curricular practices ● Establish practice for case managing students for follow-up supports and check-ins ● Professional conversations and direct coaching for Teaching Assistants around complicated learning profiles including supporting students with aggressive and disruptive behaviors ● Professional conversations and direct coaching with teaching teams to support classroom structures and conversations when students exhibit dangerous or destructive behavior <p>SPECIALIZED PROGRAMMING NEEDS Continued focus on implementing programs for students with Autism, emotional regulation issue, and related disabilities that meet their unique needs and educate the school community about inclusion of all students in the Davis School Family</p> <ul style="list-style-type: none"> ● Further develop academic as well as social programming to meet 		
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<p>with behavior and emotional regulation issues</p> <ul style="list-style-type: none"> ● Identify screeners, specific progress monitoring and assessment tools when more information regarding the students obstacles is necessary (focus on Math and ELA) ● Cluster teams use data processes to determine instructional approach, pacing, flexible grouping, and when necessary interventions (focus on Math and ELA) ● Cluster teams use the CPST process to help problem solve 	<p>the unique needs of these students</p> <ul style="list-style-type: none"> ● Work with consultant to determine specialized interventions/programs to support the students development of math and reading skills ● Continue to partner between special education and general education to maximize inclusion and build off students strengths 		
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