



Davis School

2019-2020 School Improvement Plan

2018 -2019 Davis School Accomplishments

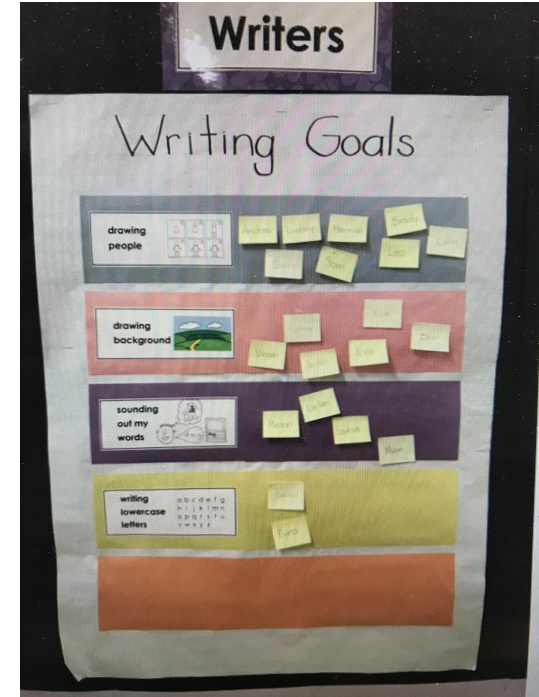
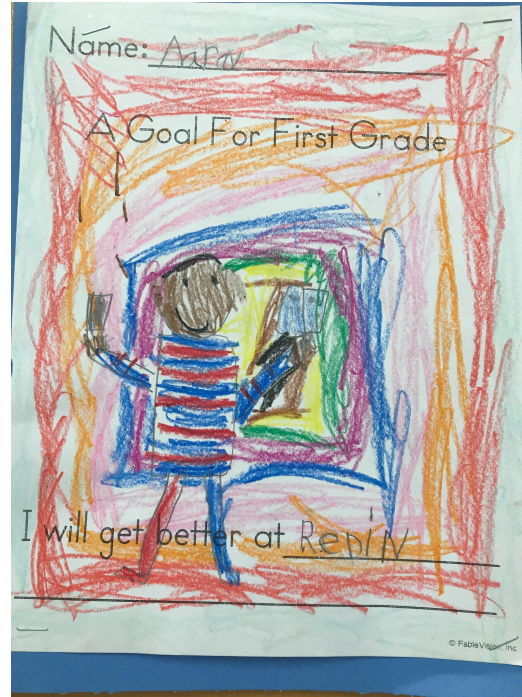
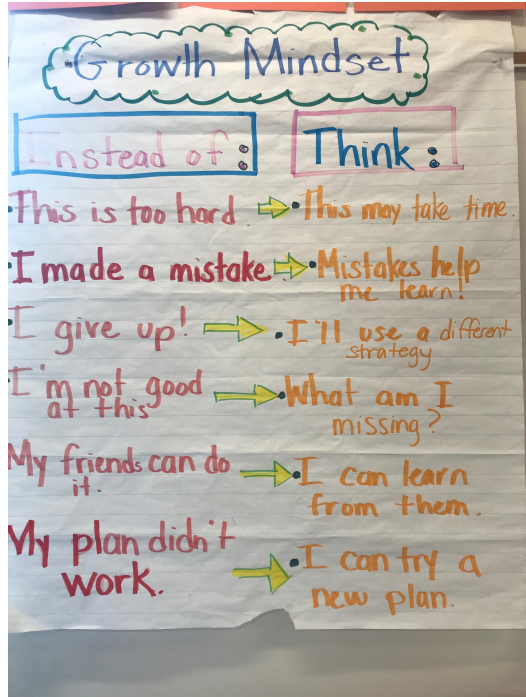
Coherent, Higher Order Thinking Curriculum/Student Centered Learning

Equity and Diversity: Teaching All Students and Building Community

Collaborative Professional Culture

Strengthen Communication and Deepen Our Community Support

Students participate in learning experiences designed to engage learners in goal setting, skill development, and reflection



Professional collaboration experiences designed to promote inquiry that includes analysis of student work, teacher work and data



2019-2020 School Improvement Plan development process

- 1) Data Inquiry Processes analyzing both qualitative and quantitative data within teams and the full faculty
- 2) From the data inquiry processes 3 priority areas emerged
 - a) Social and emotional development
 - b) Differentiation and structures that support the wide range of students' need in the classroom
 - c) Culturally responsive teaching
- 3) Expanded our thinking in the priority areas by reading a chapter from the following books:
 - Culturally Responsive Teaching and the Brain - Zaretta Hammond
 - Leading and Managing a Differentiated Classroom - Carol Ann Tomlinson
 - All Learning is Social and Emotional - Dominique Smith, Douglas Fischer & Nancy Frey
- 4) The leadership team captured the main ideas of the readings and brainstormed around the following questions.
 - How do these chapters relate to each other, what themes are common in all three, and what is more unique to one area?
 - How does this relate to what we do or what we may want to consider doing/improving/reviewing?

Goals for the School Improvement Plan

Coherent, Higher Order Thinking Curriculum/Student Centered Learning

All students will learn in highly engaging learning environments where they actively participate in learning choices, collaboration, practicing skills, and reflection in order to grow along the continuum of development to reach the End of Year Learning Expectations.

Equity and Diversity: Teaching All Students and Building Community

All students will feel connected to their school communities through the ability to feel confident in classroom routines, connections with their cultural backgrounds and effective learning through careful instructional decisions.

Collaborative Professional Culture

All faculty will engage in practices, conversations, and experiences that enable them to share their expertise as well as learn from others.

Strengthen Communication and Deepen Our Community Support

All families will experience a sense of partnership and collaboration with staff in order to educate the whole child.

Responsive Classroom ©

"In order to be successful in and out of school, students need to learn a set of social and emotional competencies - cooperation, assertiveness, responsibility, empathy, and self control - and a set of academic competencies - academic mindset, perseverance, learning strategies, and academic behavior." Responsive Classroom Core Belief

This approach provides Davis School with the structure to address our goals in all areas of the school improvement plan and is aligned with the work at Lane School

Additional action items to reach our coherent, higher order thinking curriculum/student centered learning goal

- Pilot Lucy Calkin's Readers Workshop ©
- Implement Just Right Phonological Awareness Program © in all Kindergarten classrooms
- Alignment of integrated studies with learning experiences by Burlington Science Center

Additional action items to reach our goal in equity and diversity: teaching all students and building community

- Culturally responsive teaching
- Collaborative problem solving team approach

Additional action items to reach our goal in collaborative professional culture and strengthening communication and deepening community support

- Merging Preschool and K-2 into one Davis School
- Shared leadership and the professional learning community
- Family Education Program PreK-2nd Grade