Doyon School Improvement Plan Implementation Diagram 2007-10

Vision

Preparing for Life Through Learning

Mission

We are an inspired partnership of learners, dedicated to developing in all students the knowledge, skills and character necessary to become courageous, compassionate, responsible participants in our communities and society.

Core Values

We believe in:

Citizenship

* showing compassion and respect for ourselves, the people around us, and the world around us
*fostering a value of cooperation

With the goal of becoming a valued, contributing member of our school family and our community as a whole

Responsibility

*taking responsibility for our own learning in a process of continuous improvement
*striving to become a good decision-maker and problem-solver

With the goal of recognizing and then implementing the character and skills needed for today and building on what is needed for tomorrow

Learning

*recognizing and utilizing the talents and gifts of ourselves and others
*accepting challenges and taking risks which allow us to expand our understanding of the surrounding world

With the goal of becoming a life-long learner

Character Goal	Objectives	Possible Actions & Assessments
To promote strong character and build a positive school culture enlisting both students and parents as partners in the process	**A**. To address priority concerns regarding student safety, protection from bullying and harrassment, and promoting an orderly school environment **B.** To continue to support the Student Leadership Team **C**. To continue promoting the pedagogy of the Responsive Classroom D. To develop and implement activities and programs that build, promote, and celebrate the joys of being a member of a vibrant learning community	*S.T.O.P Program rejuvenated *New SLT Mentors *Responsive Classroom training for new staff *Special Programs and assemblies to discourage teasing and bullying, and to promote appropriate and respectful behaviors and positive character themes *Safety programs including Fire Safety and internet safety, possible use of "Second Step," and a review of safety protocols including "Safe in Place" and our role as mandated reporters. *Assessment: Informal and/or survey feedback

Academic Goal	Objectives	Possible Actions & Assessments
To develop, implement, and assess a high quality curriculum that is consistent across the grades and aligned with the State Frameworks, with a special focus on literacy, both reading and writing	**A**. To support efforts of the faculty as they move to implement year-long balanced literacy maps, revise and edit unit trajectories, and gradually launch Writers Workshop activities in year two. **B**. To encourage discussion, increased consistency, and clarification regarding use of various language arts programs and assessments **C**. To facilitate and support academic activities in all subjects that reflect joyous teaching and joyful learning	*Allow grade-level, specialists and special education teams opportunities to meet during faculty and curriculum meetings for communication, coordination and curriculum refinement and development, with possible connections between grades and/or between schools *Professional Development opportunities in all major subject areas with ongoing focus on literacy and attention to development of common approaches of teaching "vocabulary" and writing instruction. Summer PD days if possible. *Faculty meeting time devoted to discussions regarding roles and interrelationships between our key literacy instructional programs and how best to use our literacy-related assessment tools. *Acquisition of additional literacy instructional resources and sharing of resources through the book room *Opportunities for faculty to share at staff meetings *Possible other areas of focus and activity: Writing Committee, Trimester study group, NAEYC Accreditation *Assessment: Summary of test results, writing samples, feedback from faculty, input from parents