

## Mission

The mission of Dominion Trail Elementary School is to provide a safe, caring, and supportive environment in which each student can learn and achieve to the best of his or her ability. The goal is to encourage each individual to become a successful lifelong learner. To reach our goal, we have focused on several objectives:

- To make the educational experience a collaborative effort involving parents, teachers, students, and the community at large;
- To enhance a strong, developmentally appropriate instructional program across all areas of the curriculum;
- To integrate technology into learning, enabling our students to think, use and analyze information, solve problems, and communicate effectively; and
- To respect and support diversity and the unique individuality of each of our students in a climate that promotes the character development necessary to become productive citizens.

## Vision

Dominion Trail Elementary will provide an environment in which students' needs are met and their maximum potential is nurtured. All students will learn to think critically and creatively, work cooperatively, and communicate effectively. Our school will prepare all students for full participation in our diverse and integrated society.

## Values

Dominion Trail Elementary School

Our Core Values as

Outcomes for Students

We want our students to be confident, respectful citizens who have an appreciation for and desire to learn.

We want our students to have the ability to work both independently and as a part of a team.

We want our students to have the ability to connect their knowledge and skills so that they become productive members of the community.

Our Core Values as

Beliefs about Conditions for Learning

As teachers our role is to differentiate instruction based on students' learning styles and developmental levels. Students become confident learners when there are high expectations in a safe supportive classroom community.

Our Core Values as

Commitments to Each Other

We promise to work together in a respectful manner.

We promise to listen, communicate, and be trustworthy when

sharing ideas.

We promise to be team players that recognize the significance of each member of our school community.

We promise to work collaboratively to achieve our school's mission.

### Process Definition

During the August 2011 SIP retreat certified staff and representative parent members worked in small target groups to review the 2010-2011 SkoVision plan and analyze school data. The 2010-2011 SkoVision goals and action plans were deemed appropriate to continue into the 2011-2012 school year. Tasks were reviewed, updated, deleted or added to further align with our identified action plans. Additional meetings were held to secure feedback from all faculty and parent representatives for all action plans and tasks. Feedback was considered by small target groups and shared with the full faculty and parent representatives in the drafting of the final SkoVision School Improvement Plan for the 2011-2012 school year.

All schools will meet AYP (NCLB) requirements



Goals



Improve student achievement




Indicators

- % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
- % 1st grade students at/above PALS Spring Benchmark
- % All 3rd grade students passing Math SOL (Unadjusted)
- % All students passing Math SOL tests (AYP)
- % All students passing Reading SOL tests (AYP)
- % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
- % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
- % Black students passing the Math SOL test (AYP)
- % Black students passing the Reading SOL test (AYP)
- % Economically Disadvantaged students passing the Math SOL test (AYP)
- % Economically Disadvantaged students passing the Reading SOL test (AYP)
- % Hispanic students passing the Math SOL test (AYP)
- % Hispanic students passing the Reading SOL test (AYP)
- % Limited English Proficient students passing the Math SOL test (AYP)
- % Limited English Proficient students passing the Reading SOL test (AYP)
- % of 1st and 2nd grade students with individualized reading programs
- % Special Education students passing the Math SOL test (AYP)
- % Special Education students passing the Reading SOL test (AYP)
- % White students passing the Math SOL test (AYP)
- % White students passing the Reading SOL test (AYP)
















Action Plans

 Improve student achievement by committing time and resources for intervention and remediation in math











**Tasks**

-  Follow up with Scheduling Committee regarding the 2011-2012 schedule
-  Grade 3-5 teachers will track SME progress with students
-  Grades 3-5 students will complete IPM in SME by the end of the first quarter
-  Highlight math activities and facilitate home connections for Math Month
-  Hold Standards of Learning (SOL) remediation program for grades 3, 4, and 5
-  Implement EDGE (Empowering Diversity in Gifted Education) groups
-  Implement Math Buddies during Math month
-  Implement Moving with Math (MWM) intervention groups in grades 1 - 5
-  Use BRHS Teacher Cadets to practice math facts with students
-  Use embedded Collaborative Learning Team (CLT) time to develop formative and summative assessments
-  Use formative assessment data to guide planning of instruction and student interventions
-  Use technology applications to support struggling learners

 Improve student achievement by committing time and resources for intervention and remediation in reading








**Tasks**

-  Engage students in self reflection and tracking of their learning
-  Follow up with scheduling committee regarding the 2011-2012 schedule
-  Hold Standards of Learning (SOL) remediation program for grades 3, 4, and 5
-  Implement Reading Buddies
-  Provide monthly Reading Connection newsletter to parents
-  Use embedded Collaborative Learning Team (CLT) time to develop formative and summative reading assessments
-  Use formative assessment data to guide planning of instruction and student interventions
-  Use technology applications to support and monitor struggling learners

 Improve student achievement in reading by providing additional time and instruction in reading through the use of volunteers



**Tasks**





-  Establish a volunteer pool
-  Hold volunteer orientation meeting
-  Identify resources needed
-  Implement coordinated volunteer program
-  Scheduling of volunteers

**Strengthen safe learning environments**

**Goals**

Improve school climate






**Indicators**

-  % Average Daily Attendance (ADA) for schools (AYP)
-  Rules and Expectations Average
-  Student Relations Average
-  Teacher Relations with Students and Home Average





**Action Plans**

Improve communication and collaboration within school community





**Tasks**

-  "Reach Out" Program to promote school engagement
-  Create and use communication form for specialists to use to communicate with teachers
-  Identify and respond to obstacles to student participation in technology application use at home
-  Implement Professional Learning Community and Collaborative Learning Team Model
-  Promote equity awareness through staff development opportunities






**Goal Timeframe**

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned





**Action Plan Priority**

-  High
-  Medium
-  Low
-  Not Assigned

**Task Status**

-  Draft
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

**Indicator Progress**

-  On Target
-  Warning
-  Off Target
-  Not Assigned