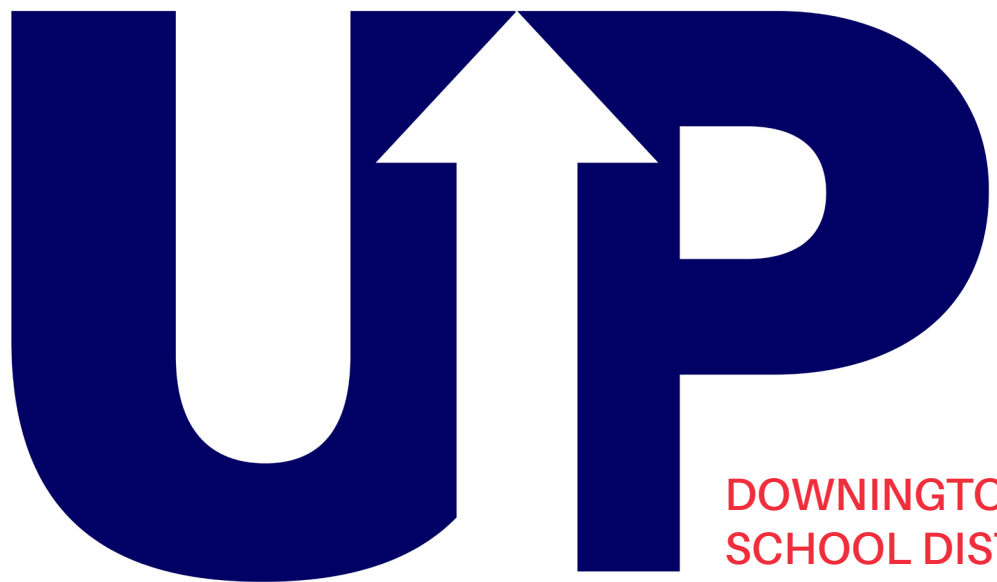




LEVEL



DOWNINGTOWN AREA
SCHOOL DISTRICT

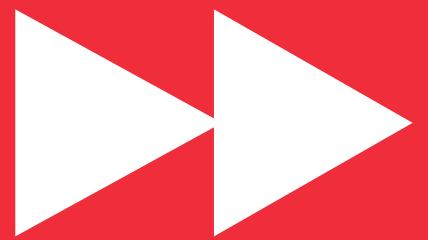
INTENTIONS

By encouraging relationship building and instructional practices that are sensitive to individual differences and needs, we believe students will be more motivated, show higher academic achievement, and increased participation in the DASD school community.

Cultivating a district-wide school environment that is geared toward relationships and academic excellence

GOALS

- Foster a sense of belonging and connection among students and staff to build a positive school climate
- Create supports to improve student academic preparation, rigor and success



IMPLEMENTATION

PHASE 1: I SEE YOU. YOU MATTER

Start the year with classroom experiences that enhance social awareness and acknowledge the value of each student.

Examples include:

1. Teaching Kindness Standards: Saying hello to a new person every day, saying goodbye when leaving, holding doors, paying it forward, etc.
2. Using technology more intentionally and increasing face-to-face time during class. Give intention to the physical classroom spacing to encourage interactions.
3. Going beyond content. Asking questions to get to know students. Go the extra mile for our Downingtown students.
4. Notice something? Say something. Much of what happens outside of the classroom affects the learning in the classroom.
5. Use SEL objectives from core curriculum.

PHASE 2: ENCOURAGE STUDENT DEVELOPMENT OF PURPOSE

Build upon student relationships to recognize inclinations, strengths, and talents through mentorship. Set high expectations that are fair, honest, supportive and encouraging towards long-term personal and educational goals.

Examples:

1. Encourage increased rigor through student engagement and agency
2. Encourage student self-advocacy
3. Provide academic and social/relational support throughout the year to help students reach their unique potential
4. Create enabling conditions for successful student transitions
5. Encourage students to join clubs and activities. How do we ensure each student feels included in the DASD community?
6. Intentionally reach out to families to encourage participation