

2019-2020 Goals

School: Mast Landing School

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p><u>Grade 3: Reading</u> Baseline: F&P: 61.2% met grade-level benchmark (spring 2nd) Goal: 65%</p> <p>Baseline: MEA: 53.0% (2018) Goal: 60%</p> <p>Baseline NWEA % Meeting Growth Target: 53% (2018) Goal: 60%</p> <p><u>Grade 4: Math</u> Baseline NWEA % Meeting Growth Target: 51.9% Goal: 60%</p> <p>Baseline MEA: 55.1% (2018) Goal: 60%</p> <p><u>Grade 5: Math</u> Baseline NWEA % Meeting Growth Target: 66.3% Baseline MEA: 57.8% (2018) Goal: 60%</p>	<p>Collaboratively unpack units (reading, writing, and math) to prioritize unit objectives to inform instructional planning</p> <ul style="list-style-type: none"> ● Create ongoing opportunities for protocol-guided unit unpacking in PLC teams (<i>Emily Grimm</i>) ● Engage in meaningful and ongoing opportunities for unit unpacking to prioritize unit objectives, narrow the focus of responsive instruction, and deepen content area knowledge (<i>grade-level teachers</i>) ● Utilize unit unpacking to inform planning for purposeful student discourse (<i>math teachers</i>) 	<p>September 2019- June 2020</p>	
	<p>Deepen content area knowledge to inform instructional planning</p> <ul style="list-style-type: none"> ● Complete an item analysis of MEA released items in math grades 3-5 to identify areas for learning (<i>Talya Edlund, Emily Grimm, grade-level teachers</i>) ● Continue to deepen text-band analytical and interpretative comprehension knowledge through participation in professional learning days facilitated by literacy strategist and Teachers College coach (<i>3rd grade teachers, Susan Dee</i>) ● Utilize deepened understanding of analytical and interpretative comprehension to plan for and implement interactive read aloud (<i>3rd grade teachers</i>) 	<p>December 2019</p> <p>September 2019- June 2020</p> <p>September 2019- June 2020</p>	

	<p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction</p> <ul style="list-style-type: none"> • Triangulate data sources (F&P, unit pre- and post-assessments, etc.) to deepen understanding of students' skills and instructional next steps (<i>grade-level teachers, strategists</i>) • Engage in student-centered coaching cycles with literacy and math strategists to target areas of student learning need (<i>grade-level teachers</i>) • Participate in professional learning facilitated by UChicago coach to deepen understanding of EverydayMath resources for responsive small-group instruction (<i>math teachers, Talya Edlund</i>) • Utilize learning progressions to inform instructional next steps with particular attention to students at and above grade level (<i>grade-level teachers</i>) • Continue implementation of 80-minute weekly Lift block in grade 3 to target academic needs to lift all learners (<i>3rd grade teachers</i>) 	September 2019- June 2020	
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MLS Goal 1: 100% of students identified for Tier II RTI B support will have a positive behavior support plan with articulated behavior goals</p> <p>MLS Goal 2: 100% of students identified for Tier II RTB support will demonstrate a year</p>	<p>Strengthen Tier I classroom practices to support all students in meeting the behavioral expectations of the school setting</p> <ul style="list-style-type: none"> • Increase use of reinforcing language in classrooms and school common areas to proactively support students (<i>all staff</i>) • Create pathways to more consistently teach into school-wide expectations (<i>leadership team, all staff</i>) 	September 2019- June 2020	
	<p>Refine RTI B systems and processes to ensure clear and responsive support</p> <ul style="list-style-type: none"> • Utilize universal screener (Student Risk Screening Scale, SRSS) twice annually 	October 2019, May 2020	

of academic <i>growth</i> on at least one measure (F&P, NWEA)	<p>(October and May) to identify students for intervention (<i>Natasha Huber, Chris Gray, Cindy Kivler, teachers</i>)</p> <ul style="list-style-type: none"> • Establish SAT B bi-weekly meetings to review identified students and develop Student Intervention Plans (SIPs) • Refine existing pathways for pull out and push in executive functioning and emotional regulation support (RTI B team: <i>Cindy Kivler, Gayle Wolotsky, Julia Schwarz, Emily Grimm, Natasha Huber, Chris Gray</i>) • Create sensory space and train staff in the use of this space for identified students (<i>Anna Brown, teachers, ed techs</i>) 	<p>August 2019</p> <p>October 2019, May 2020</p> <p>September 2019</p>	
	<p>Progress monitor students identified for Tier II interventions to ensure responsive support</p> <ul style="list-style-type: none"> • Collect student data relevant to identified goals (as defined on the Student Intervention Plan) (<i>teachers, RTI B team, Julia Schwarz</i>) • Engage in 8-week progress monitoring cycles for identified students (<i>RTI B team</i>) • Refine Positive Behavior Support Plans (PBSPs) in response to student progress (<i>RTI B team</i>) 	<p>October 2019, May 2020</p>	