

2017-2018 Goals

7.B.

School: Mast Landing School

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

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
Increase the percentage of students in the top 50th percentile meeting their NWEA growth target in math by 5 percentage points through responsive strategy group instruction in grades 3-5 and implementation of targeted instruction in a Lift Block in grades 3 and 4. Baseline (Spring '17) Math: 38%	Strengthen Tier I instruction through monthly grade-level team collaborative analysis of qualitative student data to identify specific student learning needs and develop responsive strategy group instruction <ul style="list-style-type: none"> Allocate time for monthly opportunities for grade-level teams to engage in collaboration analysis of student work (Emily Grimm, grade-level team leaders) Provide protocols for focused data analysis (Emily Grimm) Engage in monthly opportunities for collaborative data analysis and design of responsive instruction (grade-level teachers) 		October 2017 October 2017 October 2017- June 2018	Percent of students in the top 50th percentile meeting growth target in math (as measured by the NWEA) by 5 percentage points Lift Block student grouping, instructional plans, and student pre- and post-data per Lift Block cycle
	Implement 3x/weekly Lift Block in grades 3 and 4 that provides a 30-minute block of targeted, goal-driven instruction based on student need <ul style="list-style-type: none"> Engage in weekly collaborative planning sessions (grades 3 and 4) to identify student learning needs, design 6-8 week instructional intervention cycles, and plan for instruction (teachers, Amy Wheeler, Cheryl Sleeper, Emily Grimm) 		September 2017- June 2018	
	Deepen understanding of strong mathematical practices and opportunities for differentiation within Everyday Math curriculum <ul style="list-style-type: none"> Utilize Everyday Math audit to inform professional learning plan (Emily Grimm, Amy Wheeler) Engage in math-focused professional learning opportunities throughout the school year (grade-level teachers, Amy Wheeler) 		October 2017 November 2017- June 2018	Professional learning plan Increased differentiation of content and task in math classes, as seen through classroom observations

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Increase the percentage of students responding affirmatively to the following items by 5 percentage points:</p> <p>"I like school."</p> <p>"I feel like I belong at my school."</p> <p>"My school has clear rules for behavior."</p> <p>Baseline (Nov. 2017) To be collected</p>	<p>Utilize reinforcing, reminding, and redirecting language and interactive modeling to establish clear expectations, build a positive school community, and help students develop responsibility and independence [CONTINUED]</p> <ul style="list-style-type: none"> Attendance at RC "Responding to Misbehavior" conference (Emily Grimm, Sasha Levasseur, Jona Chase) and follow-up training for staff (March 16 PLD) Attendance at RC "Responsive Classroom for Specialists" training (Robin O'Connor) and follow-up training for specialist team (January 2 PLD) <i>The Power of Our Words</i> book study (all staff) <i>Teasing, Tattling, Defiance and More: Positive Approaches to 10 Common Classroom Behaviors</i> book study (specials teachers) Conduct audit (March 14) of MLS practices and provide feedback for refinement (RC consultant) Utilize peer observations as an avenue for examining and strengthening these practices (all teachers) Create and teach more explicit behavior expectations for school spaces (lunchroom, lockers, hallways, etc.) (MLS leadership team creates, all staff implement) 		<p>March 2, 2018</p> <p>November 30, 2017</p> <p>Sept.-Dec. 2017 Sept.-Dec. 2017</p> <p>March 14, 2018</p> <p>September 2017- June 2018 Oct.-Nov. 2017</p>	<p>Student self-reported data in response to the following statements:</p> <p>"I like school."</p> <p>"I feel like I belong at my school."</p> <p>"My school has clear rules for behavior."</p> <p>Responsive Classroom audit of MLS practices</p> <p>Document detailing behavior expectations</p>
	<p>Deepen implementation of daily morning meeting</p> <ul style="list-style-type: none"> Explore opportunities to weave academics into morning meeting through the use of <i>Doing Math in Morning Meeting</i> and <i>Doing Language Arts in Morning Meeting</i> and through cross-school collaboration with MSS to share practices (grade-level teachers) 		<p>November 2017- June 2018</p>	<p>Integration of academics into morning meeting, as evidenced in classroom observations</p>
	<p>Create more systematic Tier I and Tier II processes for supporting students who engage in misbehavior</p> <ul style="list-style-type: none"> Utilize resources from area schools to inform creation of a resource to support teachers with classroom-based behavior interventions and supports (Student Assistance Team) 		<p>September 2017- June 2018</p>	<p>Resource for teachers documenting menu of interventions and supports at the Tier I and II levels in response to student misbehavior</p>