

2018-2019 Goals

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

SMART Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>65% or more of students in the top 50th percentile will meet their NWEA growth target in math</p> <p><i>Baseline (June '18): 65%</i></p> <p>65% or more of students in the top 50th percentile will meet their NWEA growth target in reading</p> <p><i>Baseline (June '18): 62%</i></p>	<p>Strengthen Tier I instruction through monthly grade-level team collaborative analysis of qualitative student data to identify specific learning needs and develop responsive strategy group instruction (<i>continued</i>)</p> <ul style="list-style-type: none"> ● Allocate monthly opportunities in faculty meeting and PLC time for collaborative data analysis (word study, reading, writing, and math data) (<i>Emily Grimm</i>) ● Engage in monthly opportunities in faculty meetings and PLCs for collaborative data analysis (word study, reading, writing, and math data) and development of responsive, progression-based small group instruction (<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>) 	<p>September 2018- June 2019</p>	<p>65% or more of students in the top 50th percentile meeting NWEA growth targets in math and reading</p> <p>Responsive lesson planning (as documented in demonstration notebooks, small-group calendars, etc.)</p> <p>MLS professional learning plan</p>
	<p>Deepen understanding of small-group instruction in literacy and math</p> <ul style="list-style-type: none"> ● Engage in professional learning days focused on deepening understanding of reading comprehension skills (elements of reading comprehension and foundational skills) (<i>reading teachers, Susan Dee, Gigi McAllister</i>) ● Unpack math units to identify priority learning objectives from units to inform instruction (<i>math teachers, Amy Wheeler</i>) ● Engage in Teachers College coach on-site professional learning days focused on small group instruction (<i>reading and writing teachers</i>) 	<p>December 2018, January 2019</p> <p>September 2018- June 2019</p> <p>November 2018, April 2019</p>	<p>Small-group instruction in reading, writing, and math classrooms as seen through classroom observations</p>

SMART Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>Two-year goal: 50% of students identified for Tier II behavior support will meet progress monitoring goals identified on Student Intervention Plans</p> <p>Baseline (To be collected spring '19)</p>	<p>Create resources to support responsive Tier I behavior support at the classroom level</p> <ul style="list-style-type: none"> • Develop teacher tools for Tier I classroom interventions (<i>RTI B team: Cindy Kivler, Gayle Wolotsky, Natasha Huber, Emily Grimm</i>) • Finalize and share RTI B screening tool (<i>RTI B team</i>) • Share resources with staff at October faculty meeting (<i>RTI B team</i>) • Utilize Tier I tools to provide classroom interventions and collect data on student behavior (<i>classroom teachers</i>) 	September-October 2018	<p>Tier I tools: Classroom interventions menu, defining behavior chart</p> <p>RTI B screening data for all students</p> <p>Implementation of Tier I and II strategies as seen through observations</p>
	<p>Create Student Intervention Plans (SIPs) for 100% of students identified for Tier II behavioral support, including identification of progress monitoring tools and articulation of behavior goals</p> <ul style="list-style-type: none"> • Refer students to SAT team who need support beyond that at the Tier I level (<i>classroom teachers</i>) • Examine function of behavior and develop responsive SIPs designed to build students skills in gap areas (<i>RTI B team</i>) 	October 2018-June 2019	<p>Student Intervention Plans (SIPs) for students referred to Tier II support</p> <p>Progress monitoring data entered into SIPs (8-week cycles)</p>
	<p>Develop pathways for Tier II interventions to support student skill gaps in emotional regulation and executive functioning (<i>RTI B team</i>)</p> <ul style="list-style-type: none"> • Attend Peg Dawson "Executive Skills Across the Tiers" conference October 12th (<i>RTI B team</i>) • Attend Sarah Ward "Practice Strategies to Improve Speed of Processing, Executive Function and Nonverbal Learning Disabilities" December 14th (<i>Gayle Wolotsky</i>) • Implement pathways for pull out and push in executive functioning support and emotional regulation support (<i>Gayle Wolotsky, Cindy Kivler</i>) 	October 2018-June 2019	<p>Scheduled pathways built into the school day to provide Tier II interventions to build skills in executive functioning and emotional regulation</p>

	<p>Deepen skill sets for understanding and responding to misbehavior (function of behavior, etc.)</p> <ul style="list-style-type: none"> ● Participate in <i>The Behavior Code</i> book study (SAT team, specials team, special education ed techs) ● Attendance at "Responding to Misbehavior" PLD October 5th (<i>all staff</i>) ● Participate in bi-monthly faculty meetings to deepen skill set and reflect on and revise tools for Tier I and II support (<i>all staff</i>) 	<p>August 2018-June 2019</p>	<p>PLC and faculty meeting agendas allocating time for this learning</p>
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