## 2018-2019 Goals

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

<table>
<thead>
<tr>
<th>SMART Goal</th>
<th>Strategies and Action Steps (Responsibility)</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
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</thead>
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| 65% or more of students in the top 50th percentile will meet their NWEA growth target in math | **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 (continued)**  
  - Allocate monthly opportunities in faculty meeting and PLC time for collaborative data analysis (word study, reading, writing, and math data) *(Emily Grimm)*  
  - 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 *(grade-level teachers)*  
  - Continue implementation of 80-minute weekly Lift block in grade 3 to target academic needs to lift all learners *(3rd grade teachers)* | September 2018-June 2019                                       | 65% or more of students in the top 50th percentile meeting NWEA growth targets in math and reading |
| **Baseline (June '18): 65%**                                              |                                                                                                             |                                       | Responsive lesson planning *(as documented in demonstration notebooks, small-group calendars, etc.)*   |
| 65% or more of students in the top 50th percentile will meet their NWEA growth target in reading | **Deepen understanding of small-group instruction in literacy and math**  
  - Engage in professional learning days focused on deepening understanding of reading comprehension skills *(elements of reading comprehension and foundational skills)* *(reading teachers, Susan Dee, Gigi McAllister)*  
  - Unpack math units to identify priority learning objectives from units to inform instruction *(math teachers, Amy Wheeler)*  
  - Engage in Teachers College coach on-site professional learning days focused on small group instruction *(reading and writing teachers)* | December 2018, January 2019  
  [September 2018-June 2019]  
  [November 2018, April 2019] | MLS professional learning plan                                                                                   |
<p>| <strong>Baseline (June '18): 62%</strong>                                              |                                                                                                             |                                       | Small-group instruction in reading, writing, and math classrooms as seen through classroom observations |</p>
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| Two-year goal: 50% of students identified for Tier II behavior support will meet progress monitoring goals identified on Student Intervention Plans | Create resources to support responsive Tier I behavior support at the classroom level  
- Develop teacher tools for Tier I classroom interventions *(RTI B team: Cindy Kivler, Gayle Wolotsky, Natasha Huber, Emily Grimm)*  
- Finalize and share RTI B screening tool *(RTI B team)*  
- Share resources with staff at October faculty meeting *(RTI B team)*  
- Utilize Tier I tools to provide classroom interventions and collect data on student behavior *(classroom teachers)* | September-October 2018 | Tier I tools: Classroom interventions menu, defining behavior chart  
RTI B screening data for all students  
Implementation of Tier I and II strategies as seen through observations |
| | 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  
- Refer students to SAT team who need support beyond that at the Tier I level *(classroom teachers)*  
- Examine function of behavior and develop responsive SIPs designed to build students skills in gap areas *(RTI B team)* | October 2018-June 2019 | Student Intervention Plans (SIPs) for students referred to Tier II support  
Progress monitoring data entered into SIPs (8-week cycles) |
| | Develop pathways for Tier II interventions to support student skill gaps in emotional regulation and executive functioning *(RTI B team)*  
- Attend Peg Dawson "Executive Skills Across the Tiers" conference October 12th *(RTI B team)*  
- Attend Sarah Ward "Practice Strategies to Improve Speed of Processing, Executive Function and Nonverbal Learning Disabilities" December 14th *(Gayle Wolotsky)*  
- Implement pathways for pull out and push in executive functioning support and emotional regulation support *(Gayle Wolotsky, Cindy Kivler)* | October 2018-June 2019 | Scheduled pathways built into the school day to provide Tier II interventions to build skills in executive functioning and emotional regulation |
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<th>Deepen skill sets for understanding and responding to misbehavior (function of behavior, etc.)</th>
<th>August 2018-June 2019</th>
<th>PLC and faculty meeting agendas allocating time for this learning</th>
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<td>- Participate in The Behavior Code book study (SAT team, specials team, special education ed techs)</td>
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<td>- Attendance at “Responding to Misbehavior” PLD October 5th (all staff)</td>
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<tr>
<td>- Participate in bi-monthly faculty meetings to deepen skill set and reflect on and revise tools for Tier I and II support (all staff)</td>
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