Morse Street School Goals 2017-2018

MART Goal Worksheet				
School: Morse Street School				
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning.				
School SMART Goal	**Strategies and Action Steps**	**Responsibility**	**Timeline**	**Evidence of Effectiveness**
Goal 1: By May/June 2017 100% of teachers will report that they are regularly using 5 or more *Responsive Classroom* practices to increase student engagement and academic achievement. **Baseline:** 50% of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.	• Morse Street Staff engage in a book study of The Joyful Classroom.(All Staff) • Provide Professional Development series through staff meetings, to continue growth and awareness of interactive learning structures that increase student engagement. (Julie Nickerson/Paul White) • Provide support and feedback through observations of classrooms. (Julie Nickerson) • PLC teams collaborate on structures used in classrooms and success they have with students. (Grade Level and Specialist Teams) • Continue to use reinforcing, reminding and redirecting language consistently to build a positive community and more effectively manage behavior to help students develop skills, confidence and independence. (All staff)	On-going 2017-2018 On-going 2017-2018 On-going 2017-2018 Weekly meetings	Classroom observations and walkthroughs Teacher survey results Parent survey results
Goal 2: By May/June 2017 At least 75% of students K-2 will make expected growth as measured by the F & P Reading assessment. At least 90% of students K-2 will make expected growth as measured by the Math SLO assessment.	• Provide professional development on Goal Setting and Providing Effective Feedback (Julie Nickerson) • Goal set with students and provide effective feedback directly related to the goal, as a fluid process in all settings. (All Teachers) • Literacy Strategist provide targeted professional development in comprehension. (Matt Halpern) • Math Strategist provide targeted professional development in targeted mathematical practices.(Amy Wheeler) • Literacy and Math Strategists continue to support	On-going 2017-2018 On-going 2017-2018 October 2017 November 2017 On-going 2017-2018	F & P assessment for reading Math SLO

Baseline: Reading F & P Spring 2017 47% (96/205) students met or exceeded expected growth targets. Math SLO Spring 2017 93% (190/205) students met or exceeded expected growth targets.	goal setting with embedded PD in their content area. (Matt Halpern and Amy Wheeler) ◉ Teachers identify 3 students to track throughout the year to monitor effectiveness of goal setting on student progress. (All Teachers) ● Use goal setting to focus differentiated small group instruction and individual conferences. (Classroom Teachers) ◉ Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning. (Grade Level Teams) ● Conduct peer observations with a focus on goal setting to provide support and insight to improve instruction. (All Teachers)	embedded in coaching cycles Initiated November 2017 and then tracked January 2018 and March 2018 On-going 2017-2018 Weekly meetings 2-3 times during 2017-2018 school year	
Goal 3: By May/June 2017 At least 75% of students identified for RTI Tier 1 or 2 intervention will meet expected growth in both reading and math. **Baseline:** Spring 2017 60% (12/20) students identified for RTI Tier 1 or 2 met expected growth target as measured by F & P reading assessment. *Math data not collected for Spring 2017*	● Support SAT process with full staff and provide exemplar plans, suggested tier 1 interventions and targeted goals (Julie Nickerson, Melissa Shaw and Kelley Ryder-Herzog) ● Grade level teams use PLC to collaborate over student learning needs and suggested intervention plans (Grade Level Teams) ● Grade level teams, together with SAT members, collaborate and analyze student data to ensure students are being identified for intervention (Grade Level Teams) ● Grade level teams collaborate and analyze student work using protocols (Grade Level Teams) ● Implement Tier 1 intervention plans and progress monitor to determine next steps for each student (Classroom Teachers) ● Designate 30 minutes each day at each grade level for Flex time. Students will receive Tier 1 targeted intervention. (Teachers, Julie Nickerson, Matt Halpern, Amy Wheeler) ● Literacy and Math Interventionists will support		F & P assessment for reading Math SLO

	classroom teachers in providing Tier 1 interventions for identified students. (Melissa Shaw and Aja Darak)		