Morse Street School Goals 2017-2018

School: Morse Street School

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

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<tr>
<th>School SMART Goal</th>
<th>Strategies and Action Steps</th>
<th>Responsibility</th>
<th>Timeline</th>
<th>Evidence of Effectiveness</th>
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<tr>
<td><strong>Goal 1:</strong> 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. <strong>Baseline:</strong> 50% of teachers report using 5 or more RC practices regularly to increase student engagement and academic achievement.</td>
<td>• Morse Street Staff engage in a book study of <em>The Joyful Classroom</em> (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)</td>
<td>On-going 2017-2018  On-going 2017-2018  On-going 2017-2018  Weekly meetings</td>
<td>Classroom observations and walkthroughs  Teacher survey results  Parent survey results</td>
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<td><strong>Goal 2:</strong> By May/June 2017 At least 75% of students K-2 will make expected growth as measured by the F &amp; P Reading assessment. At least 90% of students K-2 will make expected growth as measured by the Math SLO assessment.</td>
<td>• 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</td>
<td>On-going 2017-2018  On-going 2017-2018  October 2017  November 2017  On-going 2017-2018</td>
<td>F &amp; P assessment for reading  Math SLO</td>
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| 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 |
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<th>classroom teachers in providing Tier 1 interventions for identified students. (Melissa Shaw and Aja Darak)</th>
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