

Morse Street School Goals 2020-2021

Goal Worksheet				
School: Morse Street School				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal 1: By May/June 2021 at least 75% of students K-2 will make expected growth as measured by the F & P Reading Assessment.</p> <p>June 2018 - 55% June 2019 - 65% June 2020 - June 2021 - 75% (Goal)</p> <p>100% of students K-2 will make expected growth as measured by the Math SLO Assessment.</p> <p>Baseline: <u>Reading</u> F & P spring 2017 47% (96/205) students met or exceeded expected growth targets.</p> <p>F & P spring 2018 56% (119/212) students met or exceeded expected growth targets</p> <p>F & P spring 2019</p>	<ul style="list-style-type: none"> TC Staff Developer and Literacy Strategist will provide targeted professional development in text band characteristics, reciprocity of reading and writing, and comprehension strands to ensure that all students are able to provide higher level responses to demonstrate comprehension of text and the connection with becoming stronger writers. (Susan Dee) All teachers K-2 will receive Student Centered Coaching Cycles to improve instruction in data driven identified areas of need. (Classroom Teachers and Literacy Strategist) Implement Units of Study in phonics in Grade 1 (year 2) and Grade 2 (Year 1). Literacy and Math Strategists continue to support differentiated small group work and increased student discourse with embedded PD in their content area. (Susan Dee and Talya Edlund) Use assessment data to focus differentiated small group instruction and individual conferences in both reading and math. (Classroom Teachers) Grade level teams collaborate and analyze student work using protocols focused around goals and next steps for learning in both reading and math. (Grade Level Teams) 		<p>Ongoing 2019-2020 We had virtual visits from our TC staff developer that focused on the reciprocity of reading and writing</p> <p>Ongoing 2020-2021 Some but not all teachers were involved in a student centred coaching cycle - they will this coming year though</p> <p>This was completed</p> <p>Ongoing 2020-2021 Due to the pandemic and the commitment to give all PD time back to the teachers - this did not happen</p> <p>Small groups were a focus for instruction as we were hybrid</p> <p>Ongoing 2020-2021 This happened in some teams but not all depending on where people were in</p>	<p>F & P Reading Assessment</p> <p>June 2021 - K-2 59% (Hybrid):</p> <p>Growth K - 48/79 - 60% 1 - 48/75 - 64% 2 - 32/62 - 51%</p> <p>Benchmark K - 54/79 - 68% 1 - 41/75 - 55% 2 - 21/62 - 34%</p> <p>Math Assessments SLO - was not administered</p> <p>Acadience Math (DIBELS) Met or exceeded Benchmark K - not all data collected 1 - 26/78 - 33% 2 - 26/61 - 42%</p> <p>NWEA (Grade 2 only) 31/58 - 53% average or higher</p>

<p>67% (149/222) students met or exceeded expected growth targets</p> <p><u>Math</u> SLO spring 2017 93% (190/205) students met or exceeded expected growth targets.</p> <p>SLO spring 2018 96% (204/212) students met or exceeded expected growth targets.</p> <p>SLO spring 2019 99% (224/226) students met or exceeded expected growth targets</p> <p>NWEA math achievement data: 2017 77.3% students average or above 2018 79.2% students average or above 2019 74% students average or above</p>	<ul style="list-style-type: none"> Grade level teams use four high leverage practices to improve student achievement: Plan Instruction, Practice Teaching, Study Student Work and Discuss Own Reading/Writing. Conduct peer observations with a focus on student learning to provide support and insight to improve instruction. (All Teachers) Provide PD to Pre-K teachers in early literacy practices that improve foundational skills in reading, writing and ways to embed literacy and language development in play. All Pre-k teachers participate in a coaching cycle driven by a chosen area of need to improve practice. 	<p>handling planning around the hybrid schedule</p> <p>Ongoing 2020-2021 This did not happen due to pandemic</p> <p>Ongoing 2020-2021 This happened during remote PLC sessions with the district wide Pre-k team and continues to be ongoing work</p> <p>Ongoing 2020-2021 Pre-k coaching cycle did not happen</p>	<p>Pre-K Observational Assessment Tool</p> <p>MELDS Standards: Early Language and Literacy: 39/45 - 77% met or exceeded the standard</p> <p>Raising Standards for Literature 40/45 - 89% met or exceeded the standard</p> <p>Math 34/45 - 75% met or exceeded the standard</p> <p>Pre-K Phonics Assessment Data</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 2: By May/June 2021, implement a data</p>	<ul style="list-style-type: none"> Utilize SSBD (Systematic Screener for Behavioral Disorders) screening tool to identify vulnerable 	<p>Ongoing 2020-2021</p>	<p>Collect and analyze Data collected from SSBD</p>

<p>informed RTI-B process for supporting students with social-emotional needs, and collect baseline data to monitor the effectiveness of the system.</p>	<p>students early, and provide targeted intervention. (whole school team)</p> <ul style="list-style-type: none"> • Grade level teams use PLC to collaborate over student social-emotional 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 data using protocols. (Grade Level Teams) • Implement Tier 1 intervention plans and progress monitor to determine next steps for each student. (Classroom Teachers) • Implement Tier 2 Positive Behavior Support Plans (PBSP) and monitor to determine next steps for each student. (Cindy Kivler and Classroom Teacher) 		<p>Completed by our SAT team. Tool used to identify goals for small group work with students.</p> <p>Data collected from PBSPs (Positive Behavior Support Plans) Individual plans are monitored by the team, and adjusted based on the data collected</p> <p>9 students being supported under RTI-B -</p> <p>2 needed 1:1 support to monitor safety</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 3: By May/June 2021, identify a pathway of sustainable practice for diversity, inclusion, and equity.</p>	<ul style="list-style-type: none"> • Partner with MLS to form a focus group to spearhead this work across both schools. • Principals of both schools participate in Maine’s Cultural Competence Institute. • Develop an action plan based on the findings of the district audit. • Continue work on classroom libraries to ensure books are relevant, engaging and reflect diversity. 	<p>September 2020</p> <p>Yearlong 2020-21</p> <p>December 2020</p> <p>Ongoing 2020-21</p>	<p>Action plan created and action steps started</p> <p>The group met multiple times and participated in a book study as well as other training.</p> <p>Learnings:</p> <ul style="list-style-type: none"> • Equity and inclusion work exists throughout all that we do in classrooms

	<ul style="list-style-type: none">• Deepen knowledge of social justice through the partnership with Teacher's College and Center for Responsive Schools.	Ongoing 2020-21	<p>and our school community</p> <ul style="list-style-type: none">• Our social studies curriculum needs revision• Continue our RC work and strengthen practices to support equity, diversity and inclusion• Question our own bias and how it shows up in decision making
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<p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal 1 (Part 1): By May/June 2022 at least 75% of students K-2 will make expected growth as measured by the F & P Reading Assessment.</p> <p>MSS Goal 1 (Part 2): By May/June 2022 at least 75% of students K-2 will meet benchmark as measured by Acadience Math assessment</p> <p>MSS Goal 1 (Part 3): By May/June 2022 at least 75% of students in Grade 2 will score average or above on the NWEA math assessment</p>	<ul style="list-style-type: none"> ● Reading teaching staff Book study <u>Shifting the Balance</u>. Literacy strategist will lead staff through PD related to the six shifts of reading instruction. ● TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need. ● All teachers K-2 will participate in team based coaching cycles to improve instruction on data driven areas of need. ● Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math ● Provide RTI support outside of the school day for some students ● Focus PD for Pk - 2 on number sense including the instructional practice of counting collections and choral counting. ● Utilize new assessment tools for progress monitoring in literacy and math 		<p>September to December 2021</p> <p>October 2021 to May 2022</p> <p>September 2021 to May 2022</p> <p>On going</p> <p>September 2021 to May 2022</p> <p>Starting September 2021</p>	<p><u>Baseline data</u> Reading: F & P Benchmark 2019 67% (149/222) students met or exceeded expected growth targets</p> <p>2021 59% (128/216) students met or exceeded expected growth targets</p> <p>2022</p> <p>Math: Acadience -Math 2021 37% (52/139) Grade 1 & 2 met expected benchmark</p> <p>2022</p> <p>NWEA Math 2019 74% Grade 2 students average or above 2021 53% Grade 2 students average or above</p> <p>2022</p>

<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 2: By May/June 2021, revisit and strengthen responsive classroom practices to ensure continued strong Tier 1 social emotional instruction and support</p>	<ul style="list-style-type: none"> • 11 Staff participate in Advanced Response Classroom Training • 10 new staff participate in The four day Responsive Classroom training • Revisit common practices and reinforce the importance through classroom observations and providing feedback 	<p>June 2021</p> <p>August 2021</p> <p>On going</p>	<p>Observational Feedback</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal 3: By May/June 2021, increase awareness of and implement equity, diversion and inclusion practices in our classrooms and throughout the school.</p>	<ul style="list-style-type: none"> • Professional Development on Identity work to open school • Create a Community Survey - to get more information to better understand family values, traditions and needs. • Whole staff book study <u>Start Here Start Now: A Guide to Antibias and Antiracist work in your school community</u> • All staff Unit Planning with a lens for equity • District review of Social Studies Curriculum: <ul style="list-style-type: none"> ○ Rewrite Grade 2 Social studies unit replacing colonial history with Wabanaki Studies. • Comprehensive school guidance curriculum for all students PK-5 that aligns with ASCA and Social Justice standards 	<p>August 2021</p> <p>September 2021</p> <p>October 2021 to January 2022</p> <p>Summer 2021</p> <p>September 2021 to June 2022</p>	<p>Data collected from survey</p> <p>Unit plans</p> <p>Implementation this year</p>