

**DCS School Goals 2019-2020**

<b>School: Durham Community School</b>
<b>Team Members: DCS staff</b>
<b>District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning</b>

<b>Goals</b>	<b>Strategies and Action Steps</b>	<b>Evidence of Effectiveness</b>
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p>DCS Goal 1: (Year 1 of 2) To implement a school wide model that nurtures a positive culture and enhances academic and social-emotional skills across our PK-8 community.</p>	<ul style="list-style-type: none"> <li>● Implement and refine Responsive Classroom practices</li> <li>● Team of teachers to attend 4 day training PK -5.</li> <li>● Have representatives attend 6-8 training.</li> <li>● Dedicate one staff meeting a month to Responsive Classroom implementation and professional learning.</li> <li>● Incorporate Responsive Classroom practices into all staff meetings.</li> <li>● Incorporate Responsive Classroom practices and align with guidance curriculum at weekly K and 1-2 assemblies.</li> </ul>	<p>Reduction in chronic absenteeism by students</p> <p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices.</p> <p>Morning meeting and Responsive Advisory will be used in all PK-8 classrooms daily.</p> <p>Impact on staff morale as interpreted on Satisfaction Survey.</p> <p>K-2 children will transfer skills from guidance lessons on a more regular basis.</p>

	<ul style="list-style-type: none"> <li>● Reinforce Core Values at each grade span through assemblies.</li> <li>● Implement use of Risk Screener to identify student external and internal needs, and target supports.</li> <li>● Increase opportunities for student to student mentoring and cross grade level interactions.</li> <li>● Continue to build positive bus culture using Peaceful Bus strategies.</li> <li>● Increase range of field work and enrichment offerings that enhance curriculum.</li> </ul>	<p>Students will demonstrate stronger self reflection skills and understanding of Core Values</p> <p>Documentation and use of data at Student Assistance Team meetings. Reduction of “at risk flags.”</p> <p>Reduction in number of bus slips</p> <p>Additional and relevant field work and enrichment opportunities</p>

**Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.**

Outcome:  
Increased student achievement in reading/math from data points identified on DCS Scorecard.

- Narrow teacher goals to allow more focus and reduce overload. In response to teacher feedback, the goal is to focus professional learning and make more concrete connections to specific practices.

*Academic goals (regardless of content) were defined as the following:*

- *Deepen teacher understanding of key concepts in content areas.*
- *Refine responsive instructional practices.*
- *Engage in ongoing individual and collaborative reflection on student data (student work, student observation, pre- and post-assessments, interim assessments) and purposeful planning.*
- *Embed responsive instructional practices (strategy groups, conferring, student academic choice, meaningful student/student discourse)*

- Establish DCS/PES common staff meeting time and PD time to create collegial support for responsive planning
- Implement intervention cycle structure with regular collaboration / student progress review meetings between interventionists and classroom teachers

Shared planning documentation

Impact on staff morale as interpreted on Satisfaction Survey.

Increased student achievement in reading/math from data points identified on DCS Scorecard.

Intervention cycle document; monitoring of student growth and progress.

	<ul style="list-style-type: none"><li>● Monthly meetings with School Leadership Team to plan PD time.</li><li>● Regular meetings with strategists to monitor focus and progress, relative to targeted professional growth goals.</li></ul>	