

2019-2020 Goals - SUMMARY

School: Mast Landing School

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

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p><u>Grade 3: Reading</u> Baseline: BAS: 61.2% met grade-level benchmark (spring 2nd) Goal: 65%</p> <p>Baseline: MEA: 53.0% (2018) Goal: 60%</p> <p>Baseline NWEA % Meeting Growth Target: 53% (2018) Goal: 60%</p> <p><u>Grade 4: Math</u> Baseline NWEA % Meeting Growth Target: 51.9% Goal: 60%</p> <p>Baseline MEA: 55.1% (2018) Goal: 60%</p> <p><u>Grade 5: Math</u> Baseline NWEA % Meeting Growth Target: 66.3% Baseline MEA: 57.8% (2018) Goal: 60%</p>	<p>Collaboratively unpack units (reading, writing, and math) to prioritize unit objectives to inform instructional planning</p> <ul style="list-style-type: none"> ● Create ongoing opportunities for protocol-guided unit unpacking in PLC teams (<i>Emily Grimm</i>) ● Engage in meaningful and ongoing opportunities for unit unpacking to prioritize unit objectives, narrow the focus of responsive instruction, and deepen content area knowledge (<i>grade-level teachers</i>) ● Utilize unit unpacking to inform planning for purposeful student discourse (<i>math teachers</i>) <p>Deepen content area knowledge to inform instructional planning</p> <ul style="list-style-type: none"> ● Complete an item analysis of MEA released items in math grades 3-5 to identify areas for learning (<i>Talya Edlund, Emily Grimm, grade-level teachers</i>) ● Continue to deepen text-band analytical and interpretative comprehension knowledge through participation in professional learning days facilitated by literacy strategist and Teachers College coach (<i>3rd grade teachers, Susan Dee</i>) ● Utilize deepened understanding of analytical and interpretative comprehension to plan for and implement interactive read aloud (<i>3rd grade teachers</i>) 	<p>September 2019- June 2020 Ongoing</p> <p>December 2019 Incomplete (started, but not finished)</p> <p>September 2019- June 2020 Completed</p> <p>September 2019- June 2020 Completed</p>	<p><u>Grade 3: Reading</u> Baseline: BAS: 61.2% met grade-level benchmark (spring 2nd) Goal: 65% Fall 2020: 58.6% (Fall 4th)</p> <p>Baseline: MEA: 53.0% (2018) Goal: 60% Spring 2019: 63.4% Spring 2020: NA</p> <p>Baseline NWEA % Meeting Growth Target: 53% (2018) Goal: 60% Fall 2020: TBD</p> <p><u>Grade 4: Math</u> Baseline NWEA % Meeting Growth Target: 51.9% (2018) Goal: 60% Fall 2020: TBD</p> <p>Baseline MEA: 55.1% (2018) Goal: 60% Spring 2019: 54.7% Spring 2020: NA</p>

	<p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction</p> <ul style="list-style-type: none"> • Triangulate data sources (F&P, unit pre- and post-assessments, etc.) to deepen understanding of students' skills and instructional next steps (<i>grade-level teachers, strategists</i>) • Engage in student-centered coaching cycles with literacy and math strategists to target areas of student learning need (<i>grade-level teachers</i>) • Participate in professional learning facilitated by UChicago coach to deepen understanding of EverydayMath resources for responsive small-group instruction (<i>math teachers, Talya Edlund</i>) • Utilize learning progressions to inform instructional next steps with particular attention to students at and above grade level (<i>grade-level teachers</i>) • Continue implementation of 80-minute weekly Lift block in grade 3 to target academic needs to lift all learners (<i>3rd grade teachers</i>) 	<p>September 2019- June 2020 Completed</p> <p>Ongoing</p> <p>Completed</p> <p>Ongoing</p> <p>Completed (paused for 2020)</p>	<p><u>Grade 5: Math</u> Baseline NWEA % Meeting Growth Target: 66.3% Baseline MEA: 57.8% (2018) Goal: 60% Fall 2020: TBD</p>
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MLS Goal 1: 100% of students identified for Tier II RTI B support will have a positive behavior support plan with articulated behavior goals</p> <p>MLS Goal 2: 100% of students identified for Tier II RTB support will demonstrate a year</p>	<p>Strengthen Tier I classroom practices to support all students in meeting the behavioral expectations of the school setting</p> <ul style="list-style-type: none"> • Increase use of reinforcing language in classrooms and school common areas to proactively support students (<i>all staff</i>) • Create pathways to more consistently teach into school-wide expectations (<i>leadership team, all staff</i>) <p>Refine RTI B systems and processes to ensure clear and responsive support</p> <ul style="list-style-type: none"> • Utilize universal screener (Student Risk Screening Scale, SRSS) twice annually 	<p>September 2019- June 2020 Completed and continuing</p> <p>October 2019, May 2020 Piloted fall 2019, but did not</p>	<p>MLS Goal 1: 100% of students identified for Tier II RTI B support will have a positive behavior support plan with articulated behavior goals EOY Data: 100% of students identified for Tier II supports had a PBSP and articulated goals</p> <p>MLS Goal 2: 100% of students identified</p>

of academic <i>growth</i> on at least one measure (F&P, NWEA)	<p>(October and May) to identify students for intervention (<i>Natasha Huber, Chris Gray, Cindy Kivler, teachers</i>)</p> <ul style="list-style-type: none"> Establish SAT B bi-weekly meetings to review identified students and develop Student Intervention Plans (SIPs) Refine existing pathways for pull out and push in executive functioning and emotional regulation support (RTI B team: <i>Cindy Kivler, Gayle Wolotsky, Julia Schwarz, Emily Grimm, Natasha Huber, Chris Gray</i>) Create sensory space and train staff in the use of this space for identified students (<i>Anna Brown, teachers, ed techs</i>) 	<p>complete spring 2020 due to COVID</p> <p>August 2019 Completed</p> <p>October 2019, May 2020 Completed</p> <p>September 2019 Completed</p>	<p>for Tier II RTB support will demonstrate a year of academic <i>growth</i> on at least one measure (F&P, NWEA)</p> <p>Fall 2020: F&P: Not yet available NWEA: Not available</p>
	<p>Progress monitor students identified for Tier II interventions to ensure responsive support</p> <ul style="list-style-type: none"> Collect student data relevant to identified goals (as defined on the Student Intervention Plan) (<i>teachers, RTI B team, Julia Schwarz</i>) Engage in 8-week progress monitoring cycles for identified students (<i>RTI B team</i>) Refine Positive Behavior Support Plans (PBSPs) in response to student progress (<i>RTI B team</i>) 	<p>October 2019, May 2020 Ongoing</p>	

2020-2021 Goals

School: Mast Landing School

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

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading (BAS): Goal: 65% students meet grade-level benchmark</p> <p>BAS % Meeting Grade-Level Benchmark Baseline: 47.4% (Fall 2020)</p> <p>Reading (NWEA) - % Students Meeting Growth Target: Goal: 60% of students will meet annual growth target</p> <p>Baseline: 60.4% (Spring 2019)</p> <p>Math (NWEA) - % Students Meeting Growth Target: Goal: 60% of students will</p>	<p>Collaboratively unpack units (reading, writing, and math) to prioritize unit objectives to inform instructional planning</p> <ul style="list-style-type: none"> ● Create ongoing opportunities for protocol-guided unit unpacking in PLC teams (<i>Emily Grimm</i>) ● Engage in meaningful and ongoing opportunities for unit unpacking to prioritize unit objectives, narrow the focus of responsive instruction, and deepen content area knowledge (<i>grade-level teachers</i>) ● Utilize unit unpacking as a process for prioritizing instructional objectives and student practice given changes in instructional models (green, yellow, red) (<i>grade-level teachers</i>) <p>Deepen content area knowledge to inform instructional planning</p> <ul style="list-style-type: none"> ● Deepen understanding of writing progression (with unit and across grade) through professional learning days facilitated by literacy strategist and Teachers College coach (<i>grade-level teachers, special education teachers, Susan Dee</i>) ● Grow understanding of the teaching and learning reciprocity between reading and writing to 	<p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>BAS Data (3rd-5th)</p> <p>NWEA Growth Data (3rd-5th)</p>

<p>meet annual growth target</p> <p>Baseline: 54.3% (Spring 2019)</p>	<p>strengthen literacy instruction (<i>grade-level teachers, special education teachers, Susan Dee</i>)</p>		
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MLS Goal 1: 100% of students identified for Tier II RTI B support will have a positive behavior support plan with articulated behavior goals</p> <p>MLS Goal 2: 100% of students identified for Tier II RTB support will demonstrate a year of</p>	<p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction</p> <ul style="list-style-type: none"> Continue to schedule regular opportunities for PLC teams to engage in student case study analysis (<i>Emily Grimm</i>) Utilize developed student case study protocol to engage in collaborative inquiry and responsive instruction for identified students (<i>all teachers</i>) Engage in team-based student-centered coaching cycles with literacy and math strategists to target areas of student learning need (<i>PLC teams</i>) Utilize increased 0.2 FTE of literacy specialist to support implementation of short-cycle Tier I classroom interventions (<i>Susan Martling</i>) 	<p>September 2020</p> <p>Sept. 2020 - June 2021</p> <p>Oct. 2020 - June 2021</p> <p>Oct. 2020 - June 2021</p>	
	<p>Strengthen Tier I classroom practices to support all students in meeting the behavioral expectations of the school setting</p> <ul style="list-style-type: none"> Create explicit pathways for teaching into and celebrating examples of our schoolwide values (<i>leadership team, all staff</i>) Plan for and provide comprehensive school counseling curriculum to ensure all students have access to social and emotional skill building (<i>Susan Albertini</i>) 	<p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>Examples of schoolwide values in school setting (visual, verbal)</p> <p>School counseling curriculum</p>
	<p>Refine RTI B systems and processes to ensure clear and responsive support</p> <ul style="list-style-type: none"> Utilize universal screener (Student Risk Screening Scale, SRSS) twice annually (October and May) to identify students for intervention (<i>Susan Albertini, Cindy Kivler, teachers</i>) 	<p>Oct. 2020, May 2021</p>	<p>SRSS Screener Data</p> <p>Student Intervention Plans</p>

<p>academic <i>growth</i> on at least one measure (F&P, NWEA)</p>	<ul style="list-style-type: none"> Continue SAT B bi-weekly meetings to review identified students and develop Student Intervention Plans (SIPs) Provide responsive social work support (with clearly identified goals) to students who access Tier I intensive supports regularly (<i>Cindy Kivler</i>) 	<p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	
	<p>Progress monitor students identified for Tier II interventions to ensure responsive support</p> <ul style="list-style-type: none"> Collect student data relevant to identified goals (as defined on the Student Intervention Plan) (<i>teachers, RTI B team</i>) Engage in 8-week progress monitoring cycles for identified students (<i>RTI B team</i>) Refine Positive Behavior Support Plans (PBSPs) in response to student progress (<i>RTI B team</i>) 	<p>Sept. 2020 - June 2021</p>	<p>Progress monitoring data of student goals</p>
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Goal: Identify a pathway of sustainable practice for diversity, equity and inclusion</p>	<p>Deepen understanding of practices that support diversity, inclusion, and equity within the school setting.</p> <ul style="list-style-type: none"> Partner with MSS to form a team to spearhead this work across both schools (<i>DEI team members: Emily Grimm, Talya Edlund, Susan Albertini, Gayle Wolotsky, Heather Zachau, Jule Whelan</i>) Participate in Maine’s Cultural Competence Institute (<i>Emily Grimm</i>) Develop an action plan based on the findings of the district audit (<i>DEI team members</i>) Continue work on classroom libraries to ensure books are relevant, engaging and reflect diversity (<i>grade-level teachers, Susan Dee</i>) Deepen knowledge of social justice through the partnership with Teacher’s College and Center for Responsive Schools (<i>all staff</i>) 	<p>Sept. 2020</p> <p>Sept. 2020 - June 2021</p> <p>January 2021 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>Diversity, equity and inclusion action plan</p>