

Morse Street School Goals 2019-2020

Goal Worksheet				
School: Morse Street School				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 2: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal 1: By May/June 2020 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 - 75%</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 67% (149/222) students met</p>	<ul style="list-style-type: none"> ● TC Staff Developer and Literacy Strategist 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. (Susan Dee) ● All teachers K-2 involved in Student Centred Coaching cycles to improve instruction in data driven areas of need. (Classroom Teachers and Literacy Strategist) ● Implement Units of study in Phonics in Grade K (Year 2) and Grade 1 (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) ● 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 and ways to embed literacy in play. 	<p>Ongoing 2019-2020 Completed</p> <p>Ongoing 2019-2020 Completed</p> <p>Ongoing 2019-2020 Completed</p> <p>Ongoing 2019-2020 Literacy focus last year</p> <p>Ongoing 2019-2020 Yes and ongoing</p> <p>Ongoing 2019-2020 Started</p> <p>Ongoing 2019-2020 Worked on this during remote learning</p> <p>July 2019 and Ongoing 2019-2020 Completed and continues</p>	<p>F & P Assessment for reading</p> <p>Math SLO</p> <p>NWEA (Grade 2 only)</p> <p>Assessments not completed; data not available yet.</p>	

<p>or exceeded expected growth targets</p> <p>Math 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>			
<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 2020 develop and implement a data informed RTI-B process for</p>	<ul style="list-style-type: none"> Utilize SSBD (Systematic Screener for Behavioral Disorders) screening tool to identify vulnerable students early, and provide targeted intervention. (whole school team) 	<p>Ongoing 2019-2020 Did not complete the cycle due to COVID closure.</p>	<p>Collect and analyze data collected from SSBD.</p> <p>Data collected from PBSPs</p>

<p>supporting students with social-emotional needs, and collect baseline data to monitor the effectiveness of the system</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) ● Create sensory spaces and monitor the use and effectiveness for both special ed and general ed students. (OT and RTI-B Ed-tech) 	<p>Discussions happen often as needs arise.</p> <p>Meetings are scheduled quarterly by grade level to discuss social emotional needs.</p> <p>In action</p> <p>Four students had intensive PBSP last year and data was gathered and behavioral change observed.</p> <p>Spaces were created - data collected.</p>	<p>(Positive Behavior Support Plans)</p> <p>Data collected from check-in and out in sensory spaces.</p> <p>Data collection incomplete</p>
<p>RSU5 Strategic Goal 3: All RSU 5 school-parent-community partnerships are based on strong communication and active involvement to support student success.</p> <p>MSS Goal 3: By May/June 2020 increase opportunities for students PK-2 to engage with the community for meaningful and engaging learning.</p>	<ul style="list-style-type: none"> ● Continue with community volunteers Lunch Buddy Program. (School Counselor) ● Implement a mentor program for community volunteers to work one on one with students. (School Counselor) ● Increase field trip opportunities in our local community to provide meaningful learning experiences for our PK-2 students (Grade Level Teams) ● Partner with local groups to provide learning opportunities such as: Freeport Sustainability Committee and Freeport Historical Society. (Principal and Grade Level Teams) 	<p>Ongoing 2019-2020</p> <p>This work was started and is postponed for now. We will revisit when we can connect more with the community.</p>	<p>List of expanded opportunities</p>

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<p>67% (149/222) students met or exceeded expected growth targets</p> <p><u>Math</u></p> <p>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>Ongoing 2020-2021</p> <p>Ongoing 2020-21</p> <p>Ongoing 2020-21</p> <p>Ongoing 2020-21</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>Data collected from PBSPs (Positive Behavior Support Plans)</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>

	<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	
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