

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>) Completed ● 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>) Completed ● 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>) Completed <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>) In process ● Grow understanding of the teaching and learning reciprocity between reading and writing to strengthen literacy instruction (<i>grade-level teachers,</i> 	<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>Sept. 2020 - June 2021</p>	<p>BAS Data (3rd-5th)</p> <p>% of Students Meeting Grade-Level Benchmark: 60.0% (Spring 2021) (Baseline 47.4%)</p> <p>NWEA Growth Data (3rd-5th)</p> <p>% of Students Meeting NWEA Growth Target</p> <p>Reading: 55.9% (Spring 2021) (Baseline Spring 2019 60.4%)</p> <p>Math: 61.1% (Spring 2021) (Baseline Spring 2019 54.3%)</p>

<p>meet annual growth target</p> <p>Baseline: 54.3% (Spring 2019)</p>	<p><i>special education teachers, Susan Dee) Tabled for 2021-2022</i></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>) Completed • Utilize developed student case study protocol to engage in collaborative inquiry and responsive instruction for identified students (<i>all teachers</i>) In process • Engage in team-based student-centered coaching cycles with literacy and math strategists to target areas of student learning need (<i>PLC teams</i>) In process • Utilize increased 0.2 FTE of literacy specialist to support implementation of short-cycle Tier I classroom interventions (<i>Susan Martling</i>) Reprioritized for 2021-2022 due to student intervention needs resulting from pandemic 	<p>September 2020</p> <p>Sept. 2020 - June 2021</p> <p>Oct. 2020 - June 2021</p> <p>Oct. 2020 - June 2021</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>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>) Completed • Plan for and provide comprehensive school counseling curriculum to ensure all students have access to social and emotional skill building (<i>Susan Albertini</i>) Completed 	<p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>Examples of schoolwide values in school setting (visual, verbal):</p> <ul style="list-style-type: none"> • Student created school values posters • Celebration of examples of living school values on morning announcements and lobby screen • Highlighting one

<p>Spring 2021: 100% of identified students have student intervention plans</p> <p>MLS Goal 2: 100% of students identified for Tier II RTIB support will demonstrate a year of academic <i>growth</i> on at least one measure (F&P, NWEA)</p> <p>Spring 2021: 80% of students identified for Tier II RTIB support demonstrated a year or more of academic growth on at least one measure</p>			<p>school value/week (September/October)with integrated morning meeting activities</p> <p>School counseling curriculum</p> <ul style="list-style-type: none"> • School counseling curriculum drafted (integrating ASCA and Teaching for Justice Standards) • Revised schedule to ensure access to weekly school guidance classes for all students
	<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>) Completed • Continue SAT B bi-weekly meetings to review identified students and develop Student Intervention Plans (SIPs) Completed • Provide responsive social work support (with clearly identified goals) to students who access Tier I intensive supports regularly (<i>Cindy Kivler</i>) Completed 	<p>Oct. 2020, May 2021</p> <p>Sept. 2020 - June 2021</p> <p>Sept. 2020 - June 2021</p>	<p>SRSS Screener Data</p> <ul style="list-style-type: none"> • Completed fall and winter
	<p>Progress monitor students identified for Tier II interventions to ensure responsive support</p>	<p>Sept. 2020 - June 2021</p>	<p>Progress monitoring data of student goals</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>) In process ● Engage in 8-week progress monitoring cycles for identified students (<i>RTI B team</i>) In process ● Refine Positive Behavior Support Plans (PBSPs) in response to student progress (<i>RTI B team</i>) In process 		
<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>) Completed ● Participate in Maine’s Cultural Competence Institute (<i>Emily Grimm</i>) Completed ● Develop an action plan based on the findings of the district audit (<i>DEI team members</i>) In process ● Continue work on classroom libraries to ensure books are relevant, engaging and reflect diversity (<i>grade-level teachers, Susan Dee</i>) In process ● Deepen knowledge of social justice through the partnership with Teacher’s College and Center for Responsive Schools (<i>all staff</i>) In process 	<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> <ul style="list-style-type: none"> ● MSS/MLS DEI team completed a book student of <i>We Got This</i> (Cornelius Minor) and many participated in webinars with the author ● Identified need to more deeply consider representation and the voices present/absent in our social studies curriculum ● Created more formal pathways for students knowledge of personal identity and understanding of the identify of others through school counseling curriculum

			<ul style="list-style-type: none">● Leverage existing frameworks (Responsive Classroom, Teachers College) to ensure our school community creates a sense of belonging for all students
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<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading (BAS): Goal: 60% students meet grade-level benchmark</p> <p>BAS % Meeting Grade-Level Benchmark Baseline Fall 2021: 47.7%</p> <p>Goal: 80% of students will make one year's growth as measured on the BAS Baseline Spring 2021: 69.0%</p> <p>Reading (NWEA) - % Students Meeting Growth Target: Goal: 60% of students will meet annual growth target Baseline: 55.9% (Spring 2021)</p>	<p>Deepen content area knowledge to inform planning for and writing instruction</p> <ul style="list-style-type: none"> Engage in reflection of current practices through a revisit of the writing process and fundamental elements of writing workshop and identify areas for refinement and growth (<i>grade-level teachers, special education teachers, Susan Dee</i>) 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 strengthen literacy instruction (<i>grade-level teachers, special education teachers, Susan Dee</i>) Increase student agency in writers' work through implementation of identified strategies (<i>grade-level teachers, special education teachers</i>) 	<p>Fall/Winter 2021</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Winter/Spring 2022</p>	<p>Shifts in instructional practices as reflected in classroom observations</p> <p>BAS Growth Data</p> <p>NWEA Growth Data</p>
	<p>Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction with a focus on students reading below-benchmark</p> <ul style="list-style-type: none"> Utilize incoming BAS reading data to identify student learning needs and target students for sustained small-group instruction (<i>grade-level teachers, special education teachers, Susan Martling, Susan Dee</i>) 	<p>Fall 2021</p>	<p>Implementation of small-group instruction</p>

	<ul style="list-style-type: none"> • Utilize PLCs to collaboratively plan small-group instruction and interactive read alouds that target identified needs (<i>grade-level teachers</i>) • Engage in team-based student-centered coaching cycles with literacy strategist 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>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p>	
<p>RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>Goal: Increase awareness of and implement practices that promote equity, diversity, and inclusion in our classrooms and school community.</p>	<p>Implement practices that cultivate a culture of inclusion, promote diversity, and support equity across the school community</p> <ul style="list-style-type: none"> • Engage in unit unpacking with a lens for equity and access (<i>all teachers</i>) • Review and refine the current social studies curriculum with a lens towards diversity, equity, and inclusion (<i>grade-level teachers, Emily Grimm</i>) • School team participation in the Leadership Equity & Accountability Practice Courageous Dialogue course to facilitate the conditions for dialogue that promotes equity and inclusion for students (<i>Emily Grimm, Susan Albertini, Emily Robinson</i>) • Implement drafted school guidance curriculum (grounded in ASCA and Teaching for Justice standards) for all students (<i>Susan Albertini</i>) 	<p>Fall 2021-Spring 2022</p> <p>Fall 2021-Spring 2022</p> <p>Fall 2021</p> <p>Fall 2021-Spring 2022</p>	<p>Unit plans</p> <p>Social studies grade 3-5 scope and sequence</p> <p>Scope and sequence, lesson plans</p>