

DCS School Goals 2019-2020

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

Goals	Strategies and Action Steps	Evidence of Effectiveness
Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.		
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.	<ul style="list-style-type: none"> ● Implement and refine Responsive Classroom practices ● Team of teachers to attend 4 day training PK -5. ● Have representatives attend 6-8 training. ● Dedicate one staff meeting a month to Responsive Classroom implementation and professional learning. 	<p>Reduction in chronic absenteeism by students (More proactive steps were implemented earlier in the year to support potential truancy issues. The interruption to school prevented full tracking of this indicator)</p> <p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices. (completed)</p> <p>Morning meeting and Responsive Advisory will be used in all PK-8 classrooms daily. (completed)</p>
	<ul style="list-style-type: none"> ● Incorporate Responsive Classroom practices into all staff meetings. 	<p>Impact on staff morale as interpreted on Satisfaction Survey. (survey not administered due to Covid)</p>

	<ul style="list-style-type: none"> ● Incorporate Responsive Classroom practices and align with guidance curriculum at weekly K and 1-2 assemblies. ● Reinforce Core Values at each grade span through assemblies. 	<p>K-2 children will transfer skills from guidance lessons on a more regular basis. (At each weekly assembly children greeted each other, built upon the work in their guidance classes and had an opportunity to share their thinking.)</p> <p>Students will demonstrate stronger self reflection skills and understanding of Core Values (Children consistently shared their observations and practices throughout the year)</p>
	<ul style="list-style-type: none"> ● Implement use of Risk Screener to identify student external and internal needs, and target supports. 	<p>Documentation and use of data at Student Assistance Team meetings. Reduction of “at risk flags.” (Risk screener implemented in T1 and T2, staff reviewed and implemented action steps to support students flagged. This also guided RTI supports.)</p>
	<ul style="list-style-type: none"> ● Increase opportunities for student to student mentoring and cross grade level interactions. 	<p>Establishment of a cross grade level team to support opportunities. (cross grade level team of teachers developed partnerships for reading buddies, science sharing, mentors. Unable to complete plans)</p>
	<ul style="list-style-type: none"> ● Continue to build positive bus culture using Peaceful Bus strategies. 	<p>Reduction in number of bus slips (There was a reduction in bus slips that was partly through Peaceful Bus activities and partly due to working with our driving team to establish consistent expectations and language.)</p>

	<ul style="list-style-type: none"> ● Increase range of field work and enrichment offerings that enhance curriculum. 	<p>Additional and relevant field work and enrichment opportunities. (This was underway until cut off by Covid. There had been increased enrichment at school and plans for more that got cancelled)</p>
<p>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</p>		
<p>Outcome: Increased student achievement in reading/math from data points identified on DCS Scorecard.</p>	<ul style="list-style-type: none"> ● 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. 	<p><i>Academic goals (regardless of content) were defined as the following:</i></p> <ul style="list-style-type: none"> → <i>Deepen teacher understanding of key concepts in content areas.</i> → <i>Refine responsive instructional practices.</i> → <i>Engage in ongoing individual and collaborative reflection on student data (student work, student observation, pre- and post-assessments, interim assessments) and purposeful planning.</i> → <i>Embed responsive instructional practices (strategy groups, conferring, student academic choice, meaningful student/student discourse)</i> <p>(Focus for PK purposeful play; K-3 literacy;4-5 math; 6-8 content area curriculum and practices.)</p>

	<ul style="list-style-type: none"> ● Establish DCS/PES common staff meeting time and PD time to create collegial support for responsive planning 	<p>Shared planning documentation (This worked well and the work that took place ultimately proved very helpful for team delivery of instruction when the district went into remote learning)</p> <p>Impact on staff morale as interpreted on Satisfaction Survey.(Not administered due to Covid but in discussion with SLT the work was well received and considered valuable. Given the choice the leadership chose to continue the model this year)</p>
	<ul style="list-style-type: none"> ● Implement intervention cycle structure with regular collaboration / student progress review meetings between interventionists and classroom teachers 	<p>Intervention cycle document; monitoring of student growth and progress. (Regular intervention review cycle established; additional focus on multi-tiered approach to intervention)</p>
	<ul style="list-style-type: none"> ● Monthly meetings with School Leadership Team to plan PD time. ● Regular meetings with strategists to monitor focus and progress, relative to targeted professional growth goals. 	<p>PD plan reviewed and maintained on a monthly basis. (completed)</p> <p>Monthly consult meetings with strategists. (completed)</p>

DCS School Goals 2020-2021

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Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>DCS Goal By June 2021 DCS faculty will identify a pathway of sustainable practice for diversity, inclusion, and equity.</p>	<ul style="list-style-type: none"> Administration will participate in professional development tied to equity practices such as Maine’s Cultural Competence Institute. 	<p>~Will Pidden ~Kelli Rogers</p>	<ul style="list-style-type: none"> School leaders have a deeper understanding of diversity, inclusion, and equity, and how it relates to student needs in RSU 5.
	<ul style="list-style-type: none"> Develop an action plan based on the findings of the District audit 	<p>~District admin team ~School leadership team</p>	<ul style="list-style-type: none"> Action plan developed, and shared with staff. PD time planned to enact the action plan.
	<ul style="list-style-type: none"> Plan and facilitate professional development opportunities for staff related to equity practices. 	<p>~ School leadership team</p>	<ul style="list-style-type: none"> Professional development calendar adjusted to incorporate new learning opportunities.

	<ul style="list-style-type: none"> ● Start a Civil Rights team in Middle School to get student perspectives. 	<p>~ Guidance team</p>	<ul style="list-style-type: none"> ● A civil rights team meets regularly and initiates projects that engage their school community in thinking and talking about issues related to race and skin color, national origin and ancestry, religion, disabilities, gender (including gender identity and expression) and sexual orientation in an age-appropriate manner.
	<ul style="list-style-type: none"> ● Deepen knowledge of social justice through the partnership with Teacher's College and Center for Responsive Schools. 	<p>~Literacy strategist ~ Guidance team ~ Administrators ~ Teaching teams</p>	<ul style="list-style-type: none"> ● Teaching in literacy classes and in social / emotional work will demonstrate strategic and consistent use of inclusive and equitable practices.
	<ul style="list-style-type: none"> ● Continue to work on classroom libraries to ensure books are relevant, engaging and reflect diversity. 	<p>~Literacy strategist ~ Literacy specialist ~ Administrators ~ Teaching teams ~ Librarian</p>	<ul style="list-style-type: none"> ● Classroom libraries will be refreshed, and new purchases will be selected to ensure they reflect diversity, inclusion and equity.
	<ul style="list-style-type: none"> ● Identify a pathway of sustainable practice for diversity, inclusion, and equity. 	<p>~ DCS faculty</p>	<ul style="list-style-type: none"> ● DCS action plan for summer 2021 work and practices for school year 2021/22