

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</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 area 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>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>On going 2019-2020</p> <p>July 2019 and On going 2019-2020</p>	<p>F & P assessment for reading</p> <p>Math SLO</p> <p>NWEA (Grade 2 only)</p>	

<p>67% (149/222) students met 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</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. 	<p>On going 2019-2020</p>	<p>Collect and analyze Data collected from SSBD</p>

<p>a data informed RTI-B process for supporting students with social-emotional needs, and collect baseline data to monitor the effectiveness of the system</p>	<p>(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) ● Create sensory spaces and monitor the use and effectiveness for both Special Ed and General Ed students (OT and RTI-B Ed-tech) 		<p>Data collected from PBSPs (Positive Behavior Support Plans)</p> <p>Data Collected from check-in and out in Sensory Spaces</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 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>On going 2019-2020</p>	<p>List of expanded opportunities</p>

