

**Morse Street School Goals 2021-2022 (Update/ Review)**

Goal Worksheet				
School: Morse Street School				
School Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p><b>RSU5 Strategic Goal 2:</b> All RSU5 students regularly engage in meaningful student centered learning.</p> <p><b>MSS Goal 1 (Part 1):</b> By May/June 2022 at least 75% of students K-2 will make expected growth as measured by the F &amp; P Reading Assessment.</p> <p><b>MSS Goal 1 (Part 2):</b> By May/June 2022 at least 75% of students K-2 will meet benchmark as measured by Acadience Math assessment</p> <p><b>MSS Goal 1 (Part 3):</b> By May/June 2022 at least 75% of students in Grade 2 will score average or above on the NWEA math assessment</p>	<ul style="list-style-type: none"> <li>Reading teaching staff Book study <u>Shifting the Balance</u>. Literacy strategist will lead staff through PD related to the six shifts of reading instruction.</li> <li>TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need.</li> <li>All teachers K-2 will participate in team based coaching cycles to improve instruction on data driven areas of need.</li> <li>Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math</li> <li>Provide RTI support outside of the school day for some students</li> <li>Focus PD for Pk - 2 on number sense including the instructional practice of counting collections and choral counting.</li> <li>Utilize new assessment tools for progress monitoring in literacy and math</li> </ul>		<p>September to December 2021 <b>Completed</b></p> <p>October 2021 to May 2022 <b>Completed</b></p> <p>September 2021 to May 2022 <b>Multiple teachers participated in coaching cycles</b></p> <p>On going <b>On going - always changes to support next steps in learning</b></p> <p>September 2021 to May 2022 <b>We had two tutors working with 8 students, some worked before school and some stayed after</b></p> <p>Starting September 2021 <b>Completed by Math RTI teacher working together with classroom teachers</b></p> <p><b>Piloted a new math screener/interview which we</b></p>	<p><b>Baseline data</b> <b>Reading:</b> <b>F &amp; P Benchmark 2019</b></p> <p>67% (149/222) students met or exceeded expected growth targets</p> <p><b>2021</b> 59% (128/216) students met or exceeded expected growth targets</p> <p><b>2022</b> <b>64% (129/234) students met or exceeded expected growth targets</b></p> <p><b>Math:</b> <b>Acadience -Math</b> <b>2021</b> 37% (52/139) Grade 1 &amp; 2 met expected benchmark</p> <p><b>2022</b> <b>43% (71/164) Grade 1 &amp; 2 met expected benchmark</b></p> <p><b>48% (117/242) Grade K, 1 &amp; 2 met expected benchmark</b></p> <p><b>NWEA Math</b> <b>2019</b></p>

		<p>are using this year with all students.</p> <p>Literacy Capstone assessment was used in classrooms for progress monitoring to better assess comprehension skills</p>	<p>74% Grade 2 students average or above</p> <p><b>2021</b> 53% Grade 2 students average or above</p> <p><b>2022</b> 52% (45/85) Grade 2 Students average or above</p>
<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>MSS Goal 2:</b> By May/June 2021, revisit and strengthen responsive classroom practices to ensure continued strong Tier 1 social emotional instruction and support</p>	<ul style="list-style-type: none"> <li>• 11 Staff participate in Advanced Response Classroom Training</li> <li>• 10 new staff participate in The four day Responsive Classroom training</li> <li>• Revisit common practices and reinforce the importance through classroom observations and providing feedback</li> </ul>	<p>June 2021 Completed</p> <p>August 2021 Completed</p> <p>On going On going as we support new staff</p>	<p>Observational Feedback Individual teachers receive feedback on their practice</p>
<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>MSS Goal 3:</b> By May/June 2021, increase awareness of and implement equity, diversion and inclusion practices in our classrooms and throughout the school.</p>	<ul style="list-style-type: none"> <li>• Professional Development on Identity work to open school</li> <li>• Create a Community Survey - to get more information to better understand family values, traditions and needs.</li> <li>• Whole staff book study <u>Start Here Start Now: A Guide</u></li> </ul>	<p>August 2021 Completed and this transferred to classrooms too</p> <p>September 2021 Created and will be sent this year</p> <p>October 2021 to January 2022 Started but not fully</p>	<p>Data collected from survey Sending now 2022</p>

	<p><u>to Antibias and Antiracist work in your school community</u></p> <ul style="list-style-type: none"> <li>● All staff Unit Planning with a lens for equity</li>   <li>● District review of Social Studies Curriculum: <ul style="list-style-type: none"> <li>○ Review Grade 2 Social studies unit adding Wabanaki Studies to colonial history.</li> </ul> </li>   <li>● Comprehensive school guidance curriculum for all students PK-5 that aligns with ASCA and Social Justice standards</li> </ul>	<p>completed as other priorities became a need Our Literacy Strategist supported this work with our leadership team, so that they could lead their teams in this work</p> <p>Summer 2021 This work was done and implemented and sits as part of the larger review of the social studies curriculum that is happening district wide</p> <p>September 2021 to June 2022 Developed and implemented</p>	<p>Unit plans Completed and implemented</p> <p>Implementation this year Implemented last year and again this year - Borrowed artifacts from..</p>
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## Morse Street School Goals 2022-2023

Goal Worksheet			
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School Goal	Strategies and Action Steps Responsibility	Timeline	Evidence of Effectiveness
<p><b>RSU5 Strategic Goal 1:</b> All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p><b>RSU5 Strategic Goal 2:</b> All RSU5 students regularly engage in meaningful student centered learning.</p> <p><b>MSS Goal:</b> PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic growth.</p>	<p><b>Tier 1 Instruction:</b></p> <ul style="list-style-type: none"> <li>● All staff participate in “The First Six weeks of School: Including All Learners” workshop (Leadership Team)</li> <li>● TC Staff Developer and Literacy Strategist will provide targeted professional development in identified areas of need. (TC Staff Developer &amp; Literacy Strategist)</li> <li>● All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in both literacy and math (Literacy and Math Strategist)</li> <li>● Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers)</li> <li>● Team Unit planning in Core content areas with a lens for differentiating instruction to meet the needs of diverse learners (Classroom teachers)</li> </ul> <p><b>Response to Intervention:</b></p> <ul style="list-style-type: none"> <li>● PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Literacy and Math Specialists)</li> </ul> <p><b>Multilingual Learners:</b></p> <ul style="list-style-type: none"> <li>● ESOL teachers meet with grade level teams to discuss strategies that will set MLs up for success in the classroom. (ESOL Teachers)</li> <li>● Seek out opportunities for Professional Development for teachers to attend (Principal)</li> </ul> <p><b>Social-Emotional and Behavioral Support:</b></p> <ul style="list-style-type: none"> <li>● Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices (Teachers and Principal)</li> </ul>	<p>August 2022</p> <p>November 2022, April 2023</p> <p>On-going</p> <p>Scheduled throughout the school year</p> <p>On-going</p> <p>On-going</p> <p>Following RTI Cycles every 6 - 8 weeks throughout the school year</p> <p>Scheduled throughout the school year</p> <p>2022-2023 school year</p> <p>On-going</p>	<p><b>Baseline data</b> <b>Reading:</b> <b>F &amp; P Benchmark</b></p> <p><b>2022</b> 64% (129/234) students met or exceeded expected growth targets</p> <p>2023</p> <p><b>Acadience - Reaching</b> <b>2022 (no baseline)</b></p> <p>2023</p> <p><b>Math:</b> <b>Acadience -Math</b> <b>2022</b> 43% (71/164) Grade 1 &amp; 2 met expected benchmark</p> <p>48% (117/242) Grade K, 1 &amp; 2 met expected benchmark</p> <p>2023</p> <p><b>NWEA Math</b></p> <p><b>2022</b> 52% (45/85) Grade 2 Students average or above</p>

	<ul style="list-style-type: none"> <li>• Continue to provide in class guidance lessons that are responsive to identified needs. (School Counselor and Classroom teachers)</li> <li>• All teachers Pk-2 participate in Professional development on understanding and supporting behavior (Principal and Consulting BCBA)</li> </ul> <p><b>Special Education:</b></p> <ul style="list-style-type: none"> <li>• Classroom teachers and Special Education teachers collaborate to plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers)</li> <li>• Speech and Language Pathologist to support classroom teachers so that they can use AAC devices to support student communication in classrooms (Classroom teachers and SLP)</li> <li>• Special Education teachers and Ed-techs will receive professional development from Math Consultant for differentiation of math instruction. (Special Education teachers, Ed-techs and Math Consultant)</li> </ul>	<p>On-going</p> <p>Spring 2022</p> <p>On-going</p> <p>On-going</p> <p>10 days throughout 2022-2023 school year</p>	<p>2023</p>
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