2021-2022 Goals

School: Mast Landing School
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning. **Reading (BAS):** Goal: 60% students meet grade-level benchmark BAS % Meeting Grade-Level Benchmark Baseline Fall 2021: 47.7% Goal: 80% of students will make one year's growth as measured on the BAS Baseline Spring 2021: 69.0% **Reading (NWEA) -** **% Students Meeting Growth Target**: Goal: 60% of students will meet annual growth target Baseline: 55.9% (Spring 2021)	**Deepen content area knowledge to inform planning for and writing instruction** ● 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 (*grade-level teachers, special education teachers, Susan Dee*) ● Deepen understanding of writing progression (with unit and across grade) through professional learning days facilitated by literacy strategist and Teachers College coach (*grade-level teachers, special education teachers, Susan Dee*) ● Grow understanding of the teaching and learning reciprocity between reading and writing to strengthen literacy instruction (*grade-level teachers, special education teachers, Susan Dee*) ● Increase student agency in writers' work through implementation of identified strategies (*grade-level teachers, special education teachers*)	Fall/Winter 2021 Fall 2021-Spring 2022 Fall 2021-Spring 2022 Winter/Spring 2022	Shifts in instructional practices as reflected in classroom observations **BAS Data** % Meeting Grade-Level Benchmark Goal: 60% Baseline Fall 2021: 47.7% Spring 2022: 57.96% % Making One Year's Growth Goal: 80% Baseline Spring 2021: 69.0% Spring 2022: 86.41% **NWEA Data** % Students Meeting Growth Target Goal: 60% Baseline Spring 2021: 55.9% Spring 2022: 53.88%
	Strengthen Tier I instruction through development and implementation of targeted, responsive small-group instruction with a focus on students reading below-benchmark ● Utilize incoming BAS reading data to identify student learning needs and target students for sustained small-group instruction (*grade-level teachers, special education teachers, Susan Martling, Susan Dee*)	Fall 2021	

	- Utilize PLCs to collaboratively plan small-group instruction and interactive read alouds that target identified needs (*grade-level teachers*) - Engage in team-based student-centered coaching cycles with literacy strategist to target areas of student learning need (*PLC teams)* - Utilize increased 0.2 FTE of literacy specialist to support implementation of short-cycle Tier I classroom interventions (*Susan Martling*)	Fall 2021-Spring 2022 Fall 2021-Spring 2022 Fall 2021-Spring 2022	Implementation of small-group instruction
RSU5 Strategic Goal: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Increase awareness of and implement practices that promote equity, diversity, and inclusion in our classrooms and school community.	**Implement practices that cultivate a culture of inclusion, promote diversity, and support equity across the school community** - Engage in unit unpacking with a lens for equity and access (*all teachers*) - Review and refine the current social studies curriculum with a lens towards diversity, equity, and inclusion (*grade-level teachers, Emily Grimm*) - School team participation in the Leadership Equity & Accountability Practice Courageous Dialogue course to facilitate the conditions for dialogue the promotes equity and inclusion for students (*Emily Grimm, Susan Albertini, Emily Robinson*) - Implement drafted school guidance curriculum (grounded in ASCA and Teaching for Justice standards) for all students (*Susan Albertini*)	Fall 2021-Spring 2022 Fall 2021-Spring 2022 Fall 2021 Fall 2021-Spring 2022	Unit plans Social studies grade 3-5 scope and sequence Scope and sequence, lesson plans

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RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning. **Goal: Reduce chronic absenteeism rate to >10%** Baseline 2021-2022 School Year 17.62%	**Disaggregate attendance to better understand trends and patterns** ● Calculate volume of partial day and early dismissal absences and examine early dismissal based on both time of day and day of the week (*Susan Albertini, Emily Grimm, Sara Handspicker*) ● Identify responsive strategies in response to patterns identified (*leadership team, SAT team, Emily Grimm, Susan Albertini*) **Improve universal communication to parents regarding expectations for school attendance** ● Include regular reminders and expectations about the importance and impact of school attendance in family communication (*Emily Grimm*) **Develop responsive strategies to support regular school attendance for students at risk of chronic absenteeism** ● Engage in weekly review of school-wide attendance data (*Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff*) ● Alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (*Susan Albertini, Emily Grimm*) **Strengthen students' connections to the school community to support regular school attendance** ● Provide sustained opportunities for students to build connections to peers and adults in the school community (*leadership team, all staff*)	Fall 2022 Fall 2022-Spring 2023 Fall 2022-Spring 2023 Fall 2022-Spring 2023 Fall 2022-Spring 2023 Fall 2022-Spring 2023	Disaggregated attendance data (but weekday, time of day, grade, etc.) School newsletters and communication Strategies identified and evidence of implementation (SAT minutes, weekly attendance tracking, etc.) Attendance data: >10% chronic absenteeism

	● Identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (*SAT team, Susan Albertini, Emily Grimm*)	Fall 2022-Spring 2023	
RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning. Reading Goal: 60% students meet grade-level benchmark Baseline: 45.7% at grade-level benchmark fall 2022 Writing Goal: Establish grade-level baseline writing data	**Deepen content area knowledge to inform planning for and writing instruction (carryover from 2021-2022)** ● Refine practices for small group instruction and conferring work to support the development of targeted skills in writing through partnership with Teachers College professional developer (*grade-level teachers, special education teachers, Susan Dee*)	Fall 2022-Spring 2023	Implementation of targeted small-group instruction in writing
	● Engage in vertical grade collaboration to deepen understanding of writing skill development across grades and calibrate understanding of grade-level expectations (*grade-level teachers, Susan Dee*)	Fall 2022-Spring 2023	
	● Utilize collaborative time to plan for conferring and small-group work in writing (*grade-level teachers*)	Fall 2022-Spring 2023	
	● Engage in grade-level team coaching cycles to inform instruction (*grade-level teachers, Susan Dee*) **Build understanding of phonics and effective word study instruction**	January-April 2023	
	● Staff read of *Making Sense of Phonics* to develop foundational and collective understanding (*grade-level teachers, special education teachers, Emily Grimm, Susan Martling and Susan Dee*)	Fall 2022	Identified word study curricula to pilot and selection of curriculum to implement
	● Identify word study curricula to pilot (*word study pilot team including grade-level teacher representatives and literacy strategists*) ● Pilot word study curricula and collect data to inform selection of a word study curriculum (*word study pilot grade-level teacher representatives*) **Create protocol for more systematic progress monitoring of school-wide writing data**	Winter/Spring 2023	
	● Collect representative writing samples across classrooms and grades (*Emily Grimm, Susan Dee*)		Systematic process for progress monitoring writing data

	- Use representative samples to calibrate writing samples using grade-level rubrics (*grade-level teachers, Susan Dee*) - Continue collection of representative sample across the school year to progress monitor and inform instruction (*grade-level teachers, Susan Dee, Emily Grimm*)		Baseline writing data Reading (BAS) Spring 2023: 60% students meet grade-level benchmark