

DCS School Goal Reflection 2021-2022

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	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 1: (Year 2 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.</p>	<p>Continue to implement and refine Responsive Classroom practices</p>	<p>Whole staff</p>	<p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices.</p> <ul style="list-style-type: none"> ● 7 Staff meetings devoted to RC Professional Development using Power of Our Words ● Middle School Responsive Classroom Training <p>Morning meeting and Responsive Advisory will be used in all PK-8 classrooms daily.</p> <ul style="list-style-type: none"> ● All classrooms, PK-8, implement either responsive classroom morning meeting or responsive classroom advisory models. ● Specialists also worked to implement components of morning meeting into specials classes to build and establish clear routines and expectations

	<p>School focus on use of teacher language when interacting with students and development of school wide norms through reading the book <i>The Power of Our Words</i> and implementing the practices described in the book.</p>	<p>Leadership Team helps facilitate staff discussions on new learning from <i>Power of Our Words</i> and then how to apply the learning in practice.</p>	<p>Staff consistently using similar language across the school and consistent use of reinforcing language, reminding language, and open-ended questioning.</p> <ul style="list-style-type: none"> ● School-wide book study focusing on Power of Our Words - 7 Staff meetings dedicated to professional practice/growth, collaboration, reflection and transfer of skills ● PLC's dedicated ongoing time to set a related goal and regularly reflect upon practice and provide each other with feedback <p>Student responses demonstrate understanding.</p>
	<p>Develop new ways to celebrate students and develop culture under restrictions of Covid-19.</p>	<p>Administrators and guidance with SLT input.</p>	<p>Alternative models for assemblies established that build and celebrate grade level and school culture.</p> <ul style="list-style-type: none"> ● Grade level assemblies were implemented following a “morning meeting” structure for grades K-4 leaning heavily on supporting the development and celebration of our Core Values. ● Grade level assemblies were implemented for 5-8 - leaning heavily on the development and celebration of work habits.

- As part of hosting a Responsive Classroom Institute the school gets a one day audit / feedback from a R/C staff member. This audit was done in the spring and the feedback was very positive. After observing everything from drop off to pick up, including classes at each grade level and recesses and lunches, the overall theme was that there is a strong evidence or universal commitment to the Responsive Classroom practices.

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 #2 By June 2022, DCS faculty will apply new learnings on DEI issues to daily practices.</p>			
	<p>Civil Rights Teams in grades 4-5 and grades 6-8 will be established and high functioning.</p>	<ul style="list-style-type: none"> - Civil Rights Team leaders 	<p>Civil Rights Team will be sharing learning opportunities with peers and providing student voice in school practices.</p> <ul style="list-style-type: none"> • Civil Rights team was established and had regular meeting times. • Implemented “Day of Welcome”
	<p>Continue to work on classroom libraries to ensure books are relevant, engaging and reflect diversity.</p>	<ul style="list-style-type: none"> - Literacy coach - Classroom teachers 	<p>Classroom libraries will continue to demonstrate better representation of diverse cultures and social topics.</p> <ul style="list-style-type: none"> • Literacy strategist worked with grade level teams to grow lens for diverse representation within classroom library collections
	<p>Develop an action plan based on format of “Leadership Equity and Accountability Practice Courageous Dialogue” that meets staff PD priorities.</p>	<ul style="list-style-type: none"> - Guidance team - School Leadership Team 	<p>PD for staff planned and delivered during the year. This outcome changed as the process for reflecting on current practices evolved and the focus of conversations was on developing understanding equity and inclusion in school.</p>

	<p>Build understanding with families of DCS students about what Diversity, Equity and Inclusion means at DCS.</p>	<ul style="list-style-type: none"> - School Leadership Team - Staff - PTA 	<p>Documentation of strategies used.</p> <ul style="list-style-type: none"> ● Worked closely with consultant to develop a plan to identify shared understanding of what an inclusive and equitable school environment should include ● Held round tables with staff and community members to solicit input through the affinity protocol ● Used a similar protocol with students in grades 6-8 through advisory to solicit their input ● Created our “success criteria” for what equity and inclusion means at our school ● Solicited feedback from students, staff and families about our current functioning on the final criteria ● Established goals for the upcoming year based on this data.
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DCS School Goals 2022-23

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

Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.			
DCS Goal #1 (Year 1 of 2)	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>From the 2021/22 DEI work this was identified as one of the priority needs to address for equity and inclusion.</p> <p><i>Learning opportunities are flexible and accessible for all students.</i></p> <p><i>38% of staff indicated this area as a strength on feedback data from Spring 2022 based on DEI indicators. We would like to see this number increase by 10% or more. This survey will be readministered in Spring 2023.</i></p> <p>Impacts of this work will be:</p> <ul style="list-style-type: none"> ● Differentiating instruction so all students have access to instruction and practice in their appropriate learning zone. ● Structures and systems are in place and utilized that address learning gaps students have. 	<p>Identify the most impactful instructional assessments and assessment/progress monitoring schedule.</p>	<p>Administration / Strategists</p>	<p>Clarity across teams about impactful progress monitoring items aligned to priority goals at each grade level and across content</p>
	<p>Implement grade level data meetings and refine intervention round meetings.</p>	<p>Administration / Team leaders / reading and math specialists</p>	<p>Schedule of grade level meetings across the year.</p> <p>Action plan items identified by teams.</p>
	<p>PD focuses on differentiation strategies and priority skills within the workshop model.</p>	<p>Administration / Strategists</p>	<p>Student engagement at their “just right” level</p>
	<p>Math and reading specialists increase collaboration with classroom teachers.</p>	<p>Administration / Specialists / Team Leaders</p>	<p>Implement specialist PLC structure</p> <p>Effective facilitation of data review meetings</p> <p>Effective consultations with classroom teachers on tier one interventions and plans</p>

	<p>PD for school leadership team on effective facilitation of PLCs focusing on high leverage learning structures</p>	<p>Administration</p>	<p>SLT meeting times dedicated to professional learning and implementation reflection/debriefing</p>
	<p>Staff professional development on "How Learning Works." <i>A book study that translates the science of learning into strategies for maximum learning impact in the classroom</i></p>	<p>Administration / Team Leaders</p>	<p>Transfer of learning into teaching practices</p>

Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.

DCS Goal #2	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>After two and half years of limited social opportunities we have seen a significant impact in two particular areas:</p> <ul style="list-style-type: none"> ● Student social problem solving skills. ● Student social / emotional wellbeing <p>Our goal is to increase opportunities for children to experience a joyful learning climate that helps build social problem solving skills and helps students' sense of value and belonging at school.</p>	Use Interactive Learning Structures from Responsive Classroom practices PK-8	All staff	Evident in class visits and discipline log
	Identify and implement ways for students to connect across grade levels	Leadership team / teachers / administrators	Examples of learning opportunities implemented.
	Reinstate after school activities Eg. socials etc	Administrators / parent group	Calendar of events
	Guidance classes reinforce and practice social problem solving skills	Counselors	
	Kindergarten specials include "Purposeful Play" based opportunities.	Administrators / Specials team	Schedule. Teacher reflections
	Implement "Fun Friday" community activities for Middle School students	Middle school team	Student feedback from activities