

DCS School Goals 2022-23

School: Durham Community School

Team Members: DCS Staff

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 |
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| <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>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.</p> <p>Survey was administered in Spring 2023 and the data went from 38% to 87%.</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. | <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>Goals and progress monitoring reviewed and timeline for reporting revised.</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>PLC calendar developed with Intervention Round Meetings strategically placed throughout the year.</p> <p>Action plan items identified by teams.</p> <p>Math and literacy specialists led this work by supporting teachers and teams with developing actions steps and supporting them with resources..</p> |
| | <p>PD focuses on differentiation strategies and priority skills within</p> | <p>Administration / Strategists</p> | <p>Student engagement at their “just right” level</p> |

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| <p>• Structures and systems are in place and utilized that address learning gaps students have.</p> | <p>the workshop model.</p> | | <p>Work of Literacy and Math strategists focussed on helping teachers identify student areas for growth through multiple means and then developing strategies to teach into those needs in small group work.</p> |
| | <p>Math and reading specialists increase collaboration with classroom teachers.</p> | <p>Administration / Specialists / Team Leaders</p> | <p>Implement specialist PLC structure Team now meets weekly</p> <p>Effective facilitation of data review meetings Structure was refined with the Specialists and supported by administrators.</p> <p>Effective consultations with classroom teachers on tier one interventions and plans Math and reading specialists found the biggest impact through providing resources to teachers to help support differentiated instruction and also in developing intervention plans collaboratively.</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 Having grade level representation on the SLT helped focus the work and the change in structure to mirror the work of PLCs.</p> |

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| | <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 Year long series of professional development staff meetings focussed on the text “How Learning Works.” Time for staff to apply the learning to their respective classes / teams.</p> |
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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 |
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| <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> | <p>Use Interactive Learning Structures from Responsive Classroom practices PK-8</p> | <p>All staff</p> | <p>Evident in class visits and discipline log Observations and feedback included a focus on engagement and interactive learning structures.</p> |
| | <p>Identify and implement ways for students to connect across grade levels</p> | <p>Leadership team / teachers / administrators</p> | <p>Examples of learning opportunities implemented. The Leadership Team identified Partner Classes and children connected monthly with their “partner class”. These continue this year.</p> |
| | <p>Reinstate after school activities Eg. socials etc</p> | <p>Administrators / parent group</p> | <p>Calendar of events We had a full year of socials for middle schoolers. Family Engineering, Literacy, Math nights etc. PTA offered opportunities to gather including Reading Night</p> |
| | <p>Guidance classes reinforce and practice social problem solving skills</p> | <p>Counselors</p> | <p>Guidance classes focussed on building positive relationships and effective communication skills. This was evolved through the year as fewer students needed the teaching and it became used more frequently in small group practice.</p> |
| | <p>Kindergarten specials include “Purposeful Play” based opportunities.</p> | <p>Administrators / Specials team</p> | <p>Schedule. Teacher reflections The Specials team reported great growth in the program throughout</p> |

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| | | | the year and learned to give more latitude to the children as they had creative play opportunities. They went outside each time throughout the year. |
| | Implement "Fun Friday" community activities for Middle School students | Middle school team | Student feedback from activities Student feedback on these activities was overwhelmingly positive and they have continued into this year. |
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DCS School Goals 2023- 2024

School: Durham Community School

Team Members: DCS Staff

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

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

| DCS Goal #1 | Strategies and Action Steps | Responsibility | Evidence of Effectiveness |
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| <p>From the 2022/23 DEI work these indicators were identified as the priority needs to address for equity and inclusion.</p> <p><i>-DCS is a safe space for open communication.</i> <i>Staff and family data averaged 80% felt positively about this indicator. 48% of students indicated this area as a strength on feedback data from Spring 2023 based on DEI indicators.</i> <i>-All people are seen and valued for who they are.</i> <i>Staff and family data averaged 84% felt positively about this indicator. 51% of students indicated this area as a strength on feedback data from Spring 2023 based on DEI indicators.</i> <i>-People at DCS communicate respectfully with each other.</i> <i>Staff and family data averaged 86% felt positively about this indicator. 48% of students indicated this area as a strength on feedback data from</i></p> | <p>Share with school staff and identify areas where instruction takes place on communication.</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>PD that has a focus on the school CORE values of Honesty, Empathy, Respect and Responsibility and reinforce the role they play in school culture.</p> | <p>School Leadership Team</p> | <p>Students are easily able to identify the meaning of each Core Value and how to use them in various scenarios across campus.</p> |
| | <p>PD with staff on strategies to explicitly teach the skill of disagreeing respectfully.</p> | <p>Administration / Staff</p> | <p>Staff meeting agendas fall, winter, spring.</p> |
| | <p>Meet with 7th and 8th graders in advisory groups to get their voices on strategies to use and the role they can play in impacting the goals.</p> | <p>Administration / Advisors</p> | <p>Student input and strategies acted upon.</p> |

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| <p><i>Spring 2023 based on DEI indicators.</i></p> <p><i>We would like to see each number increase by 10% or more from the student perspective. This survey will be readministered in Spring 2024.</i></p> <p>As a result of this work students will experience a learning environment that honors:</p> <ul style="list-style-type: none"> ● Open dialogue and sharing without judgment ● Easy and comfortable communication ● Use of appropriate and kind language | <p>Ongoing teaching and reinforcement through Responsive Classroom practices.</p> | <p>All Staff</p> | |
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| Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. | | | |
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| DCS Goal #2 | Strategies and Action Steps | Responsibility | Evidence of Effectiveness |
| <p>Develop a strategic and sustainable system to provide interventions for Social and Emotional Learning.</p> <p>As a result of this work there will be a Multi Tiered System of Support in place for social and emotional learning targets which will support</p> | <p>Develop a SEL team to lead the work and oversee the process.</p> | <p>Administration</p> | <p>Team established and meeting schedule set</p> |
| | <p>Research existing approaches to MTSS for SEL.</p> | <p>Administration/ SEL Team</p> | <p>Reflected in finished plan</p> |
| | <p>Develop school specific vision of Social Emotional Learning.</p> | <p>Administration/ SEL Team</p> | <p>Written documentation</p> |
| | <p>Review current practices of SEL</p> | <p>Administration/ SEL Team</p> | <p>Resource / skills gaps identified</p> |

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| students across the grade levels of DCS.. | and identify gaps in service. | | and action steps established for addressing needs. |
| | Determine data to be used for identifying levels of need and progress monitoring. | Administration/ SEL Team | Data process piloted and established |
| | Identify resources that are needed to provide systemic instruction across the tiers. | Administration/ SEL Team | Documentation and plan for acquiring resources |
| | Create written plan for MTSS for Social Emotional Learning | Administration/ SEL Team | Finished plan for MTSS for Social Emotional Learning |