

**DCS School Goals 2023- 2024**

<b>School: Durham Community School</b>
<b>Team Members: DCS Staff</b>
<b>District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning</b>

<b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity</b>
<p>From the 2022/23 DEI work these indicators were identified as the priority needs to address for equity and inclusion.</p> <p><b><i>-DCS is a safe space for open communication.</i></b>  <i>Staff and family data averaged 80% felt positively about this indicator.</i>  <i>48% of students indicated this area as a strength on feedback data from Spring 2023 based on DEI indicators.</i></p> <p><b><i>-All people are seen and valued for who they are.</i></b>  <i>Staff and family data averaged 84% felt positively about this indicator.</i>  <i>51% of students indicated this area as a strength on feedback data from Spring 2023 based on DEI indicators.</i></p> <p><b><i>-People at DCS communicate respectfully with each other.</i></b>  <i>Staff and family data averaged 86% felt positively about this indicator.</i>  <i>48% of students indicated this area as a strength on feedback data from 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"> <li>● Open dialogue and sharing without judgment</li> <li>● Easy and comfortable communication</li> <li>● Use of appropriate and kind language</li> </ul>

Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Share with school staff and identify areas where instruction takes place on communication.	Administration / Strategists	Clarity across teams about <del>impactful progress monitoring items</del> ways <i>practices</i> aligned to priority goals <i>would be evident</i> at each grade level and across content.

		Documents were created by teams that highlighted what the skills would look and sound like at their respective grade levels and how they would teach the skills.
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.	School Leadership Team	Students are easily able to identify the meaning of each Core Value and how to use them in various scenarios across campus. The school year began with a focus on this work and each team identified areas they currently teach and areas for improvement. For example it was taught and reinforced through Morning Meetings, Advisory Time, assemblies, and throughout the day.
PD with staff on strategies to explicitly teach the skill of disagreeing respectfully.	Administration / Staff	Staff meeting agendas fall, winter, spring. Focus was on developmentally aligned language and then developing scenarios to practice and reinforce with students.
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.	Administration / Advisors	Student input and strategies acted upon. The administrators met with each 7th and 8th grade advisory throughout the year and gathered their input on ways to improve the targeted areas and the contributions they could also make.
Ongoing teaching and reinforcement through Responsive Classroom practices.	All Staff	We worked with our Responsive Classroom consultant on ways to strengthen proactive steps over responsive solutions. This included revisiting Yardsticks and developmentally responsive practices.

	7th/ 8th Grade Student Data					Stronger than weak		
INDICATORS	Student 21/22	Student 22/23	Students 23/24	INDICATORS		Student 21/22	Student 22/23	Students 23/24
DCS is a safe space for open communication.	15.1	13.6	4	DCS is a safe space for open communication.		61.1	48.3	77.3
	46	34.7	73.3					
	28.6	29.7	22.7					60% growth
	10.3	22	0					
All people are seen and valued for who they are.	18.3	5.9	8	All people are seen and valued for who they are.		67.5	50.8	64
	49.2	44.9	56					
	27.8	34.7	34.7					26% growth
	4.8	14.4	1.3					
Communicate respectfully with each other.	12.7	8.5	5.3	Communicate respectfully with each other.		59.5	48.3	57.3
	46.8	39.8	52					
	29.4	33.9	38.7					18.6% growth
	11.1	17.8	4					

**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>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 students across the grade levels of DCS..</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.  <b>Team met bi-weekly and gave ongoing updates to the LEadership Team.</b></p>
	<p>Research existing approaches to MTSS for SEL.</p>	<p>Administration/ SEL Team</p>	<p>Reflected in finished plan.  <b>The team researched several models and approaches and also worked with our Responsive Classroom consultant to make decisions that would compliment existing practices.</b></p>
	<p>Develop school specific vision of Social Emotional Learning.</p>	<p>Administration/ SEL Team</p>	<p>Written documentation  <b>This work evolved to focussing our language on ensuring a positive learning culture and informed our decision making.</b></p>
	<p>Review current practices of SEL and identify gaps in service.</p>	<p>Administration/ SEL Team</p>	<p>Resource / skills gaps identified and action steps established for addressing needs.  <b>Consistency of Tier 1 practices and a viable Tier 2 model were identified as priority needs.</b></p>
	<p>Determine data to be used for identifying levels of need and progress monitoring.</p>	<p>Administration/ SEL Team</p>	<p>Data process piloted and established.  <b>This became a key component of the program selection as it was imperative that any universal screener aligned with specific action steps for resources at the</b></p>

			Tier 2 level.
	Identify resources that are needed to provide systemic instruction across the tiers.	Administration/ SEL Team	Documentation and plan for acquiring resources. Decision was to implement the CharacterStrong program and launch it for the school year 24/25. Budget request was made for purchasing the program and was supported and approved.
	Create written plan for MTSS for Social Emotional Learning	Administration/ SEL Team	Finished plan for MTSS for Social Emotional Learning. Decision was to implement the CharacterStrong program and launch it for the school year 24/25.

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<b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity</b>			
<b>DCS Goal #1</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Evidence of Effectiveness</b>
<p>Year 2 of 2: Develop and implement a strategic and sustainable system to provide interventions for Social and Emotional Learning.</p> <p>As a result of this work:</p> <ol style="list-style-type: none"> <li>There will be a Multi Tiered System of Support in place for social and emotional learning which will support students across the grade levels of DCS.</li> <li>There will be a decrease of 10% in the number of individual students referred for office disciplinary action on the behavior reporting form.</li> <li>There will be anecdotal evidence of students using strategies to support their own and others' learning.</li> </ol>	Align CharacterStrong practices with Responsive Classroom practices.	Learning Culture team and R/C consultant	Template for staff to use to plan out their R/C and C/S work
	Plan school schedule to include specific time for CharacterStrong curriculum	Administration/ School Leadership Team	The time for C/S work will be embedded in each grade level's schedule.
	Train leaders for Tier 2 practices	S/W and RTI-B facilitator	Attendance at PD training
	Plan and implement PD for all staff to begin the school year.	Administration/ Learning Culture Team	Embedded in PD plans for the launch of the school year.
	Establish daily and weekly routines to support Tier 1 work.	Administration/ Learning Culture Team	Daily and weekly practices will be consistently evident across grade levels. Including daily announcements and weekly messages for staff.
	Plan and implement ongoing PD for staff throughout the year for both CharacterStrong and Responsive Classroom.	Administration/ Learning Culture Team	Staff Meeting / PLD calendar
	Launch universal screener for Tier 2 work.	Learning Culture Team	Screener data

	Establish an action team to synthesize screening data with attendance, academic, and behavioral data to establish Tier 2 intervention plans.	Learning Culture Team	Groups created and receiving support based on objective criteria.
	Plan and implement Tier 3 PD as the materials come on line.	Special Education Team	
	Review and reflect on year 1 implementation and plan adjustments or ongoing PD as needed.	School Leadership Team	Plans for year 2 of implementation.