

MSAD 6 / RSU 6

2019-2020

District Goals

(MSAD 6 Board of Directors Approved on October 21, November 4, and November 18, 2019)

VISION:

The Bonny Eagle School District in partnership with the community embraces a system of continuous improvement in a safe and supportive learning environment.

MISSION:

The mission of the Bonny Eagle District is to help all students reach their full potential.

CORE BELIEFS:

- Accepting Responsibility
 - Communicating Positively and Constructively
 - Fostering a Safe, Caring, and Respectful Climate
 - Promoting Lifelong Learning
 - Providing for Diverse Needs
 - Collaborating for Continuous Improvement
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Bonny Eagle High School

Purpose: Preparing for the Next Decade

Goal 1	Behavior and Climate Develop and revise practices to address student behaviors that negatively impact learning while empowering teachers to address concerns directly with students.
Evidence And Data	What will this look like? Culture Theme of the Month; Vape Educate; Tiered Discipline Design; Increase in Teacher Reporting and Recording; Avenues for Civil Rights and GTSA Involvement Administrative Outcomes: Visibility; Professional Development Provided; Discipline Data Staff Outcomes: Synergy Reporting; Climate Survey Data Student Outcomes: Absenteeism and Truancy; Discipline Results; Climate Survey

Goal 2	<p>School Wide Consistency Incorporate consistent practices within the classroom to improve communication with stakeholders and foster a stronger learning environment.</p>
Evidence And Data	<p>What will this look like? Additional Synergy Trainings; Grading and Reporting; Work Completion Rubric; Focus of the Month; Attendance Tracking; Advisory - Capstone, Remediation, Naviance</p> <p>Administrative Outcomes: Naviance Rollout; Monthly Grade Report; Professional Development Provided</p> <p>Staff Outcomes: Grading and Reporting; Attendance Tracking</p> <p>Student Outcomes: Attendance; Advisory Participation; Student Climate Survey</p>

Goal 3	<p>Integrating High Impact Strategies Use high-impact strategies to improve formative assessment quality, increase student engagement and student performance on learning objectives.</p>
Evidence And Data	<p>What will this look like? Professional Development on Implementation; 9th Grade Data Dig; PLG Focused on Formative Feedback; Instructional Coaching</p> <p>Administrative Outcomes: Instructional Coach Time Log; PD Calendar</p> <p>Staff Outcomes: Embedding of Tools/Strategies in Curriculum; Usage Survey; Work Completion Data</p> <p>Student Outcomes: Work Completion Rates; Summative Assessment Success Rates; Remediation; Target Comprehension</p>

Goal 4	<p>Using Data to Inform Instruction Increase utilization of student performance data to inform instruction, identify gaps, and build pathways.</p>
Evidence And Data	<p>What will this look like? Data Pull - English, Math, Science, Social Studies Common Assessments; SAT Data Review - Grade 10 and 11; Review AP Programming; Explore a Stretch Academy Offering; Utilize Student and Staff Survey Data Regularly</p> <p>Administrative Outcomes: Pull Out Data Review Sessions</p> <p>Staff Outcomes: AP Test Scores and Sign Ups; SAT Data - Grade 11 Math and ELA</p> <p>Student Outcomes: Credit Recovery Rates; Assessment Success Rates, Course Completion Rates</p>

<p>Goal 5</p>	<p>Student Support Options Review data and research best practices around the impact of rising concerns in student mental health to assess the current resources and systems in place.</p>
<p>Evidence And Data</p>	<p>What will this look like? Stakeholder Surveys on Resource Awareness; Create Numerous Tracking Options for Students accessing Student Services; Mental Health Options PLG; Resource Guide Posted on Website; Explore Resource Options for Staff Assistance</p> <p>Administrative Outcomes: Student Services Visit Log; Update Mental Health Resource Log Yearly and Post on Website</p> <p>Staff Outcomes: Crisis/DHHS Call Log; Resources Available Survey</p> <p>Student Outcomes: Resources Available Survey; Safety Plan Data</p>

Bonny Eagle Middle School

Purpose: Develop and monitor the Progress Plan to finalize the following during the 2019-2020 school year.

<p>Goal 1</p>	<p>Social/Emotional Learning, Safety, and Culture Develop and revise practices to support the social and emotional needs of students to reduce behaviors that negatively impact learning opportunities.</p>
<p>Evidence And Data</p>	<p>Administrative Output: Establish a consistent hallway monitoring system; regularly revisit school expectations with faculty; regularly revisit school expectations with students; create and share videos that highlight key elements of the student handbook and distribute through the communication channels; develop teacher and student culture perception surveys and devise implementation plan; create and implement parent culture survey; support school counselors to increase their work within classrooms to implement their comprehensive plan; support and monitor the creation and implementation of 6th grade academy curriculum</p> <p>Teacher Output: Teacher survey of perception of student behaviors given multiple times across year</p> <p>Student Outcome: Quick student survey or MET survey, disaggregated; office referrals (disaggregated by grade level, Clan, gender, FRL, special education); LiveSchool data tracking</p> <p>Parent/Family Outcomes: Results of parent culture perception survey</p>
<p>Goal 2</p>	<p>Instructional Efficacy / Assessment for Learning (AFL) Implement consistent practices within the classroom setting to improve formative assessment quality and improve feedback effectiveness in order to increase student engagement and performance on learning outcomes.</p>
<p>Evidence And Data</p>	<p>Administrative Output: Coordinate the sharing of current formative assessment and feedback practices across classrooms; establish clear expectations for how often data should be updated in Synergy; PD to clarify feedback strategies and expectations for all teachers; PLC examine formative assessments and calibrate alignment and effectiveness of them</p> <p>Teacher Output: Consistent reporting by teachers in Synergy; evidence from teachers that they are using a diversity of strategies for formative assessment</p> <p>Teacher Outcome: AFL teacher self-efficacy and motivation measure</p> <p>Student Outcome: AFL student self-efficacy and motivation measure</p> <p>Parent/Family Outcomes:</p>

<p>Goal 3</p>	<p>Data Driven Decision Making Identify and implement effective data discussion practices that enable staff to identify trends in student outcomes, proactively plan for student instructional needs, and identify effective instructional practices.</p>
<p>Evidence And Data</p>	<p>Administrative Output: Continue to monitor 75% or more meeting NWEA targets; coordinate with C. Thurston, consultant, to ensure a comprehensive plan for her expertise to enable student growth at BEMS; implement guided reading in 6th and 7th grade with RTI classes with high-priority students; develop data-driven instructional plan for high-needs math students within RTI time; implement end-of-trimester content area data dives for content teachers; utilize some PLC time for data analysis within content areas; ensure 8th grade RTI provides opportunities for re-teaching, re-learning, and re-assessment of standards based on data; provide professional development about how to utilize data, at the classroom level, to meet student needs</p> <p>Teacher Output: Teachers use data walls to identify trends in student performance and adjust instruction (and related documents)</p> <p>Student Output:</p> <p>Student Outcome: Reduction in high-priority needs students across the school year; increase in P3 (Yellow) band of student performance</p> <p>Parent/Family Outcomes:</p>

<p>Goal 4</p>	<p>Interconnected Student Learning Cultivate authentic and engaging instructional opportunities that enable students to identify and build upon the interconnectedness of their coursework and the broader community.</p>
<p>Evidence And Data</p>	<p>Administrative Output: Monitor the implementation of 2 new pathways clans and provide ongoing support to them; provide time and support for pathway clans to develop meaningful connections across classes; create regular opportunities for students to see and celebrate student learning with their families; develop methods for students to collect and document their learning; create a calendar for preparing for student showcase, including time to gather and reflect on learning artifacts; implement student showcase/student-led conferences</p> <p>Teacher Output:</p> <p>Student Output: Student portfolio/reflection on their growth across the school year</p> <p>Student Outcome:</p> <p>Parent/Family Outcomes:</p>

MSAD 6 Elementary Schools

Buxton Center Elementary School

<p>Goal 1</p>	<p>Academic Achievement To continue to provide all students with the opportunity to reach their fullest potential.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Reorganize master schedule to meet needs for literacy/math; allocate resources to academic time to support intensive intervention; structure time for team meetings, vertical conversations and staff-driven PD opportunities; review/identify protocol that supports student focus discussions to streamline RTI process; work with SPED administration to develop a shared understanding of scheduling; support teachers with feedback needed to continue to implement high impact instructional strategies; train in Marzano FOCUS MODEL, deploy and utilize to help teachers improve practice; data focused direction provided to teachers/ staff that identifies areas of strength/weakness and provide staff time to work on planning for success in literacy and math; utilize new Title I model and literacy teacher for highest impact; utilize the instructional coaches to ensure that we are moving forward with high impact learning; provide support for an alternative pathway classroom and monitor students' progress; provide opportunity for professional development related to math</p> <p>Staff/Student Action: Follow new schedule; plan with team to fill in content areas that best fit needs of classroom; collaborate with SPED to identify times for pull out; staff deliberately choose high impact strategies to implement and develop in classrooms; staff have visible artifacts that are being used relative to high impact instruction; teachers use data to inform planning individually and in teams; attendance and participation in data meetings by administration; improve use of "red buckets" for intervention in literacy and math</p> <p>Desired Outcomes: New schedule completed; grade level content area schedule; coherent SPED schedule that supports intervention work; teachers improve classroom practice; students make growth gains in literacy and math; students share learning status with parents/guardians through new conference format</p>
<p>Goal 2</p>	<p>Student and Staff Well-Being Promote the well-being of both students and staff through deliberate actions: Social/Emotional Learning; Bullying Awareness; Wellness Activities; Community/Culture Development; Restorative Practice and Classroom Management; Relationships.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Using feedback from last year's CIT, develop a staff-led and differentiated professional development model that explores trauma, restorative practice, classroom management, and resiliency; revamp the school behavior rubric and response to align with other elementary schools and middle school; work to define culture at BCES; work with consultant to improve school culture; train staff in Positivity Project and ensure implementation fidelity in all classrooms; provide students and staff with training around bullying, reporting, and prevention; support development and executive of wellness activities; conduct parent forums around restorative practice, bullying prevention, and reporting; engage parents in defining school culture; celebrate</p>

	<p>successes for students regarding attendance, improvement, and character; support work with high impact instructional strategies</p> <p>Staff/Student Action: Participation in book groups; promote collegial conversations; implement practices in daily work; develop a common set of expectations and lessons for common areas of the school; engage in restorative practices; improve parent contact using new behavior rubric guidelines; participate in wellness activities; participate in defining and refining the culture at BCES; communicate the culture of school to students; identify at risk students and create plans to support; support efforts of student recognition; observable AFL/high impact strategies; create support for staff to learn and refine instructional practices</p> <p>Desired Outcomes: Staff will have multiple chances to self-select a book study to be done for PD; improvements in outlined practices; staff engagement will be higher as PD is focused on needs; practice using protocols that are transferable to classroom; update mission and vision; define culture and represent to community; provide ongoing communication with larger community to celebrate students; review student success meetings, documentation, and attendance by administration; wing assemblies to recognize student success/ attendance; evidence of strategies via walkthrough checklists, intentional goals for iObservation</p>
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Goal 3	<p>Safety Ensure that all staff and students feel safe at school and understand procedures necessary in the event of emergencies or crisis: Professional Development on Best Safety Practices; Regular Drills/Evacuation Plan; Regular Inspection of Physical Plant.</p>
Evidence And Data	<p>Administrative Action: Schedule of drills and evacuations; review safety plans with SET; work with Facilities Department on site issues that arise; develop a process for reporting concerns for site issues that need to be addressed; engage appropriate staff in training and table-top drills</p> <p>Staff/Student Action: Practice emergency procedures; survey students and staff to assess needs; engage in professional development focused on safety</p> <p>Desired Outcomes: Increased understanding of and efficiency with evacuation drills; develop communication protocols using radios and understand potential; drills and evacuations successfully implemented</p>

Edna Libby Elementary School

<p>Goal 1</p>	<p>Academic Achievement To continue to provide all students with the opportunity to reach their fullest potential.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Reorganize master schedule to meet needs for literacy/math/PLC times; allocate resources to academic time to support intervention/flex groups; structure time for team meetings, vertical conversations and staff-driven PD opportunities; develop a building leadership team with regular meetings; support teachers as we continue to implement high impact instructional strategies (AFL); train in Marzano FOCUS MODEL, deploy and utilize to help teachers improve practice; data focused direction provided to teachers/ staff that identifies areas of strength/weakness and provide staff time to work on planning for success in literacy and math; utilize the instructional coaches to ensure that we are moving forward with high impact learning; provide opportunity for professional development related to math; provide opportunity for students to share successes with parents during conference format</p> <p>Staff/Student Action: Follow new schedule; plan with team to fill in content areas that best fit needs of classroom; collaborate with SPED to identify times for pull out; staff deliberately choose high impact strategies to implement and develop in classrooms; staff have visible artifacts that are being used relative to high impact instruction; teachers use data to inform planning individually and in teams; attendance and participation in data meetings by administration; improve use of “red buckets” for intervention in literacy and math</p> <p>Desired Outcomes: New schedule completed; grade level PLC schedule and notes; coherent SPED schedule that supports intervention work; administration and staff driven PD opportunities and schedule; teachers improve classroom practice; students make growth gains in literacy and math; students share learning status with parents/guardians through new conference format</p>
<p>Goal 2</p>	<p>Climate and Culture of our School Community Promote a more positive school climate and culture for all stakeholders: Community Communication; Improved School Accessibility by Parents; Playground Improvements Allowing Kids to Feel Safe and Stay Productively Active; Restorative Practice and Classroom Management; Building Practices to Promote an Increased Connection with Students; Relationships.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Development of a Facebook page; utilize the District’s information system to keep families informed; define culture at EDL and evaluate the climate; work with A. Newton, consultant, to improve school culture; restructure the parent drop off procedures to promote a streamlined process for all stakeholders; create a designated parking area for parents as well as a safer procedure for dropping off and picking up students; remove unsafe playground structures (hoops, sealing, soccer goals, four square, buddy bench); large screen TV and speaker system for presentations; engage parents in defining school culture; celebrate successes for students regarding positive behaviors; support work with high-impact instructional strategies and include this in how we develop our vision and mission</p> <p>Staff/Student Action: Promote collegial conversations; develop common set of expectations and lessons for common areas of the</p>

	<p>School; engage in restorative practices; improve parent contact for prevention of misinformation; participate in wellness activities; participate in defining/refining the culture of EDL; communicate school culture to students; improved/regular communication with Standish PTO; identify at risk students and consult with grade level team/administration to create plans to support; support efforts for student recognition; observable AFL/high impact strategies in classrooms; create support for staff to learn/refine instructional practices; staff involvement with students during recess</p> <p>Desired Outcomes: Staff greet parents during drop off times with positive communication; staff engagement will be higher as the PD is focused on needs; update mission and vision; define culture and represent to community; provide ongoing communication with larger community to celebrate students and staff, using social media; review of student success meetings, documentation, and attendance by administration; school assemblies recognizing student success</p>
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Goal 3	<p>Safety Ensure that all staff and students feel safe at school and understand procedures necessary in the event of emergencies or crisis: Professional Development on Best Safety Practices; Regular Drills/Evacuation Plan; Regular Inspection of Physical Plant.</p>
Evidence And Data	<p>Administrative Action: Schedule of drills and evacuations; review safety plans with SET; work with Facilities Department on site issues that arise (inside building, playground, parking, storage); open communication for reporting concerns for site issues that need to be addressed; engage appropriate staff in training and table-top drills</p> <p>Staff/Student Action: Practice emergency procedures; survey students and staff to assess needs; engage in professional development focused on safety (drills, Stop the Bleeding, CPR)</p> <p>Desired Outcomes: Increased understanding of and efficiency with evacuation drills; develop communication protocols using radios and understand potential; drills and evacuations successfully implemented</p>

George E. Jack School

<p>Goal 1</p>	<p>Academic Achievement Improved instructional practice and student results in literacy and math.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Align school schedule to meet needs for literacy and math; allocate resources to academic time to support intensive intervention; prioritize common meeting time for teams and grade spans; support teachers with feedback needed to continue to implement high impact instructional strategies in the classroom; train in Marzano FOCUS MODEL, deploy, and utilize to help teachers improve classroom practice; data focused direction provided to teachers/staff that identifies areas of focus and provide staff time to collaboratively work on planning for success in literacy and math; promote the instructional coach as a resource to support the continued practice of high-impact learning; provide opportunity for professional development related to math (new District guidelines, Engage New York, Math in Practice, Math Talks, etc.); prioritize work with high-impact instructional strategies and classroom implementation</p> <p>Staff/Student Action: Teachers use data to inform planning individually and in teams; active participation in data meetings; consistent supplemental intervention in literacy and math; identify at risk students and consult with grade level team/administration to create plans to support; observable AFL/high-impact strategies in the classroom; utilize District/building coaches in supporting staff; staff deliberately choose high-impact strategies to implement and develop in classroom; staff curate artifacts that are used relative to high-impact instruction in the classroom</p> <p>Desired Outcomes: New schedule completed; grade span meetings scheduled; teachers improve classroom practice; students make growth gains in literacy and math; students share learning status with parents/guardians through a variety of mediums; evidence of high-impact strategies demonstrated in instructional practices and reflected in iObservation goals</p>
<p>Goal 2</p>	<p>Student and Staff Well-Being Promote the well-being of both students and staff through deliberate actions: Social/Emotional Learning; Wellness Activities; Community/Culture Development; Restorative Practice and Classroom Management; Relationships.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Develop a staff-led and differentiated professional development model that explores: trauma-sensitive classroom, emotionally-connected classrooms, social-emotional learning, habits of mind, restorative practice, classroom management; revamp the school behavior flowchart and responses to align with other elementary schools, middle school, and focus on positive interventions and restorative practice; strengthen climate and culture by working as a staff to define culture and move towards restorative practice through the work with the Restorative Practices Collaborative of Maine; support the development and execution of wellness activities for students and staff; use a variety of mediums to communicate with parents/guardians and greater school community in regard to events and happenings at school; celebrate successes for students regarding attendance, improvement, and character and share with the larger community; survey parents/guardians on preferred communication and impact of the school communication efforts</p>

	<p>Staff/Student Action: Participation in book groups; promoting collegial conversations through professional development and team/grade-span meetings; teachers will implement new learning to practice in daily work--visible; continue to engage in restorative practices; participate in wellness activities; participate in strengthening and refining the school culture; support efforts of student recognition</p> <p>Desired Outcomes: Staff will self-select a book for ongoing book studies to be done for professional development; increase staff engagement through focused professional development; revisit mission and vision and represent to school community; provide ongoing communication with our larger community to celebrate our students and staff using social media, newsletters; administration monitors student success meetings, documentation, and attendance data; school-wide assemblies recognize student success, including attendance</p>
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Goal 3	<p>Safety Ensure that all staff and students feel safe at school and understand procedures necessary in the event of emergencies or crisis: Professional Development on Best Safety Practices; Regular Drills/Evacuation Plan; Regular Inspection of Physical Plant.</p>
Evidence And Data	<p>Administrative Action: Schedule of drills and evacuations; review safety plans with SET; work with Facilities Department on site issues that arise; engage appropriate staff in training and table-top drills; periodically coordinate with first responders during drills</p> <p>Staff/Student Action: Practice emergency procedures; survey students and staff to assess needs; engage in professional development focused on safety</p> <p>Desired Outcomes: Increased understanding of and efficiency with evacuation drills; develop communication protocols using radios and understand potential; drills and evacuations successfully implemented; improved working relationships with first responders</p>

Hollis Elementary School

<p>Goal 1</p>	<p>Academic Achievement Improved instructional practice and student results in literacy and math.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Align school schedule to meet needs for literacy and math; allocate resources to academic time to support intensive intervention; prioritize common meeting time for teams and grade spans; support teachers with feedback needed to continue to implement high-impact instructional strategies in the classroom; train in Marzano FOCUS MODEL, deploy and utilize to help teachers improve classroom practice; data focused direction provided to teachers/staff that identifies areas of focus and provide staff time to work collaboratively on planning for success in literacy and math; promote the instructional coach as a resource to support the continued practice of high-impact learning; prioritize alternative pathway classroom and monitor students' progress; provide opportunity for professional development related to math (new District guidelines, Engage New York, Math in Practice, Math Talks, etc.); prioritize work with high-impact instructional strategies and classroom implementation</p> <p>Staff/Student Action: Teachers use data to inform planning individually and in teams; active participation in data meetings; consistent supplemental intervention in literacy and math; identify at-risk students and consult with grade level team/administration to create plans to support; observable AFL/high-impact strategies in the Classroom; utilize District/building coaches in supporting staff; staff deliberately choose high-impact strategies to implement and develop in classroom; staff curate artifacts that are used relative to high-impact instruction in the classroom</p> <p>Desired Outcomes: New schedule completed; grade span meetings scheduled; teachers improve classroom practice; students make growth gains in literacy and math; students share learning status with parents/guardians through various mediums; evidence of high-impact strategies demonstrated in instructional practices and reflected in iObservation goals</p>
<p>Goal 2</p>	<p>Student and Staff Well-Being Promote the well-being of both students and staff through deliberate actions: Social/Emotional Learning; Wellness Activities; Community/Culture Development; Restorative Practice and Classroom Management; Relationships.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Develop a staff-led and differentiated professional development model that explores: trauma-sensitive classroom, emotionally-connected classrooms, social-emotional learning, habits of mind, restorative practice, classroom management; revamp the school behavior flowchart and responses to align with other elementary schools, middle school, and focus on positive interventions and restorative practice; strengthen climate and culture by working as a staff to define culture and move towards restorative practice through the work with the Restorative Practices Collaborative of Maine; support the development and execution of wellness activities for students and staff; use a variety of mediums to communicate with parents/guardians and greater school community in regard to events and happenings at school; celebrate successes for students regarding attendance, improvement, and character and share with the larger community; survey</p>

	<p>parents/guardians on preferred communication and impact of the school communication efforts</p> <p>Staff/Student Action: Participation in book groups; promoting collegial conversations through professional development and team/grade-span meetings; teachers will implement new learning to practices in daily work--visible; continue to engage in restorative practices; participate in wellness activities; participate in strengthening and refining the school culture; support efforts of student recognition.</p> <p>Desired Outcomes: Staff will self-select a book for ongoing book studies to be done for professional development; increase staff engagement through focused professional development; revisit mission and vision and represent to school community; provide ongoing communication with our larger community to celebrate our students and staff using social media, newsletters; administration monitors student success meetings, documentation, and attendance data; school-wide assemblies recognize student success, including attendance.</p>
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Goal 3	<p>Safety Ensure that all staff and students feel safe at school and understand procedures necessary in the event of emergencies or crisis: Professional Development on Best Safety Practices; Regular Drills/Evacuation Plan; Regular Inspection of Physical Plant.</p>
Evidence And Data	<p>Administrative Action: Schedule of drills and evacuations; review safety plans with SET; work with Facilities Department on site issues that arise; engage appropriate staff in training and table-top drills; periodically coordinate with first responders during drills</p> <p>Staff/Student Action: Practice emergency procedures; survey students and staff to assess needs; engage in professional development focused on safety</p> <p>Desired Outcomes: Increased understanding of and efficiency with evacuation drills; develop communication protocols using radios and understand their potential; drills and evacuations successfully implemented; improved working relationships with first responders</p>

H. B. Emery Jr. Memorial School

<p>Goal 1</p>	<p>Academic Achievement Improved instructional practice and student results in literacy and math.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Create schedule allowing for adequate instructional blocks and continue to revisit and reflect on effectiveness; survey staff on what’s working well and what needs are; support implementation of Math In Practice, Engage New York, Number Talks; engage staff in differentiated professional development to meet the needs of all staff using high-impact strategies; work with teachers to utilize instructional coaches and building resources; provide opportunities for staff to be observed by peers as well as observe peers for professional growth; plan staff meetings around professional development needs; continue to work with professional learning communities to discuss data and student progress; provide staff with professional development around brain-based learning strategies and rigorous planning; train in Marzano FOCUS MODEL, deploy and utilize to help teachers improve classroom practice; monitor current grade 5 students to measure the percent of students meeting grade level standards comparing last year’s report card data to this year’s data; encourage online platforms to communicate with parents real learning in real time; provide time for classroom teachers to meet with push-in support to help with running centers for RTI literacy/math; create a system for checking in on what supports/resources teachers are utilizing</p> <p>Staff/Student Action: Follow schedule; utilize coaches to support instruction; peer observations; use data driven instructional strategies supporting literacy work; active participation in PLC and data meetings; identify at-risk students and consult with PLC/RTI/administration to create plans to support; use high-impact strategies to support instruction and increase student achievement; plan instruction with rigor not just at the surface level; utilize and use brain-based strategies to deliver instruction; purposeful planning to meet the needs of students that aligns with District standards; work with coaches to remediate instruction for students not meeting benchmark; utilize online platforms such as SeeSaw to communicate academic progress with parents</p> <p>Desired Outcomes: Effective schedule maximizing instructional opportunities; improved classroom instruction providing for rigorous opportunities for learning; continued improvement in math and literacy; effective and purposeful teacher planning; data-driven decisions to help student outcomes; increase use of brain-based strategies in classrooms; teacher understanding of Marzano Focus Model; students share learning status with parents/guardians through a variety of mediums; evidence of high-impact strategies demonstrated in instructional practices and reflected in iObservation goals; parents/students understand academic progress</p>
<p>Goal 2</p>	<p>Student and Staff Well-Being Promote the well-being of both students and staff through deliberate actions: Relationships; Promoting Kindness; Wellness Activities; Community/Culture Development; Restorative Practice and Classroom Management.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Survey staff on needs in this area; work to define culture at HBE and evaluate the climate; work with A. Newton, consultant, to improve school culture--the first step in moving towards restorative practice; provide more time to share and collaborate; play more music; support interest in therapy dog; according to</p>

	<p>survey results regarding PBIS, implement changes to celebrate positive behaviors; create opportunities for students to participate in wellness activities; collect data on behavior write-ups each trimester; create positive office referrals; celebrate staff successes with shout-outs; be present--hear concerns, be a part of meetings, check in with all staff, advocate for teachers; use videos to share information with staff and community in a timely manner; coordinate building improvement projects based on staff input of building Needs (self-care of building); continued partnership with PTO</p> <p>Staff/Student Action: Participate in defining and refining the culture of HBE; exhibit positivity/growth mindset; celebrate self and peer accomplishments; collaborate with peers; utilize music; incorporate movement every day; utilize <i>Zones of Regulation</i> to help students with self-regulation; participate in Yoga and fitness class as well as other wellness opportunities; utilize therapy dog; utilize positive reinforcement strategies and restorative practices</p> <p>Desired Outcomes: Common understanding of culture of HBE and continued improvement in climate; positive relationships (students to staff, students to students, staff to staff); safe learning environment; improved student achievement; decline in behavior write-ups; school-wide assemblies recognize student success, including attendance and positive behavior; positive collaboration with PTO; building improvements such as fresh paint and updated playground equipment</p>
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Goal 3	<p>Safety Ensure that all staff and students feel safe at school and understand procedures necessary in the event of emergencies or crisis: Professional Development on Best Safety Practices; Regular Drills/Evacuation Plan; Regular Inspection of Physical Plant.</p>
Evidence And Data	<p>Administrative Action: Survey staff to gain input; schedule of drills and evacuations; review safety plans with SET; work with Facilities Department on site issues that arise (inside building, playground, storage); engage appropriate staff in training and table-top drills; periodically coordinate with first responders during drills</p> <p>Staff/Student Action: Practice emergency procedures; survey students and staff to assess needs; engage in professional development focused on safety</p> <p>Desired Outcomes: Increased understanding of and efficiency with evacuation drills; develop communication protocols using radios and understand their potential; drills and evacuations successfully implemented; improved working relationships with first responders</p>

Steep Falls Elementary School

<p>Goal 1</p>	<p>Academic Achievement Improved instructional practice and student results in literacy and math.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Create schedule allowing for adequate instructional blocks and continue to revisit and reflect on effectiveness; survey staff on what’s working well and what needs are; support implementation of Math In Practice, Engage New York, Number Talks; engage staff in differentiated professional development to meet the needs of all staff using high-impact strategies; work with teachers to utilize instructional coaches and building resources; provide opportunities for staff to be observed by peers as well as observe peers for professional growth; plan staff meetings around professional development needs; continue the work with professional learning communities to discuss data and student progress; provide staff with professional development around brain-based learning strategies and rigorous planning; train in Marzano FOCUS MODEL, deploy and utilize to help teachers improve classroom practice; encourage online platforms to communicate with parents real learning in real time; provide time for classroom teachers to meet with push-in support to help with running centers for RTI literacy/math; create a system for checking in on what supports/resources teachers are utilizing</p> <p>Staff/Student Action: Follow schedule; classroom teachers meet with push-in support staff to review expectations for RTI support; utilize common planning/PLC time to meet with each other to plan and discuss students; utilize coaches to cover/model lessons to help all support staff use effective literacy practices; coaches and teacher leaders provide support around new math resources (i.e. scope and sequence, Engage New York, Math in Practice); design/use Red Buckets to support students in math; peer observations; use data-driven instructional strategies supporting literacy work; active participation in PLC and data meetings; identify at-risk students and consult with PLC/RTI/administration to create plans to support; use high-impact strategies to support instruction and increase student achievement; purposeful planning to meet the needs of students that aligns with District standards; work with coaches to remediate instruction for students not meeting benchmark; utilize online platforms such as SeeSaw to communicate academic progress with parents</p> <p>Desired Outcomes: Effective schedule maximizing instructional opportunities; improved classroom instruction providing for rigorous opportunities for learning; continued improvement in math and literacy; effective and purposeful teacher planning; data-driven decisions to help student outcomes; increase use of brain-based strategies in classrooms; teacher understanding of Marzano Focus Model; students share learning status with parents/guardians through a variety of mediums; evidence of high-impact strategies demonstrated in instructional practices and reflected in iObservation goals; parents/students understand academic progress</p>

<p>Goal 2</p>	<p>Student and Staff Well-Being Promote the well-being of both students and staff through deliberate actions: Relationships; Promoting Kindness and Other Character Traits; Wellness Activities; Community/Culture Development; Restorative Practice and Classroom Management.</p>
<p>Evidence And Data</p>	<p>Administrative Action: Survey staff on needs; build in AM recess to promote more physical activity; work to define culture at SF and evaluate the climate; work with A. Newton, consultant, to improve school culture--the first step in moving to Restorative Practices; celebrate successes for students regarding positive behaviors; be present--hear concerns, be a part of meetings, check in with all staff, advocate for teachers; use videos to share information with staff and community in a timely manner; celebrate positivity/ successes with staff shout-outs; provide more time to share and collaborate; create opportunities for students to participate in wellness activities; collect data on behavior write-ups each trimester; create positive office referrals; coordinate building improvement projects based on staff input of building needs (self-care for building); continued partnership with PTO; coordinate planning for outdoor gardens</p> <p>Staff/Student Action: Staff and students participate in AM recess; participate in defining and refining the culture of SF; utilize positive reinforcement strategies and restorative practices; collaborate with peers; participate in monthly assemblies focusing on character traits; celebrate self and peer accomplishments; exhibit positivity/growth mindset; utilize music and incorporate music to enhance learning; utilize <i>Zones of Regulation</i> to help students with self-regulation; communicate with families on student progress such as SeeSaw</p> <p>Desired Outcomes: Common understanding of culture of SF and continued improvement in climate; positive relationships (students to staff, students to students, staff to staff); safe learning environments; improved student achievement, decline in behavior write-ups; school-wide assemblies recognize student success, including attendance and positive behavior; addition of a school garden; positive collaboration with PTO</p>

<p>Goal 3</p>	<p>Safety Ensure that all staff and students feel safe at school and understand procedures necessary in the event of emergencies or crisis: Professional Development on Best Safety Practices; Regular Drills/Evacuation Plan; Regular Inspection of Physical Plant</p>
<p>Evidence And Data</p>	<p>Administrative Action: Survey staff to get feedback on needs; schedule of drills and evacuations including a variety of times during the day; review safety plans with SET; work with Facilities Department on site issues that arise (inside building, playground, storage); engage appropriate staff in training and table-top drills; periodically coordinate with first responders during drills</p> <p>Staff/Student Action: Practice emergency procedures; survey students and staff to assess needs; engage in professional development focused on safety</p> <p>Desired Outcomes: Increased understanding of and efficiency with evacuation drills; develop communication protocols using radios and understand their potential; drills and evacuations successfully implemented; improved working relationships with first responders</p>

Alternative Education: K-12 Alternative Pathways to Learning

Purpose: Develop and monitor the Progress Plan to finalize the following during the 2019-2020 school year:

Goal 1	Create a document on the current profile of Alternative Education in MSAD 6.
Evidence And Data	Action Steps: Survey of administration by building level; review of information with building principals; draft of profile is written and shared with Administrative Team; final document is developed.

Goal 2	Create a Needs Assessment Report in regard to Alternative Education for MSAD 6.
Evidence And Data	Action Steps: Use profile developed in Goal 1 to analyze current programming effectiveness; identify by grade level where there are needs for alternative programming but there are no current programs in place; create a draft and final recommendation for current programs and programs needed.

Alternative Education: The Learning Center

Goal 1	Integration of High Impact Strategies for Formative Assessment Utilizing high impact strategies, The Learning Center will improve formative assessment quality, increase student engagement, and increase student performance on learning objectives.
Evidence And Data	<p>Administrative Action: Provide training and learning opportunities for staff to develop and refine use of quality and effective formative learning strategies.</p> <p>Teacher Output: Teachers will integrate high-impact strategies into planning and revising of lesson plans.</p> <p>Student Output: Students will be able to better speak to and understand where they are in the learning process and where they are going.</p> <p>Student Outcomes: Reduction in the number of students needing extended time for remediation, based on our comparative numbers for after school program during 2018/2019.</p> <p>Other Outcomes: Based on baseline data, staff becomes more literate on HIS for formative assessment.</p>

Goal 2	Increase the use of authentic/experiential project-based summative assessments with TLC staff.
Evidence And Data	<p>Administrative Output: Provide information and planning to ensure staff has a common understanding of the characteristics of authentic, project-based assessments.</p> <p>Teacher Output: Creation of two new summative assessments which incorporate the understood characteristics of authentic, project-based activities.</p> <p>Student Output: Students will be introduced to and gain an understanding of project-based assessment along with presentations.</p> <p>Student Outcomes: Students will present their projects in an exhibition format publicly and to the student body.</p>

Adult Education Program

Goal 1	Review and/or revise safety procedures with the SET team, as building use demographics have changed since the ISAFE report in 2016.
Evidence And Data	<p>Action Items: Arrange a walk-through of the building by a first responder. After walk-through, hold SET team meeting to discuss the suggestions given.</p> <p>Desired Outcomes: Develop checklist of findings from walk-through. Revise list of SET team duties and responsibilities, if appropriate. Perform fire drills with first responders to see how effective they are. Make changes to building as much as possible with current budget or add to FY21 budget.</p>
Goal 2	Review math curriculum to align with changes to the HiSET and make changes as needed. Develop ESL curriculum based on newly released standards.
Evidence And Data	<p>Action Items: Work with math instructor to make changes to curriculum to align with changes in the HiSET. Attend Department of Education training on the newly released ESL College and Career Readiness standards. Unpack new ESL standards and develop curriculum.</p> <p>Desired Outcomes: Updated math curriculum used in class. ESL standards are unpacked and curriculum is developed and ready to be used in class by June 2020.</p>
Goal 3	Work with local businesses and third-party training providers to provide a seamless transition from the classroom to employment.
Evidence And Data	<p>Action Items: Start with the healthcare sector. Meet with director of MaineHealth Workforce Development to discuss how our Hub healthcare program grads can be phased into employment at MaineMed and other MaineHealth locations. Have Hub meeting to research healthcare class options within the region. Use PAE grant funds to conduct research into healthcare options for new Mainers and others. Continue to promote and offer healthcare test prep courses to our District through the catalogue.</p> <p>Desired Outcomes: Meeting with MaineHealth completed. Use research to provide data to MaineHealth and other healthcare employers in the region to hire students for entry level positions. Database of all healthcare classes offered within the Hub will be available. Classes will be cross promoted in all catalogues. Information will be shared with the municipalities.</p>

<p>Goal 4</p>	<p>Develop a “Summer Melt” program for BEHS seniors who wish to attend college and might have missed some important deadlines (pilot program). Provide advisory services to the graduates using non-adult education United Way grant funding source.</p>
<p>Evidence And Data</p>	<p>Action Items: Read Harvard University’s “Summer Melt Handbook.” Meet with BEHS Student Services Department to present a synopsis of handbook and identify students for inclusion in the program. Work with “Summer Melt” team (representatives from the Hub) to develop a checklist of what needs to be done before a student attends college. Hire a “Summer Melt” counselor to provide short-term advisory services to selected students.</p> <p>Desired Outcomes: Work with at least twenty BEHS college-intending students who have been identified by BEHS Student Services and get them into college. Data will be collected and presented to the United Way and to the MSAD 6 School Board after advising has finished.</p>