

**MSAD 6 / RSU 6
2018-2019**

District Strategic Goals

(MSAD 6 Board of Directors Approved on December 3, 2018)

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: Develop and monitor the Progress Plan to finalize the following during the 2018-2019 school year

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| Goal 1 | Improve Communication BEHS will improve communication to all stakeholders by implementing a plan that will increase feedback provided to students and families, publish information consistently, and provide opportunities for parent/community forums and discussions. |
| Evidence And Data | Teacher Output: Feedback provided via Student Information System both in grades and comments. Administrative Output: Forums and Discussion events, use of communication platforms regularly, monthly newsletters. Student Output: N/A Student Outcome: Stakeholder surveys regarding information system usage/understanding and classroom feedback. Other Outcomes: Stakeholder survey to parents on communication and feedback as a whole. |

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| Goal 2 | Improve School Culture and Climate BEHS will develop consistent practices to ensure students and staff feel engaged, safe, welcome, and supported. |
| Evidence And Data | Teacher Output: Practices in remediation, feedback examples. Discipline Referral usage. Administrative Output: Visibility, Implementation of SPIRIT counsel, communication systems. Student Output: Participation in SPIRIT Council and Action Plan Student Outcome: Discipline Records. Student Survey results. Other Outcome: Teacher survey data. |

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| Goal 3 | Improve Student Support Systems BEHS will increase student achievement by providing a more robust advisory curriculum, creating a more effective remediation system (built into academic blocks) and researching different schedule structures. |
| Evidence And Data | Teacher Output: Feedback on systems effectiveness, remediation usage Administrative Output: Professional development, Advisory Curriculum, Advisory Calendar, Schedule Review Process Student Output: Advisory attendance data, assessment data. Student Outcome: Decrease number of students remediating/repeating courses, Feedback on advisory. Other Outcomes: Improved schedule structure or systems to possibly be implemented in 2019-2020. |

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| Goal 4 | High Impact Strategies for Instruction BEHS will build capacity in instruction through the implementation of strong formative strategies including Success Criteria and Learning Progressions across all disciplines. |
| Evidence And Data | Teacher Output: Success Criteria and Learning Progressions available for courses and content. In some cases descriptive feedback examples provided to students. Administrative Output: Trainings organized and provided to staff to support Success Criteria, Learning Progressions in classrooms. Student Output: Anecdotal evidence from students in their use of Success Criteria. Examples of student driven Learning Progressions. Student Outcome: Data around common assessment success and number of students who require remediation on assessments. |

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| <p>Goal 5</p> | <p>Expand Teacher Leadership BEHS will expand teacher leadership capacity by providing more opportunities for teachers to develop leadership skills and participate in the decision-making process.</p> |
| <p>Evidence And Data</p> | <p>Teacher Output: PLG facilitators and participation. AFL coach. Facilitator trainings. Faculty forum participation. Ad-hoc committee participation. Administrative Output: PLG redevelopment. Faculty Forum opportunities, trainings provided, Student Output: N/A Student Outcome: N/A Other Outcomes: Survey data of staff.</p> |

Bonny Eagle Middle School

Purpose: Develop and monitor the Progress Plan to finalize the following during the 2018-2019 school year.

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| <p>Goal 1</p> | <p>Improve Communication BEMS will improve communication to all stakeholders by implementing a plan that will increase feedback provided to students and families, publish information consistently, and provide opportunities for parent/community forums and discussions.</p> |
| <p>Evidence And Data</p> | <p>Teacher Output: Feedback provided via Student Information System both in grades information about students progression towards the standards they are working on. Administrative Output: Forums and Discussion events, use of communication platforms regularly, monthly newsletters. Student Output: N/A Student Outcome: Students will be able to show parents their progression towards mastery of the standards. Other Outcomes: MET survey around climate and culture.</p> |
| <p>Goal 2</p> | <p>Improve Reading and Writing Scores on Standardized Assessments 75% of students will meet grade level reading benchmarks through the NWEA.</p> |
| <p>Evidence And Data</p> | <p>Teacher Output: Focus on teaching reading/writing strategies during Rtl. Administrative Output: Design a schedule to support Rtl efforts to improve scores. Student Output: Students will read 20 min/night at home. Student Outcome: 75% of students will meet grade level reading benchmarks through the NWEA. Other Outcomes: MEA, NWEA, and SRI scores will increase.</p> |
| <p>Goal 3</p> | <p>High Impact Strategies for Instruction BEMS will build capacity in instruction through the implementation of Learning Progressions across all disciplines and provide descriptive feedback for students.</p> |
| <p>Evidence And Data</p> | <p>Teacher Output: Success Criteria and Learning Progressions available for courses and content. In some cases descriptive feedback examples provided to students. Administrative Output: Trainings organized and provided to staff to support Success Criteria, Learning Progressions. Focus of October Workshop time. Student Output: Anecdotal evidence from students in their use of Success Criteria. Examples of student driven Learning Progressions. Student Outcome: Data around common assessment success and number of students who require remediation on assessments.</p> |

MSAD 6 Elementary Schools

"You're never too old to start learning, and you're never too young to aim high and achieve great things." --Asa Hutchinson, American Lawyer and Politician

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| <p>Goal 1</p> | <p>Improve the Quality and Focus of Timely Communication for All Stakeholders: Communication is key to a successful school-to-home relationship with students. In order to have a greater impact on overall student learning, the school and home need to collaborate more frequently and transparently.</p> |
| <p>Evidence And Data</p> | <ul style="list-style-type: none"> • We will provide students with timely, descriptive feedback on their progress. • We will work and plan collaboratively with colleagues for improved student outcomes. • We will provide parents with meaningful information on their student's progress. • We will provide frequent updates for families on classroom happenings and topics of study to engage parents. |
| <p>Goal 2</p> | <p>Continue to Implement and Refine High Impact Instructional Strategies to Improve Student Achievement and Teacher Efficacy: Providing all staff with the opportunity for learning and exploring high impact instructional strategies and the results on overall student growth is pivotal in increasing student achievement and teacher efficacy.</p> |
| <p>Evidence And Data</p> | <ul style="list-style-type: none"> • We will learn more about and implement high impact instructional strategies to improve student outcomes. • We will study the impact of instruction and monitor for the desired effect of instruction. • We will use available data--formative and summative--to monitor student progress. • We will use teacher observation and available data to adjust instruction and flexibly group students to best match students with appropriate instruction. |
| <p>Goal 3</p> | <p>Continue to Establish a Culture of Learning and Achievement by Recognizing and Addressing the Needs of our School Climate: Embedding school culture and recognition practices that celebrate the capacity of hard work and dedication of both staff and students serves to enhance the overall academic, social, and emotional capacity in our learning organization. We strive to cultivate a kind, safe, caring, and respectful school culture and climate that will enhance overall school capacity.</p> |
| <p>Evidence And Data</p> | <ul style="list-style-type: none"> • We will recognize successes of students and staff. • We will promote positive attendance through relationship building and communication to share the impact of positive and negative attendance with families. • We will be responsive to behavior that negatively impacts an environment conducive to learning. • We will support each other and refrain from behaviors that are incongruent with a culture of learning. |