

2022-2023 Goals**School: Mast Landing School****District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning**

Goal	Strategies and Action Steps (<i>Responsibility</i>)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Goal: Reduce chronic absenteeism rate to >10%</p> <p>Baseline 2021-2022 School Year 17.62%</p> <p>2022-2023 Chronic Absenteeism: 13.85%</p>	<p>Disaggregate attendance to better understand trends and patterns</p> <ul style="list-style-type: none"> ● Calculate volume of partial day and early dismissal absences and examine early dismissal based on both time of day and day of the week (<i>Susan Albertini, Emily Grimm, Sara Handspicker</i>) ● Identify responsive strategies in response to patterns identified (<i>leadership team, SAT team, Emily Grimm, Susan Albertini</i>) <p>Improve universal communication to parents regarding expectations for school attendance</p> <ul style="list-style-type: none"> ● Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>) <p>Develop responsive strategies to support regular school attendance for students at risk of chronic absenteeism</p> <ul style="list-style-type: none"> ● Engage in weekly review of school-wide attendance data (<i>Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff</i>) ● Alert families when a student reaches threshold of chronic absenteeism and partner with these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>) <p>Strengthen students' connections to the school community to support regular school attendance</p> <ul style="list-style-type: none"> ● Provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>) 	<p>Fall 2022</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p>	<p>Disaggregated attendance data (but weekday, time of day, grade, etc.)</p> <p>School newsletters and communication</p> <p>Strategies identified and evidence of implementation (SAT minutes, weekly attendance tracking, etc.)</p> <p>Attendance data: >10% chronic absenteeism</p>

	<ul style="list-style-type: none"> ● Identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (<i>SAT team, Susan Albertini, Emily Grimm</i>) 	Fall 2022-Spring 2023	
<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading Goal: 60% students meet grade-level benchmark (BAS)</p> <p>Baseline: 45.7% at grade-level benchmark fall 2022 (BAS)</p> <p>Spring 2023: 56.1% at grade-level benchmark (BAS)</p> <p>Writing Goal: Establish grade-level baseline writing data Update: Tabled</p>	<p>Deepen content area knowledge to inform planning for and writing instruction (carryover from 2021-2022)</p> <ul style="list-style-type: none"> ● Refine practices for small group instruction and conferring work to support the development of targeted skills in writing through partnership with Teachers College professional developer (<i>grade-level teachers, special education teachers, Susan Dee</i>) ● Engage in vertical grade collaboration to deepen understanding of writing skill development across grades and calibrate understanding of grade-level expectations (<i>grade-level teachers, Susan Dee</i>) ● Utilize collaborative time to plan for conferring and small-group work in writing (<i>grade-level teachers</i>) ● Engage in grade-level team coaching cycles to inform instruction (<i>grade-level teachers, Susan Dee</i>) <p>Build understanding of phonics and effective word study instruction</p> <ul style="list-style-type: none"> ● Staff read of <i>Making Sense of Phonics</i> to develop foundational and collective understanding (<i>grade-level teachers, special education teachers, Emily Grimm, Susan Martling and Susan Dee</i>) ● Identify word study curricula to pilot (<i>word study pilot team including grade-level teacher representatives and literacy strategists</i>) ● Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>) <p>Create protocol for more systematic progress monitoring of school-wide writing data</p> <ul style="list-style-type: none"> ● Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>) 	<p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>Fall 2022-Spring 2023</p> <p>January-April 2023</p> <p>Fall 2022</p> <p>Winter/Spring 2023</p>	<p>Implementation of targeted small-group instruction in writing</p> <p>Identified word study curricula to pilot and selection of curriculum to implement</p> <p>Systematic process for progress monitoring writing data</p>

	<ul style="list-style-type: none">● Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>)● Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>)		<p>Baseline writing data</p> <p>Reading (BAS) Spring 2023: 60% students meet grade-level benchmark</p>
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2023-2024 Goals

School: Mast Landing School			
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning			
Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goals:</p> <ul style="list-style-type: none"> ● All RSU 5 students regularly engage in meaningful student centered learning. ● All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. <p>Goal: Reduce chronic absenteeism rate to >10%</p> <p>Baseline Data: 2021-2022 17.62% 2022-2023 13.85%</p>	<p>Strengthen students' connections to the school community to support regular school attendance (Tiers 1 and 2)</p> <ul style="list-style-type: none"> ● Continue to provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>) ● Continue to identify students at risk of chronic absenteeism and identify relevant interventions, which may include mentorship, participation in the BOUNCE program, or other opportunities (<i>SAT team, Susan Albertini, Emily Grimm</i>) <p>Strengthen universal supports for student well-being (Tier 1)</p> <ul style="list-style-type: none"> ● Implement 15-minute/day school wide walk/run block (the "daily mile") to increase the volume of physical activity students engage in each day and create increased opportunity for social connection and belonging <p>Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)</p> <ul style="list-style-type: none"> ● Utilize monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and implement proactive and responsive strategies (<i>Susan Albertini, Emily Grimm, Sara Handspicker, Erika Skiff</i>) ● Identify additional Tier 2 strategies (targeted support) for chronically absent students ● Continue to alert families when a student reaches threshold of chronic absenteeism and partner with 	<p>August 2023- June 2024</p> <p>September 2023- June 2024</p> <p>August 2023</p> <p>September 2023- June 2024</p> <p>October 2023- June 2024</p>	<p>Attendance data: >10% chronic absenteeism</p> <p>Strategies identified and evidence of implementation</p> <p>Daily schedule that includes daily mile block</p> <p>Attendance tracking document</p>

	<p>these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>)</p> <p>Improve universal communication to parents regarding expectations for school attendance (Tier 1)</p> <ul style="list-style-type: none"> ● Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>) 		<p>School newsletters and communication</p>
<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> ● All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. <p>Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day</p>	<p>Plan for and embed targeted practice of social and emotional skills into the school day</p> <ul style="list-style-type: none"> ● Utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to prioritize areas of need (<i>all teachers</i>) ● Utilize collaborative time (faculty meetings, Professional Learning Days) to utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to identify ways to embed social emotional learning into our existing curricular and Responsive Classroom frameworks (<i>all teachers</i>) ● Facilitate daily opportunities for students to learn and practice social emotional skills in morning meeting, interactive learning structures, and other parts of the school day (<i>all teachers</i>) ● Continue to provide all students with weekly explicit SEL instruction facilitated by the school counselor (<i>Susan Albertini</i>) 		<p>Lesson plans developed in response to prioritized skill areas</p>

<p>RSU5 Strategic Goal: All RSU 5 students regularly engage in meaningful student centered learning.</p> <p>Reading Goal: 60% students met grade-level benchmark</p> <p>Baseline: 2022 Fall: 45.7% 2023 Spring: 72.7% 2023 Fall: TBD</p>	<p>Deepen content area knowledge to inform planning for and implementation of reading and writing instruction (continued)</p> <ul style="list-style-type: none"> ● Engage in vertical grade collaboration to deepen understanding of writing and reading skill development across grades and calibrate understanding of grade-level expectations (<i>grade-level teachers, Susan Dee</i>) ● Continue to refine instructional practices through the effective use of mentor texts, student partnerships, and the writing process (<i>grade-level teachers, Susan Dee</i>) <p>TABLED UNTIL 2024: Build understanding of phonics and effective word study instruction</p> <ul style="list-style-type: none"> ● Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>) <p>TABLED UNTIL 2024: Create protocol for more systematic progress monitoring of school-wide writing data</p> <ul style="list-style-type: none"> ● Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>) ● Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>) ● Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>) 		<p>Implementation of targeted small-group instruction in writing and reading</p>
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