

**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 ( <i>Responsibility</i> )	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goals:</p> <ul style="list-style-type: none"> <li>All RSU 5 students regularly engage in meaningful student centered learning.</li> <li>All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</li> </ul> <p><b>Goal: Reduce chronic absenteeism rate to &gt;10%</b></p> <p>Baseline Data:            2021-2022 17.62%            2022-2023 13.85%  <b>2023-2024 11.2%</b></p>	<p><b>Strengthen students' connections to the school community to support regular school attendance (Tiers 1 and 2)</b></p> <ul style="list-style-type: none"> <li>Continue to provide sustained opportunities for students to build connections to peers and adults in the school community (<i>leadership team, all staff</i>)</li> <li>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>)</li> </ul> <p><b>Strengthen universal supports for student well-being (Tier 1)</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)</b></p> <ul style="list-style-type: none"> <li>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 Handpicker, Erika Skiff</i>)</li> <li>Identify additional Tier 2 strategies (targeted support) for chronically absent students</li> <li>Continue to alert families when a student reaches threshold of chronic absenteeism and partner with</li> </ul>	<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: &gt;10% chronic absenteeism</p> <p>Strategies identified and evidence of implementation  <b>Expanded interventions for chronically absent students</b></p> <p>Daily schedule that includes daily mile block  <b>Implemented school-wide daily mile (10:05-10:20)</b></p> <p>Attendance tracking document  <b>Tracked monthly data at both the school and individual student level</b></p>

	<p>these families to develop a plan to support consistent school attendance (<i>Susan Albertini, Emily Grimm</i>)</p> <p><b>Improve universal communication to parents regarding expectations for school attendance (Tier 1)</b></p> <ul style="list-style-type: none"> <li>• Include regular reminders and expectations about the importance and impact of school attendance in family communication (<i>Emily Grimm</i>)</li> </ul>		<p>School newsletters and communication</p> <p>Increased communication in both school-wide avenues as well as individual student communication (via report cards, post cards home, etc.)</p>
<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> <li>• All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</li> </ul> <p>Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day</p>	<p><b>Plan for and embed targeted practice of social and emotional skills into the school day</b></p> <ul style="list-style-type: none"> <li>• Utilize the Collaborative for Academics, Social and Emotional Learning (CASEL) framework to prioritize areas of need (<i>all teachers</i>)</li> <li>• 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>)</li> <li>• 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>)</li> <li>• Continue to provide all students with weekly explicit SEL instruction facilitated by the school counselor (<i>Susan Albertini</i>)</li> </ul>		<p>Lesson plans developed in response to prioritized skill areas</p> <p>School-wide resource created grounded in the CASEL standards</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: 2023 Spring: 72.7% 2023 Fall: 78.6% 2024 Spring: 73.6%</p>	<p><b>Deepen content area knowledge to inform planning for and implementation of reading and writing instruction (continued)</b></p> <ul style="list-style-type: none"> <li>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>)</li> <li>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>)</li> </ul> <p><b>TABLED UNTIL 2024: Build understanding of phonics and effective word study instruction</b></p> <ul style="list-style-type: none"> <li>Pilot word study curricula and collect data to inform selection of a word study curriculum (<i>word study pilot grade-level teacher representatives</i>)</li> </ul> <p><b>TABLED UNTIL 2024: Create protocol for more systematic progress monitoring of school-wide writing data</b></p> <ul style="list-style-type: none"> <li>Collect representative writing samples across classrooms and grades (<i>Emily Grimm, Susan Dee</i>)</li> <li>Use representative samples to calibrate writing samples using grade-level rubrics (<i>grade-level teachers, Susan Dee</i>)</li> <li>Continue collection of representative sample across the school year to progress monitor and inform instruction (<i>grade-level teachers, Susan Dee, Emily Grimm</i>)</li> </ul>		<p>Implementation of targeted small-group instruction in writing and reading</p>
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**Mast Landing School**  
**2024-2025 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 Goals:</p> <ul style="list-style-type: none"> <li>● All RSU 5 students regularly engage in meaningful student centered learning.</li> <li>● All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</li> </ul> <p><b>Goal: Reduce chronic absenteeism rate to &gt;10%</b></p> <p>Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2%</p>	<p><b>Improve universal communication with and supports available to parents to promote school attendance (Tier 1)</b></p> <ul style="list-style-type: none"> <li>● Increase ongoing communication—including open house, parent/caregiver-teacher conferences and newsletters—regarding expectations for daily school attendance (<i>Emily Grimm, Susan Albertini, homeroom teachers</i>)</li> <li>● Host monthly parent groups to engage in discussion and learning on topics relevant to parenting (<i>Susan Albertini</i>)</li> <li>● Revise and implement a district planned absence form that aligns with expectations for school attendance (<i>Emily Grimm</i>)</li> </ul> <p><b>Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)</b></p> <ul style="list-style-type: none"> <li>● Implement daily, responsive attendance tracking system that ensures that families of targeted students receive a phone call regarding an absence the morning of the absence (<i>Scott Emery, Emily Grimm, Sara Handpicker</i>)</li> <li>● Hold monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and identify proactive and responsive strategies (<i>Susan Albertini, Scott Emery, Emily Grimm, Sara Handpicker, Erika Skiff</i>)</li> <li>● Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating</li> </ul>	<p>September 2024 - June 2025</p> <p>October 2024 - June 2025</p> <p>August 2024</p> <p>September 2024 - June 2025</p> <p>October 2024 - June 2025</p> <p>September 2024 - June 2025</p>	<p>School newsletters and communication</p> <p>Parent group agendas and participation</p> <p>Attendance data: &gt;10% chronic absenteeism</p>

	<p>improvements in school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>)</p> <ul style="list-style-type: none"> <li>Continue to 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, Scott Emery, Emily Grimm</i>)</li> </ul>	<p>September 2024 - June 2025</p>	
<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> <li>All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</li> </ul> <p>Goal: Increase students' opportunities to learn and develop social and emotional skills throughout the school day.</p>	<p><b>Strengthen and refine tier 1 behavioral supports</b></p> <ul style="list-style-type: none"> <li>Continue to 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 staff</i>)</li> <li>Continue to 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>)</li> <li>Implement a 3rd and 5th grade buddies program to promote opportunities for multi age interaction and skill building (<i>3rd and 5th grade teachers</i>)</li> <li>Provide opportunities for reflection and refinement of Responsive Classroom practices that support social emotional learning through classroom observations by and collaboration with Paul White (<i>classroom teachers</i>)</li> </ul> <p><b>Strengthen and refine tier 2 behavioral supports</b></p> <ul style="list-style-type: none"> <li>Create and implement a more systematic process for aggregating data on and responding to student misbehavior (<i>Scott Emery, Emily Grimm</i>)</li> <li>Reflect on and refine our RTI B referral process to provide more responsive support grounded in student data (<i>SAT B Team</i>)</li> <li>Offer collaborative opportunities for problem-solving to address students' behavioral needs through both</li> </ul>	<p>August 2024 - June 2025</p> <p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p> <p>Fall 2024</p> <p>Fall 2024</p> <p>September 2024 - June 2025</p>	<p>Shared staff resources for integrating CASEL standards into the school day</p> <p>Documentation of refined RTI B referral process</p>

	<p>informal (Wednesday drop-in support, etc.) and formal structures (<i>SAT B Team</i>)</p> <ul style="list-style-type: none"> <li>• Create an RTI B space (Sail classroom) that ensures consistent and responsive support for dysregulated students as well as opportunities for positive reinforcement and skill building (<i>SAT B Team</i>)</li> <li>• Engage in consultation with the district BCBA to inform programming and support for students who are not yet making progress with RTI B services (<i>SAT B Team</i>)</li> </ul>	<p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p>	<p>Positive behavior support plans for identified students with aggregated weekly data relevant to individual goals</p>
<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> <li>• All RSU 5 students regularly engage in meaningful student centered learning.</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Increase teachers' understanding of effective word study instruction</li> <li>• Utilize students' spelling data to inform targeted instructional planning</li> </ul>	<p><b>Utilize student data to inform whole-class and small-group spelling instruction</b></p> <ul style="list-style-type: none"> <li>• Administer the Formative Spelling Assessment to all students to identify students' learning needs in spelling instruction (<i>3rd, 4th, and 5th grade teachers, instructional strategist</i>)</li> <li>• Utilize the data collected from the Formative Spelling Assessment to inform the planning for small-group instruction in spelling (<i>3rd, 4th, and 5th grade teachers, instructional strategist</i>)</li> </ul> <p><b>Build understanding of effective and responsive spelling instruction</b></p> <ul style="list-style-type: none"> <li>• Collaboratively unpack newly published Reading and Writing Project Spelling Modules and Grammar and Spelling Lessons (<i>3rd, 4th, and 5th grade teachers, instructional strategist</i>)</li> <li>• Utilize <i>Equipped for Reading Success: A Comprehensive, Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition</i> by David Kilpatrick to build a repertoire of strategies for building students' phonemic awareness skills (<i>3rd grade teachers, instructional strategist</i>)</li> <li>• Engage in ongoing professional learning opportunities at faculty meetings and professional learning days to reflect and share learning and refine implementation of these new curricular resources (<i>3rd, 4th, and 5th</i>)</li> </ul>	<p>Fall 2024</p> <p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p> <p>Fall/Winter 2024</p> <p>September 2024 - June 2025</p>	<p>Baseline data across grades 3, 4, and 5</p> <p>Small-group instruction targeting relevant spelling patterns</p>

	<i>grade teachers, instructional strategist, Emily Grimm, Scott Emery)</i>		
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