

Morse Street School Goals 2024-2025 Review

Goal Worksheet			
School/Department: Morse Street School			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>MSS Goal: Attendance Reduce chronic absentee rate to less than 10%</p> <p>Goal Achieved (7.2%)</p>	<p>MTSS:</p> <ul style="list-style-type: none"> • Make attendance a component within our multi-tiered systems of support • Create a response system that alerts families and provides a responsive approach to helping families ensure their child attends school consistently <p>Communication and Education for Families:</p> <ul style="list-style-type: none"> • Include regular reminders to families about expectations of attendance and the impact on instruction in school communications. (School newsletters, social media and School Counselor messages) • Communicate with families when their child is approaching the threshold and offer support to make a change. (MTSS Team) <p>Family and Student Connection to School:</p> <ul style="list-style-type: none"> • Increase family engagement opportunities so that they feel more connected to their child’s learning. • Increase opportunities for families to feel connected to school as a resource as well as a community where they feel like they belong. <p>All Strategies Implemented</p>	<p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p> <p>Monthly, September 2024 - June 2025</p> <p>September 2024 - June 2025</p>	<p>Baseline Attendance data: SY 2022- 2023 13.72% students met criteria for chronic absenteeism</p> <p>SY 2023-2024 12.36% students met criteria for chronic absenteeism</p> <p>SY2024-2025 7.2% students met criteria for chronic absenteeism</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters</p>	<p>MTSS:</p> <p>Family School Connection:</p> <ul style="list-style-type: none"> • Create a survey for families to provide input on ways they would like to engage with their child’s school. 	<p>September 2024 - June 2025</p>	<p>Baseline: Family RSU5 Parent Satisfaction Survey Spring 2024:</p>

<p>BAS 83% students met or exceeded expected Growth targets(increased by 12%) 75% students met or exceeded benchmark (increased by 5%)</p> <p>Acadience: 67% students met or exceeded benchmark (increased by 6%)</p> <p>Continued work needed in math: Number Sense Screener 63% students met or exceeded benchmark in Math (decrease 10%)</p>	<p>the classroom setting. (Classroom teachers, Specials Teachers, Admin and Instructional Strategist)</p> <ul style="list-style-type: none"> Use assessment data to focus differentiated small group instruction and individual student conferences in literacy, math and approaches to learning (Classroom teachers, MTSS) <p>Social-Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> During the first six weeks of school Implement extended Play Workshop in Kindergarten to bridge the transition between Pre-k to K and target Social Emotional competencies Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices with consult from Paul White (Teachers and Administrators) <p>Special Education:</p> <ul style="list-style-type: none"> Classroom teachers and Special Education teachers and therapists use assessment data to collaborate and plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) Special Ed teachers participate in PD with classroom teachers to better understand the Tier 1 curriculum. <p>All strategies Implemented</p>	<p>September/October 2024</p> <p>September 2024 - June 2025</p> <p>September 2024 - June 2025</p>	<p>67% (156/233) students met or exceeded benchmark</p> <p>Math: Number Sense Screener: 2024 73% (176/242) met the end of year benchmark.</p> <p>2025 63% (147/233) students met the end of year benchmark</p>
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MSS FAMILY-SCHOOL ENGAGEMENT

2024-2025

AUG

-Meet + Greet

SEP

-Open House
-PK Parent Night
-K to Hansel's
Orchard

OCT

-Coffee with the Care Team
-Pumpkin carving
-1st grade to Bradbury Mountain
-Conferences
-PK in PE + Music
-ESOL Open House
-Title I Parent Night

NOV

-PK Families in Play
Workshop
-2nd grade in STEM
-1st grade in art
-K in library
-1st grade Math-ternoon
-Food Drive

DEC

-2nd grade Celebration of
Learning
-Coffee with the Care
Team

JAN

-Parent Night:
Supporting Anxious
Kids
-K Math Museum

FEB

-Conferences
-Incoming PK Parent
Info Night

MAR

-2nd grade Celebration of
Learning
-Parent Night: Executive
Functioning Skills

APR

-Incoming K Parent
Night
-1st Grade Writing

MAY

-Jog-A-Thon
-Principal for the Day
-Afternoon with the specialists (K)
-Evening with the specialists (1st)
-Library walking trips
-PK to Desert of Maine
-K Writing Celebration

JUN

-2nd grade Celebration of
Learning
-Evening with the
specialists (2nd)
-2nd Grade at Winslow Park
-Title I Family Summer
Kickoff

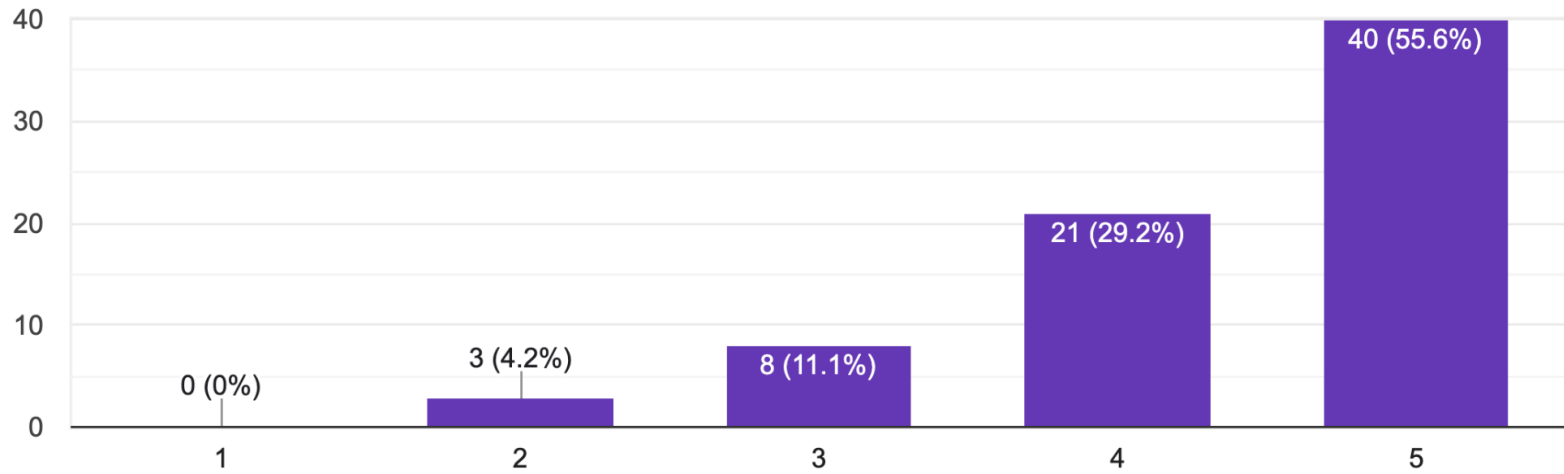
JUL/AUG

-Welcome newsletters
-Meet + Greet

2024-2025 Family Engagement Survey Results:

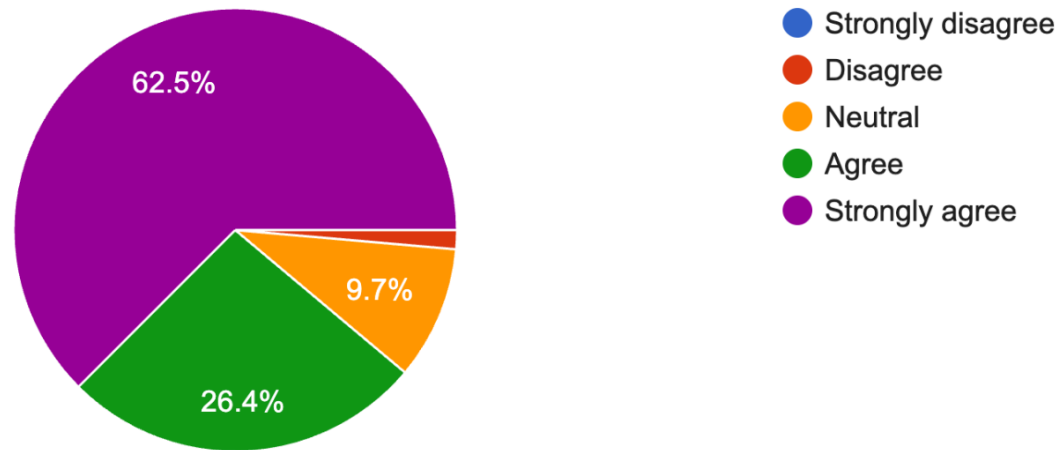
I feel connected to and engaged with my child's learning and school

72 responses



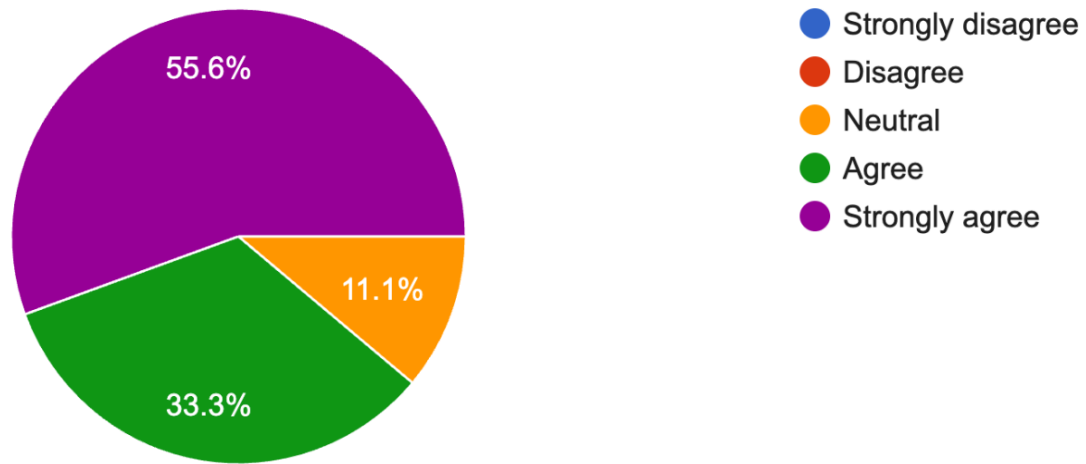
Based on the information I was provided by my child's teacher through newsletters, parent conferences, and visits to the classroom. I knew a...my child was learning and how I could help at home

72 responses



The opportunities provided for family engagement were helpful to our family

72 responses



MSS BAS Reading Assessment

**Growth
Target**

	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023-2024	2024-2025	2025-2026
K	67%	54%	61%	COVID	60%	58%	65%	62%	86%	
1	53%	63%	75%	COVID	64%	75%	61%	82%	79%	
2	26%	53%	68%	COVID	51%	57%	67%	65%	84%	
K-2	47%	56%	67%	COVID	59%	64%	65%	70%	83%	
				Spring Lost						

Benchmark	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023-2024	2024-2025	2025-2026
K	65%	55%	62%	COVID	68%	61%	69%	67%	89%	
1	81%	68%	62%	COVID	55%	68%	60%	73%	66%	
2	57%	57%	64%	COVID	34%	37%	52%	50%	77%	
K-2	68%	59%	62%	COVID	54%	55%	63%	64%	75%	
Grade 3					52.9%	39%	36%	40%	38%	

Acadience

							2022 - 2023	2023-2024	2024-2025	2025-2026
K							74%	64%	75%	
1							62%	69%	58%	
2							76%	50%	69%	
K-2							70%	61%	67%	

Number Sense Screener EOY Benchmark

	2022-2023	2023-2024	2024-2025	2025-2026
K	64/83 77%	49/80. 61%	41/72 63%	
1	53/85. 62%	79/83 95%	54/74 73%	
2	36/85. 42%	48/79. 61%	52/87 60%	
K-2	153/253 60%	176/242 73%	147/233 63%	

<p>safe, nurturing, and fosters curiosity.</p> <p>MSS Goal: Family School Engagement Continue to refine purposeful opportunities for parent and family engagement</p> <p>Maintain or increase parent positive response to 3 question surveys.</p>	<p>they would like to engage with their child’s school.</p> <ul style="list-style-type: none"> Strengthen the quality of newsletters sent home by teachers, to ensure consistency and information that supports family needs. Identify ways each team can connect with families with a variety of purposes. (Inform, Educate, Connect, Partner) Plan a variety of opportunities across times, weeks and months. Provide a calendar for the entire year so that families can plan ahead <p>Family Involvement:</p> <ul style="list-style-type: none"> Explore ways in which to engage more parent voices in decision making teams. 	<p>2025-2026 planning Bi-weekly Newsletters August 2025 - June 2026</p> <p>August 2025</p> <p>August 2025</p> <p>September 2025</p> <p>September 2025 - June 2026</p>	<p>to school)</p> <p>Q2. 88.9% Agreed or strongly agreed (Classroom Newsletters)</p> <p>Q3. 88.9% Agreed or strongly agreed (Opportunities offered)</p>
<p>RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>RSU5 Strategic Goal 2: All RSU5 students regularly engage in meaningful student centered learning.</p> <p>MSS Goal: PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic benchmarks.</p> <p>Increase our reading and math benchmarking data points by 5% or more.</p>	<p>MTSS: Tier 1 Instruction (Classroom and Specials Teachers):</p> <ul style="list-style-type: none"> Use assessment data to focus differentiated small group instruction and individual student conferences in literacy and math (Classroom teachers, MTSS) Provide PD in math and to increase understanding of the progression of math development to support growth in math in all grade levels. Explicit focus on Habits of Work at all grade levels, as a means to support Social Emotional Development. Team Unit planning in Literacy and math with a lens for differentiating instruction to meet the needs of diverse learners (Classroom teachers & Literacy Strategist) Utilize Co-created 4 star rubrics so that students fully understand learning expectations and can use these as a tool for self assessment and goal setting School based Instructional Strategist will provide targeted professional development in identified areas of need. (Instructional Strategist) All teachers PK-2 will participate in team based coaching cycles to improve instruction on data 	<p>Ongoing work throughout the year: August 2025 - June 2026</p>	<p>Baseline data Reading: BAS Benchmark 2024 70% (171/245) students met or exceeded expected growth targets.</p> <p>2025 83% (193/233) students met or exceeded the expected growth targets.</p> <p>75% (175/233) students met or exceeded the expected benchmark</p> <p>Acadience - Reading 2024 61% (150/245) students met or exceeded benchmark</p> <p>2025 67% (156/233) students met or exceeded benchmark</p>

	<p>driven areas of need in both literacy and math (Literacy and Math Strategist)</p> <p>PLC:</p> <ul style="list-style-type: none"> • PLCs examine student data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Specials Teachers, Admin and Instructional Strategist) • Use assessment data to focus differentiated small group instruction and individual student conferences in literacy, math and approaches to learning (Classroom teachers, MTSS) • Utilize video and other observation strategies to provide peer feedback to increase effectiveness of instruction <p>Social-Emotional and Behavioral Support:</p> <ul style="list-style-type: none"> • During the first six weeks of school Implement extended Play Workshop in Kindergarten to bridge the transition between Pre-k to K and target Social Emotional competencies • Continue to strengthen Tier 1 Schoolwide Responsive Classroom practices with consult from Paul White (Teachers and Administrators) <p>Special Education and Intervention:</p> <ul style="list-style-type: none"> • Classroom teachers and Special Education teachers and therapists use assessment data to collaborate and plan for differentiated instruction for individual students. (Classroom Teachers and Special Education Teachers) • Special Ed teachers and Interventionists participate in PD with classroom teachers to better understand the Tier 1 curriculum. • Utilize Co-created 4 star rubrics so that students fully understand learning expectations and can use these as a tool for self assessment and goal setting • Set ambitious targeted goals rooted in Common Core Standards so that students grow more than a year in a year. 		<p>Math:</p> <p>Number Sense Screener:</p> <p>2024 73% (176/242) met the end of year benchmark.</p> <p>2025 63% (147/233) students met the end of year benchmark</p>
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