

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"> 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% 2023-2024 11.2% 2024-2025 3.65%</p>	<p>Improve universal communication with and supports available to parents to promote school attendance (Tier 1)</p> <ul style="list-style-type: none"> 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>) Host monthly parent groups to engage in discussion and learning on topics relevant to parenting (<i>Susan Albertini</i>) Revise and implement a district planned absence form that aligns with expectations for school attendance (<i>Emily Grimm</i>) <p>Refine systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)</p> <ul style="list-style-type: none"> 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>) 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>) Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating 	<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 Included newsletter communication regarding attendance (including expectations, celebrations, importance, etc.) in five intervals across the school year. Included messaging on attendance expectations and supporting regular attendance at fall open house.</p> <p>Parent group agendas and participation Our school counselor hosted 16 opportunities for parents and caregivers to attend a parenting group.</p> <p>Attendance data: >10% chronic absenteeism 2024-2025 3.65%</p>

	<p>improvements in school attendance (<i>Susan Albertini, Scott Emery, Emily Grimm</i>)</p> <ul style="list-style-type: none">• 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>)	<p>September 2024 - June 2025</p>	<p>Revised communication protocol for chronically absent students and students approaching truancy to ensure more consistent proactive communication and response.</p>
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<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>Strengthen and refine tier 1 behavioral supports</p> <ul style="list-style-type: none"> 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>) 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>) 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>) 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>) <p>Strengthen and refine tier 2 behavioral supports</p> <ul style="list-style-type: none"> Create and implement a more systematic process for aggregating data on and responding to student misbehavior (<i>Scott Emery, Emily Grimm</i>) Reflect on and refine our RTI B referral process to provide more responsive support grounded in student data (<i>SAT B Team</i>) Offer collaborative opportunities for problem-solving to address students' behavioral needs through both informal (Wednesday drop-in support, etc.) and formal structures (<i>SAT B Team</i>) 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>) Engage in consultation with the district BCBA to inform programming and support for students who 	<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>September 2024 - June 2025</p> <p>September 2024 - June 2025</p>	<p>Shared staff resources for integrating CASEL standards into the school day Utilized faculty meeting time to build and expand upon resources grounded in the CASEL standards, which are posted to our school intranet site where they can be accessed by all staff.</p> <p>Documentation of refined RTI B referral process Created a resource to clarify the process and resources available for staff.</p> <p>Positive behavior support plans for identified students with aggregated weekly data relevant to individual goals. Behavior plans were established and ongoing, daily data were aggregated and monitored for identified students.</p>
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	are not yet making progress with RTI B services (SAT B Team)		
<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> All RSU 5 students regularly engage in meaningful student centered learning. <p>Goals:</p> <ul style="list-style-type: none"> Increase teachers' understanding of effective word study instruction Utilize students' spelling data to inform targeted instructional planning 	<p>Utilize student data to inform whole-class and small-group spelling instruction</p> <ul style="list-style-type: none"> Administer the Formative Spelling Assessment to all students to identify students' learning needs in spelling instruction (3rd, 4th, and 5th grade teachers, instructional strategist) Utilize the data collected from the Formative Spelling Assessment to inform the planning for small-group instruction in spelling (3rd, 4th, and 5th grade teachers, instructional strategist) <p>Build understanding of effective and responsive spelling instruction</p> <ul style="list-style-type: none"> Collaboratively unpack newly published Reading and Writing Project Spelling Modules and Grammar and Spelling Lessons (3rd, 4th, and 5th grade teachers, instructional strategist) 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 (3rd grade teachers, instructional strategist) 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 (3rd, 4th, and 5th grade teachers, instructional strategist, Emily Grimm, Scott Emery) 	<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>Given the design of the spelling modules, a baseline data set became less relevant than utilizing individual student data to inform a starting point for whole-class and small-group word study instruction.</p> <p>Small-group instruction targeting relevant spelling patterns</p> <p>Teachers individually and collaboratively planned and implemented whole and small-group instruction.</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: Maintain students' opportunities to learn and develop social and emotional skills throughout the school day.</p> <p>Goal: 100% of students receiving RTI B Tier 2 support will have data collected to inform short- and long-term progress monitoring.</p>	<p>Strengthen and refine tier 1 behavioral supports</p> <ul style="list-style-type: none"> 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>) Continue the 3rd and 5th grade buddies program to promote opportunities for multi-age interaction and skill building (<i>3rd and 5th grade teachers</i>) Continue opportunities for reflection and refinement of Responsive Classroom practices that support social emotional learning through collaboration with Paul White via classroom observations and faculty meetings (<i>classroom teachers</i>) <p>Strengthen and refine tier 2 behavioral supports</p> <ul style="list-style-type: none"> Continue to use office referral process for systematically aggregating data on and responding to student misbehavior (<i>Scott Emery, Emily Grimm</i>) Utilized refined RTI B referral process to provide more responsive support grounded in student data (<i>SAT B Team</i>) Continue to offer collaborative opportunities for problem-solving to address students' behavioral needs through both informal (Wednesday drop-in support, etc.) and formal structures (<i>SAT B Team</i>) Utilize 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>) 	<p>Daily</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Daily</p>	<p>RTI B student data</p>
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<p>RSU5 Strategic Goal:</p> <ul style="list-style-type: none"> All RSU 5 students regularly engage in meaningful student centered learning. <p>Goals:</p> <ul style="list-style-type: none"> Increase reading proficiency across both the Maine Through Year and Benchmark Assessment System (BAS) by 5% on each measure <p>Maine Through Year Spring 2025</p> <ul style="list-style-type: none"> 40th% and Above: 79% 60th% and Above: 59% <p>BAS Benchmark and Above:</p> <ul style="list-style-type: none"> Spring 2025: 55.1% (144/261) 	<p>Grow understanding of effective reading instruction across the span of readers in our building</p> <ul style="list-style-type: none"> Deepen knowledge of evidence-based reading instruction (through unit frontmatter, <i>Shifting the Balance</i>, etc.) (<i>all staff</i>) Implement new grade 3-5 reading units as well as grade 3 phonics units (<i>grade-level teachers, Danielle Gauthier</i>) Engage in team-based coaching cycles to grow understanding of the implementation of new units (<i>grade-level teachers, Danielle Gauthier</i>) Provide and engage in collaborative opportunities to unpack new reading units at each grade level with a focus on the links between units and grade-level standards (<i>grade-level teachers, Danielle Gauthier</i>) In PLCs, reflect on and refine implementation of new units in response to the qualitative review of student data (writing about reading, etc.) (<i>grade-level teachers, Danielle Gauthier, Emily Grimm, Scott Emery</i>) Grow and celebrate a culture of reading through monthly opportunities for whole-school reading celebration (First Chapter Fridays, One Book One School, etc.) (<i>all staff</i>) Collaborate with K-2 strategist team to identify ways implementation of new units can explicitly build upon previous K-2 unit revisions (<i>Danielle Gauthier, Susan Dee, Emily Grimm, Scott Emery</i>) Increase communication to parents on supporting students as readers outside of the school day (<i>Emily Grimm, Scott Emery</i>) Develop an utilizing a student reading interest and identify survey to gather qualitative data on students' as readers to inform our support (<i>school leadership team, grade-level teachers</i>) 	<p>Yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>Yearlong intervals</p> <p>Weekly</p> <p>Monthly, yearlong</p> <p>Yearlong</p> <p>Yearlong</p> <p>November 2025, June 2026</p>	<p>Maine Through Year Reading Data</p> <p>% of Students Meeting or Exceeding BAS Benchmark</p> <p>Student Reading Interest and Identity Survey</p>
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