MSS Street School Goals 2025-2026 (Review)

Goal Worksheet			
School/Department: Morse Street School			
School Goal	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**
RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. **MSS Goal:** **Attendance** Maintain or reduce chronic absenteeism at 7.2% or below **Goal Achieved:** Reduced the chronic absenteeism number further	**MTSS:** ● 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 ● Proactively increase partnership/support for families whose children are identified as meeting the threshold of chronic absenteeism 2024-2025. ● Assistant Principal attend Count ME in Summit Training at MPA **Communication and Education for Families:** ● 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) **Family and Student Connection to School:** ● Continue to offer a variety of family engagement opportunities so that families feel more connected to their child's learning. ● Continue to offer opportunities for families to feel connected to school as a resource as well as a community where they feel like they belong.	September 2025 - June 2026 September 2025 – June 2026 August 2025 - June 2026	**Baseline Attendance data:** **SY 2022- 2023** 13.72% students met criteria for chronic absenteeism **SY 2023-2024** 12.36% students met criteria for chronic absenteeism **SY2024-2025** 7.2% students met criteria for chronic absenteeism **SY2025-2026** 3.98% students met criteria for chronic absenteeism

RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. **MSS Goal:** **Family School Engagement** Continue to refine purposeful opportunities for parent and family engagement Maintain or increase parent positive response to 3 question surveys.	**MTSS:** **Family School Connection:** ● Create a survey for families to provide input on ways they would like to engage with their child's school. ● 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 **Family Involvement:** ● Explore ways in which to engage more parent voices in decision making teams.	June 2025 informed 2025-2026 planning Bi-weekly Newsletters August 2025 - June 2026 August 2025 August 2025 September 2025 September 2025 - June 2026	**Baseline Survey Data 2024-2025:** Q1: 84.8% Agreed or strongly agreed (connected to school) Q2. 88.9% Agreed or strongly agreed (Classroom Newsletters) Q3. 88.9% Agreed or strongly agreed (Opportunities offered) 2025-2026 Q1: 86.5% Agreed or strongly agreed (connected to school) Q2. 82.7% Agreed or strongly agreed (Classroom Newsletters) Q3. 86.5% Agreed or strongly agreed (Opportunities offered)
RSU5 Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. **RSU5 Strategic Goal 2:** All RSU5 students regularly engage in meaningful student centered learning. **MSS Goal:** PK-2 Classrooms will effectively differentiate Tier	**MTSS:** **Tier 1 Instruction (Classroom and Specials Teachers):** ● 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	Ongoing work throughout the year: August 2025 - June 2026	**<u>Baseline data</u>** **Reading:** **BAS Benchmark** 2024 70% (171/245) students met or exceeded expected growth targets. 2025 83% (193/233) students met or exceeded the expected growth targets.

1 instruction in math, literacy and behavioral support, in order for all students to meet the expected academic benchmarks. Increase our reading and math benchmarking data points by 5% or more. Goal Achieved: Literacy - Increase by 8% as measured by the Acadience reading assessment Increase by 2% on BAS 2.0 (new assessment with more rigorous expectations) Math - Increase by 16% as measured by the Number sense screener	for differentiating instruction to meet the needs of diverse learners (Classroom teachers & Instructional 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 driven areas of need in both literacy and math (School based Instructional Strategist) **PLC:** ● 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 **Social-Emotional and Behavioral Support:** ● 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) **Special Education and Intervention:** ● 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)		75% (175/233) students met or exceeded the expected benchmark 2026 77% (163/213) students met or exceeded expected growth targets. 77% (163/213) students met or exceeded the expected benchmark. **Acadience - Reading** 2024 61% (150/245) students met or exceeded benchmark 2025 67% (156/233) students met or exceeded benchmark 2026 75% (159/211) students met or exceeded benchmark **Math:** **Number Sense Screener:** 2024 73% (176/242) met the end of year benchmark. 2025 63% (147/233) students met the end of year benchmark 2026 79% (170/214) students met or exceeded the end of year benchmark.

	• 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.		

MSS BAS Reading Assessment

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%	93%
1	81%	68%	62%	COVID	55%	68%	60%	73%	66%	82%
2	57%	57%	64%	COVID	34%	37%	52%	50%	77%	56% *(72%)
K-2	68%	59%	62%	COVID	54%	55%	63%	64%	75%	77%
Grade 3					52.9%	39%	36%	40%	38%	

Acadience

							2022 - 2023	2023-2024	2024-2025	2025-2026
K							74%	64%	75%	82%
1							62%	69%	58%	82%
2							76%	50%	69%	65%
K-2							70%	61%	67%	75%

Math: Number Sense Screener EOY Benchmark				
	2022-2023	**2023-2024**	**2024-2025**	**2025-2026**
K	64/83 77%	49/80. 61%	41/72 63%	59/68 87%
1	53/85. 62%	79/83 95%	54/74 73%	53/67 79%
2	36/85. 42%	48/79. 61%	52/87 60%	58/79 73%
K-2	153/253 60%	176/242 73%	147/233 63%	170/214 79%

MSS Street School Goals 2026-2027

Goal Worksheet			
School/Department: Morse Street School			
School Goal	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**
RSU5 Strategic Plan Goal 1: Cognitive Growth 1A: Design and utilize a curriculum that is rigorous, interdisciplinary, and iterative. 1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy in learning. **MSS Goal 1:** PK-2 Classrooms will effectively differentiate Tier 1 instruction in math, in order for all students to meet the expected academic benchmarks. Increase our math benchmarking data points by 5% or more.	**Tier 1 Instruction (Classroom and Specials Teachers):** ● **Use formative and summative assessment data to focus differentiated small group instruction and individual student conferences in 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. (Instructional Strategist for all teachers))** ● **Increase opportunities for student ownership and agency throughout the learning process. (Classroom Teachers and Specials Teachers)** ● Team Unit planning in math with a lens for developing mathematical reasoning and fluency to meet the needs of diverse learners (Classroom teachers & Instructional 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 (Classroom teachers and Specials Teachers) ● School based Instructional Strategist will provide targeted professional development in identified areas of need in math(Instructional Strategist) ● All teachers PK-2 will participate in team based coaching cycles to improve instruction on data driven areas of need in math (Classroom teachers, Instructional Strategist) **PLC:** ● PLCs examine student data to determine specific	Ongoing work throughout the year: August 2026 - June 2027	**<u>Baseline data</u>** **Math:** **Number Sense Screener:** 2024 73% (176/242) met or exceeded the end of year benchmark. 2025 63% (147/233) students met or exceeded the end of year benchmark 2026 79% (170/214) students met or exceeded the end of year benchmark. **Maine Through Year Math Assessment:** Fall 2025 Grade 3 86% - 40th percentile or above. 62% - 60th percentile or above Fall 2026 Grade 3 *Data not yet available*

	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 math and approaches to learning (Classroom teachers, MTSS teachers) ● Utilize video and other observation strategies to provide peer feedback to increase effectiveness of instruction (All teachers) **Special Education and Intervention:** ● **Intentionally increase opportunities for Special Education teachers and classroom teachers to collaborate. (All teachers)** ● Classroom teachers and Special Education teachers 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 Math Tier 1 curriculum. (Special Ed Teachers) ● 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 (Special Ed Teachers) ● Set ambitious targeted goals rooted in Common Core Standards so that students grow more than a year in a year. (Special Ed Teachers)		
RSU5 Strategic Plan Goal 4: Emotional Intelligence and Character Building 4A: Refine ongoing implementation of SEL curriculum across all grade levels 4C: Cultivate resilience,	**Tier 1 Instruction Social-Emotional and Behavioral Support (All Teachers) :** ● **Provide PD to strengthen effective teaching strategies to teach social emotional skills. (Administrators)** ● 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 (Kindergarten teachers) ● Continue to strengthen Tier 1 Schoolwide	Ongoing work throughout the year: August 2026 - June 2027	**<u>Baseline Data</u>** Teachers will self assess growth in instructional skills Classroom observations by admin and peers

perseverance, and a growth mindset through supportive learning environments that normalize challenge and reflection. **MSS Goal 2:** PK-2 Classrooms will effectively differentiate Tier 1 instruction in social emotional/ behavioral skills, in order for all students to be successful. Increase instructional skills of teachers for social-emotional instruction	Responsive Classroom practices (Teachers and Administrators) ● **Identify teachers to train as Responsive Classroom trainer to coach and support new teachers in RC practices (Administrators)** **PLC:** ● **Use observational data to focus differentiated small group instruction and individual student conferences in social-emotional approaches to learning (Classroom teachers, MTSS)** ● PLCs examine student observational data to determine specific intervention strategies to support students within the classroom setting. (Classroom teachers, Specials Teachers, Admin and Instructional Strategist) ● Utilize video and other observation strategies to provide peer feedback to increase effectiveness of instruction (All Teachers)		