Mast Landing School - 2025-2026 Goals

Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness
RSU5 Strategic Goals: ● 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. **Goal: Maintain chronic absenteeism rates below 5%** Baseline Data: 2021-2022 17.62% 2022-2023 13.85% 2023-2024 11.2% 2024-2025 3.65% 2025-2026: 6.71%	**Continue communication with and supports available to parents to promote school attendance (Tier 1)** ● Maintain communication–including open house, parent/caregiver-teacher conferences and newsletters–regarding expectations for daily school attendance (*Emily Grimm*, *Susan Albertini*, *homeroom teachers*) **Continue to implement systems for consistent and thorough monitoring of student attendance and response to absenteeism (Tier 2)** ● Utilize newly defined MLS attendance procedures–cuing the sending of formal letters at defined intervals–to ensure consistent communication (*Scott Emery*, *Emily Grimm*, *Sara Handspicker)* ● Continue to utilize daily, responsive attendance tracking system that ensures that families of targeted students receive a phone call regarding an absence the morning of the absence (*Scott Emery*, *Emily Grimm*, *Sara Handspicker)* ● Hold monthly attendance team meetings to review aggregated data of chronically absent and at-risk students and identify proactive and responsive strategies (*Susan Albertini*, *Scott Emery*, *Emily Grimm*, *Sara Handspicker*, *Erika Skiff)* ● Identify and implement additional targeted support for chronically absent students, including increasing positive communication for students demonstrating improvements in school attendance (*Susan Albertini*, *Scott Emery*, *Emily Grimm*) ● 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 (*Susan Albertini*, *Scott Emery*, *Emily Grimm*)	Yearlong Yearlong Daily Monthly Yearlong Yearlong	Chronic absenteeism rate

RSU5 Strategic Goal: • All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Goal: Maintain students' opportunities to learn and develop social and emotional skills throughout the school day. Goal: 100% of students receiving RTI B Tier 2 support will have data collected to inform short- and long-term progress monitoring. 2025-2026 Data: 100% of students receiving RTI B Tier 2 supports had data collected to inform short- and long-term progress monitoring	**Strengthen and refine tier 1 behavioral supports** • 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 (*all teachers*) • Continue the 3rd and 5th grade buddies program to promote opportunities for multi-age interaction and skill building (*3rd and 5th grade teachers*) • 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 (*classroom teachers*) **Strengthen and refine tier 2 behavioral supports** • Continue to use office referral process for systematically aggregating data on and responding to student misbehavior (*Scott Emery, Emily Grimm*) • Utilized refined RTI B referral process to provide more responsive support grounded in student data (*SAT B Team*) • Continue to offer collaborative opportunities for problem-solving to address students' behavioral needs through both informal (Wednesday drop-in support, etc.) and formal structures (*SAT B Team*) • 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 (*SAT B Team*)	Daily Yearlong Yearlong Yearlong Yearlong Yearlong Daily	RTI B student data

RSU5 Strategic Goal: • All RSU 5 students regularly engage in meaningful student centered learning. Goals: • Increase reading proficiency across both the Maine Through Year and Benchmark Assessment System (BAS) by 5% on each measure Maine Through Year 40th% and Above • Spring 2025:79.46% • Spring 2026: 80.44% 60th% and Above: • Spring 2025: 58.53% • Spring 2026: 66.42% BAS Benchmark and Above: • Spring 2025: 55.17% • Spring 2026: 57.04%	**Grow understanding of effective reading instruction across the span of readers in our building** • Deepen knowledge of evidence-based reading instruction (through unit frontmatter, *Shifting the Balance*, etc.) (*all staff*) • Implement new grade 3-5 reading units as well as grade 3 phonics units (*grade-level teachers*, *Danielle Gauthier*) • Engage in team-based coaching cycles to grow understanding of the implementation of new units (*grade-level teachers*, *Danielle Gauthier*) • 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 (*grade-level teachers*, *Danielle Gauthier*) • In PLCs, reflect on and refine implementation of new units in response to the qualitative review of student data (writing about reading, etc.) (*grade-level teachers*, *Danielle Gauthier*, *Emily Grimm*, *Scott Emery*) • Grow and celebrate a culture of reading through monthly opportunities for whole-school reading celebration (First Chapter Fridays, One Book One School, etc.) (*all staff*) • Collaborate with K-2 strategist team to identify ways implementation of new units can explicitly build upon previous K-2 unit revisions (*Danielle Gauthier*, *Susan Dee*, *Emily Grimm*, *Scott Emery*) • Increase communication to parents on supporting students as readers outside of the school day (*Emily Grimm*, *Scott Emery*) • Develop an utilizing a student reading interest and identify survey to gather qualitative data on students' as readers to inform our support (*school leadership team*, *grade-level teachers*)	Yearlong Yearlong Yearlong Yearlong intervals Weekly Monthly, yearlong Yearlong Yearlong November 2025, June 2026	Maine Through Year Reading Data % of Students Meeting or Exceeding BAS Benchmark Student Reading Interest and Identity Survey November 2025 86.7% of students responded yes to "Do you think of yourself as a reader?" 82.9% of students report reading daily or a few times a week

Mast Landing School - 2026-2027

Goal	Strategies and Action Steps (*Responsibility*)	Timeline	Evidence of Effectiveness	Connection to the Strategic Plan
School Goal: Strengthen mathematics instruction so that students increasingly develop and demonstrate mathematical reasoning, conceptual understanding, strategic flexibility, and the ability to represent, explain, and apply their mathematical thinking.	**Deepen our understanding and implementation of instructional practices that develop students' mathematical reasons** ● Deepen knowledge through a schoolwide book study of *Developing Mathematical Reasoning: The Strategies, Models, and Lessons to Teach the Big Ideas in Grades 3-5* (*grade-level teachers, math specialist, GT teacher, special education teachers, STEM teacher, administrators)* ● Engage in sustained professional learning and application through district-wide professional learning days, implementation of new strategies, and reflection in PLCs (*grade-level teachers, math specialist, GT teacher, special education teachers, STEM teacher, administrators)* ● Collaboratively reflect on ways to refine or adapt EverydayMath lessons to ensure that instruction maintains a strong focus on conceptual understanding, mathematical reasoning, and the major work of the grade (*grade-level PLCs*) ● Review and refine end-of-unit assessments to more closely reflect the priority work of each grade (*district math team in collaboration with math specialist and grade-level teachers*) ● Review student work to reflect on ways students are growing and applying their mathematical reasoning (*grade-level PLCs*) ● Engage in team-based coaching cycles to support implementation and refinement of	Nov. 2026 - April 2027 Yearlong Yearlong Yearlong Nov. 2026 - June 2027 Yearlong	Baseline Data: **Maine Through Year 2026** % Meeting Standard 3rd: 72.5% 4th: 68.2% 5th: 70.8% **Number Sense Screener** Spring 2026 3rd: Proficient: 54% Approaching Prof: 29% 4th: Proficient: 58% Approaching Prof: 23% 5th: Proficient: 35% Approaching Prof: 40%	RSU5 Strategic Plan Goal: Cognitive Growth 1A: Design and utilize curriculum that is rigorous, interdisciplinary, and iterative. 1B: Foster student agency through reflection, collaboration, goal setting, and self-advocacy in learning.

	new learning (*grade-level teachers, Danielle Gauthier*) ● Reflect on and refine the math specialist role to create expanded opportunities for collaboration across MTSS Tiers *(math specialist, administrators*)			
School Goal: Deepen our collective understanding and implementation of inclusive practices so that all students have meaningful access to grade-level learning, participation in the general education environment, and appropriate support to thrive.	**Expand our shared knowledge and implementation of inclusive practices across our school community** ● Create a building inclusive practices team with representation across roles to identify areas for learning and facilitate professional learning opportunities (*Emily Grimm*) ● Utilize staff feedback and reflections to inform professional learning opportunities on relevant topics (components of an IEP, special education eligibility process, IEP accommodations, etc.) (*Inclusive practices team*) ● Develop a shared understanding of the tenants of Universal Design for Learning and utilize this understanding to inform lesson planning across all content areas (*all staff*) **Increase opportunities for co-programming and coordinated services** ● Refine student placement process to more effectively cluster students based on service model and needs (*Inclusive practices team*) ● Create embedded opportunities for cross-program collaboration within the weekly building schedule to support collaboration between general and special education services (*Emily Grimm*) ● Identify and explore opportunities for	January 2026 - Present January 2026 - Present Yearlong May 2026 August 2026 - Present Yealrong Yearlong	Collect baseline data on the percent of students with IEPs who increase their percentile on MTY from fall to fall Increase the percent of students with IEPs who increase their percentile on MTY from fall to fall	School Culture and Connection 2A: Develop and enhance systems and processes to ensure strong relationships and sense of belonging for all students within the school and broader community. 2B: Cultivate a culture where every student is known, valued, and supported.

	increased co-programming across the school community (*Inclusive practices team*, *special education teachers*) ● Create opportunities for staff feedback on collaborative structures and refine these structures in response (*Inclusive practices team*)			
School Goal: Increase the intentional integration of social-emotional learning across the school day so that students have consistent opportunities to learn, practice, reflect upon, and apply social-emotional skills in authentic contexts.	**Expand parents' knowledge of the explicit SEL instruction and practice embedded within students' school day** ● Embedded content from universal SEL lessons in school communication (newsletters, etc.) (*school counselor*) ● Provide families with the opportunity to understand ways to support the transfer of these skills from the school to the home setting through newsletters, school events, etc. (*school counselor, administrators*) **[Continued] Create embedded and systematic opportunities for students to develop and practice social emotional learning competencies across the school day** ● Ensure all staff have knowledge of the Collaborative for Academics, Social and Emotional Learning (CASEL) competencies and an understanding of their relevance to our grade-span through professional learning in faculty meetings and professional learning days (*school counselor, administrators*) ● Develop greater consistency in adult language and responses when supporting students with interpersonal challenges, conflict, problem solving, and emotional regulation (*all staff*) ● Engage in collaborative opportunities for staff to intentionally integrate SEL into	Yearlong Yearlong Yearlong Yealrong Yearlong Yearlong	Parent survey: 80% of parents surveyed will be able to identify one or more ways in which SEL skills are explicitly taught at MLS and identify a way they can support the transfer of those skills into the home setting	School Culture and Connection 2D: Strengthen inclusive engagement systems that empower families, students, and community members as active partners in learning. Emotional Intelligence and Character Building 4A: Refine ongoing implementation of SEL curriculum across all grade levels.

	morning meeting, classroom routines, academic learning, and naturally occurring opportunities through the school day (*all staff)* ● Explicitly teach and model selected SEL skills—including collaborative problem solving, perspective-taking, communication, self-management, and responsible decision-making—and provide students with repeated opportunities to practice and apply these skills (*all staff*)			