

PES SMART Goals 2017-2018

School: Pownal Elementary School

Team Members: PES staff

District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

SMART Goal	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Increase student proficiency with inferential and analytical reading skills as evidenced by mea subscores increasing from 45% of possible points to 55% and increase K-2 Students meeting F&P growth targets from 60% to 70%.</p>	<p>Expand effective strategies for critical thinking through interactive read aloud, partnerships, and book clubs to target instruction focused on inferential and analytical comprehension.</p>	<p>Lisa Demick, Matt Halpren</p>	<p>September-June</p>	<p>K-2 F&P results 3-5 MEA/NWEA results</p>
	<p>Restructure PLCs to allow for increased collaboration, analysis, and response to formative assessments.</p>	<p>PES Leadership team</p>	<p>September-June</p>	
	<p>Increase connections to comprehension and written expression with math open response problems.</p>	<p>Lisa Demick, Amy Wheeler</p>	<p>January-March</p>	<p>K-2 math SLO data increases from 73%-80%</p>
	<p>Unpack standardized assessments to examine correlation to district curriculum.</p>	<p>Classroom teachers, Special education teachers, Matt Halpren, Amy Wheeler</p>		<p>3-5 MEA Standards of Math practice subscores increase from an average of 23 to 30.</p>
	<p>Tighten LIFT block targets to match student goals. Implement all day kindergarten.</p>	<p>Classroom teachers Kathi Hardy</p>		

<p>By June of 2018, 75% of PES faculty will report they are at a level 3 or higher with understanding high impact practices.</p>	<p>Unpack Jon Hattie's most influential instructional practices (staff meeting series)</p> <p>Increase growth-based goal setting, feedback and self-reflection</p> <p>Dedicate time and increase leadership for a combined PES and MSS specialists PLC</p>	<p>Lisa Demick</p> <p>Classroom teacher</p>		<p>Teacher survey</p> <p>Classroom walkthroughs and observations</p> <p>Student goal setting walkthrough data</p>
<p>Increase the effectiveness of RTI-B strategies to reduce the % of students being referred to special education from 10% to 6% in grades 1-5.</p>	<p>Increase teacher repertoire of strategies for behavior and executive function through:</p> <ul style="list-style-type: none"> ● Executive function workshop series ● Lynn Lyons Childhood Anxiety Workshop ● Expand Mindset language ties to content and performance ● RTI-B strategy/progress monitoring tool development 	<p>Lisa Demick, Stephanie McSherry, Cathryn Bigley, Beth Brewer</p>		<p>Goal met</p>