# PES School Goals 2019-2020

## School: Pownal Elementary School

### Team Members: PES staff

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

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| **Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.** | Tier 1: Implement and refine Responsive Classroom practices  
  - Conduct a staff book study using Teaching Self-Discipline  
  - Dedicate one staff meeting a month to Responsive Classroom implementation and learning  
  - Staff walkthroughs focused on demonstrating reminding/redirecting language  

Tier 2: Implement RTI B  
- Establishment of RTI B screening/progress monitoring tool  
- Implement SMARTS curriculum  
- Increase staff awareness of trauma sensitive practices | Lisa Demick, PES Leadership Team  
Hilary Massicotte, Trevor Donoghue  
Nancy Rochat, Cathryn Bigley | 100% of classroom teachers and specialists will be trained in Responsive Classroom practices.  
80% of staff will see an increase in Responsive Classroom self-assessment score by one level.  
Increase academic achievement in at least one content area for RTI B SMARTS curriculum group. |
| Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning. | ● Establish DCS/PES common staff meeting time to create collegial support for responsive planning  
● Restructure PLCs to include resource room and RTI teachers for monthly progress monitoring review/action steps  
● Implement TC Phonics Units of Study in grade 1 and continue phonics implementation in prekindergarten and kindergarten with a focus on differentiation  
● Progress monitor monthly student growth  
● Attend Teachers’ College Leadership Institute/ share practices upon return  
● K-5 text band study | Lisa Demick, Will Pidden, Kelli Rogers  
Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Sara Martin | Satisfaction survey comments will reflect more responsive planning time.  
Increase K-3 students who meet their Fountas & Pinnell reading targets from 42% to 52%. |
| Increase percentage of K-3 students meeting reading progress as demonstrated by a 10% increase in the percentage of students meeting their growth targets in reading. | ● Participate in University of Chicago Lab Classrooms  
● Use coaching cycle to identify strategies for small group instruction  
● Increase use of math vocabulary unique to NWEA  
● Coordinate IEP goals with grade level targets to accelerate progress | Lisa Demick, Tayla Edlund, Tess Hoffman, Jen Winkler, Chelsea Cekutis, Hilary Massicotte | Student centered coaching plans  
NWEA growth results |
| Increase percentage of 4th and 5th grade students meeting their NWEA growth targets in math from 44% to 54%. | | | |