

**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**

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p>PES Goal 1: Implement year 1 of 3 year shift to <b><i>Multi tiered System of Support</i></b> (Whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems).</p>	<p>Tier 1: Implement and refine Responsive Classroom practices</p> <ul style="list-style-type: none"> <li>● Conduct a staff book study using <u>Teaching Self-Discipline</u></li> <li>● Dedicate one staff meeting a month to Responsive Classroom implementation and learning</li> <li>● Staff walkthroughs focused on demonstrating reminding/redirecting language</li> </ul> <p>Tier 2: Implement RTI B</p> <ul style="list-style-type: none"> <li>● Establishment of RTI B screening/progress monitoring tool</li> <li>● Implement SMARTS curriculum</li> <li>● Increase staff awareness of trauma sensitive practices</li> </ul>	<p>Lisa Demick, PES Leadership Team</p> <p>Hilary Massicotte, Trevor Donoghue</p> <p>Nancy Rochat, Cathryn Bigley</p>	<p>100% of classroom teachers and specialists will be trained in Responsive Classroom practices.</p> <p>80% of staff will see an increase in Responsive Classroom self-assessment score by one level.</p> <p>Increase academic achievement in at least one content area for RTI B SMARTS curriculum group.</p>

<p><b>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Establish DCS/PES common staff meeting time to create collegial support for responsive planning</li> <li>● Restructure PLCs to include resource room and RTI teachers for monthly progress monitoring review/action steps</li> <li>● Implement TC Phonics Units of Study in grade 1 and continue phonics implementation in prekindergarten and kindergarten with a focus on differentiation</li> <li>● Progress monitor monthly student growth</li> <li>● Attend Teachers' College Leadership Institute/ share practices upon return</li> <li>● K-5 text band study</li> </ul>	<p>Lisa Demick, Will Pidden, Kelli Rogers</p> <p>PES Leadership Team</p> <p>Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Sara Martin</p>	<p>Satisfaction survey comments will reflect more responsive planning time.</p> <p>Increase K-3 students who meet their Fountas &amp; Pinnell reading targets from 42% to 52%.</p>
<p>Increase percentage of 4th and 5th grade students meeting their NWEA growth targets in math from 44% to 54%.</p>	<ul style="list-style-type: none"> <li>● Participate in University of Chicago Lab Classrooms</li> <li>● Use coaching cycle to identify strategies for small group instruction</li> <li>● Increase use of math vocabulary unique to NWEA</li> <li>● Coordinate IEP goals with grade level targets to accelerate progress</li> </ul>	<p>Lisa Demick, Tayla Edlund, Tess Hoffmann, Jen Winkler, Chelsea Cekutis, Hilary Massicotte</p>	<p>Student centered coaching plans</p> <p>NWEA growth results</p>

