2019-2020 PES School Goal Review

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
Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. PES Goal 1: Implement year 1 of 3	Tier 1: Implement and refine Responsive Classroom practices Conduct a staff book study using Teaching Self-Discipline Complete Dedicate one staff meeting a month to Responsive Classroom implementation and learning Complete	Lisa Demick, PES Leadership Team 100% of c and specia in Respon- practices. Complete 80% of sta increase ir Classroom score by o	1 *
year shift to Multi Tiered System of Support (Whole school, data-driven, prevention-based framework for improving learning outcomes for	Staff walkthroughs focused on demonstrating reminding/redirecting language Partially complete Tier 2: Implement RTI B Totablishment of RTI B generating/progress manitoring	Hilary Massicotte,	shutdown Increase academic achievement in at least one content area for RTI B
EVERY student through a layered continuum of evidence-based practices and systems).	 Establishment of RTI B screening/progress monitoring tool Complete Implement SMARTS curriculum 	Trevor Donoghue Nancy Rochat, Cathryn Bigley	SMARTS curriculum group. October results: 60% of identified RTI B students met this target
	 Pilot Complete; alternatives explored. Increase staff awareness of trauma sensitive practices Leaders completed training. Staff inservice rescheduled for November 2020. 	- zum ym Bigiey	

Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning. 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.	 Establish DCS/PES common staff meeting time to create collegial support for responsive planning Complete Restructure PLCs to include resource room and RTI teachers for monthly progress monitoring review/action steps Complete Implement TC Phonics Units of Study in grade 1 and continue phonics implementation in prekindergarten and kindergarten with a focus on differentiation Complete Progress monitor monthly student growth Complete Attend Teachers' College Leadership Institute/ share practices upon return Complete K-5 text band study Complete 	Lisa Demick, Will Pidden, Kelli Rogers PES Leadership Team Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Sara Martin	Satisfaction survey comments will reflect more responsive planning time. Satisfaction survey not completed due to COVID; Informal responses favorable- consensus to continue Increase K-3 students who meet their Fountas & Pinnell reading targets from 42% to 52%. Fall 2020 results: 38% 3-5 Met NWEA Growth targets 67%
Increase percentage of 4th and 5th grade students meeting their NWEA growth targets in math from 44% to 54%.	 Participate in University of Chicago Lab Classrooms Complete Use coaching cycle to identify strategies for small group instruction Cycles focused on grade 3 and 4 Increase use of math vocabulary unique to NWEA Coordinate IEP goals with grade level targets to 	Lisa Demick, Tayla Edlund, Tess Hoffmann, Jen Winkler, Chelsea Cekutis, Hilary Massicotte	Student centered coaching plans NWEA growth results Math 35%

accelerate progress Complete		
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2020-2021 PES School Goals

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

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. Strategic Goal #2 All RSU 5 students regularly engage in	 Social Emotional Action items: Tier 1: Implement and refine Responsive Classroom practices. Conduct a staff book study using <u>Joyful Classroom.</u> Dedicate one staff meeting a month to PLC student reviews. Staff walkthroughs focused on engagement and academic choice strategies. 	Lisa Demick, PES Leadership Team	80% of staff will see an increase in Responsive Classroom self-assessment score by one level. Walkthrough reflection tool
meaningful student centered learning. PES Goal 1: Implement year 2 of 3 year shift to <i>Multi tiered System of Support</i> (Whole school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems).	 Tier 2: Refine RTI B practices Implement RTI B screening/progress monitoring tool. Increase staff awareness of trauma sensitive practices. Establish Math RTI cycles and progress monitoring. Staff: Implement at least 6 staff wellness events: In these unprecedented times, educators are hyper focused on new practices and routines for safety and instruction. In order to meet the social emotional needs of their students, they must also feel well connected and energized. 	Trevor Donoghue Nancy Rochat, Cathryn Bigley Lisa Demick/ Trevor Donoghue	Increase academic achievement in at least one content area for 80% of RTI B Cohort. Staff Survey

	 Academic Action Items: Implement TC Phonics Units of Study in grade 2 and continue phonics implementation in prekindergarten, kindergarten, and grade 1 with a focus on differentiation. Establish PLC protocols to review student work to set goals and progress monitor student growth. Participate in TC staff development sessions focused on reading/writing. Access TC Virtual Units of Study and University Of Chicago Virtual Learning Community and The Distance Learning Playbook to increase knowledge and skill with technology tools to deliver instruction. Implement Freckle, online adaptive practice platform. Use coaching cycles to identify strategies for small group instruction. 	Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Kelly Howard Classroom Teachers, Gigi McAllister, Talya Edlund Gigi McAllister Classroom Teachers All staff, Talya Edlund, Gigi McAllister, TC staff Developers	65% of K-5 students will meet or exceed 1 year's growth in reading and writing learning progression in 2 of three categories (structure, elaboration, conventions). 65% of K-5th grade students will meet their Dibels or NWEA growth targets in math.
Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity. BY MAY/JUNE 2021 PES faculty will identify a pathway of sustainable practice for diversity, inclusion, and equity	 Establish a building committee to identify and share resources with staff to build awareness. Continue to audit and expand classroom and school libraries and media to ensure relevance and reflect diversity. Access Teachers College Professional Development opportunities to deepen knowledge of culturally responsive practices. Develop an action plan based on the district equity audit. 	All staff	Action plan