

2020-2021 PES School Goals

<b>School: Pownal Elementary School</b>
<b>Team Members: PES staff</b>
<b>District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning</b>

<b>Goals</b>	<b>Strategies and Action Steps</b>	<b>Responsibility</b>	<b>Evidence of Effectiveness</b>
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p><b>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</b></p> <p>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).</p>	<p><b>Social Emotional Action items:</b></p> <p>Tier 1: <u>Moved to 2021-2022</u></p> <ul style="list-style-type: none"> <li>● Implement and refine Responsive Classroom practices.</li> <li>● Conduct a staff book study using <u>Joyful Classroom</u>.</li> <li>● Dedicate one staff meeting a month to PLC student reviews.</li> <li>● Staff walkthroughs focused on engagement and academic choice strategies.</li> </ul> <p>Tier 2: Refine RTI B practices <u>Partially completed</u></p> <ul style="list-style-type: none"> <li>● Implement RTI B screening/progress monitoring tool.</li> <li>● Increase staff awareness of trauma sensitive practices.</li> <li>● Establish Math RTI cycles and progress monitoring.</li> </ul> <p>Staff: <u>Completed</u></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>	<p>Lisa Demick, PES Leadership Team</p> <p>Trevor Donoghue Nancy Rochat, Cathryn Bigley</p> <p>Lisa Demick/ Trevor Donoghue</p>	<p>80% of staff will see an increase in Responsive Classroom self-assessment score by one level. <b>Tabled until 2021-2022</b></p> <p>Walkthrough reflection tool <b>Baseline 25%</b></p> <p>Target: Increase academic achievement in at least one content area for 80% of RTI B Cohort.</p> <p>Results: <b>62.5% of the 8 students identified met their growth target.</b></p> <p>Staff Survey-<b>77% of respondents would like to see the wellness challenge become a regular winter event.</b> <b>Noted 7 times: Appreciated the option to plan or participate in the activity.</b></p>

	<p><b>Academic Action Items:</b></p> <ul style="list-style-type: none"> <li>● Implement TC Phonics Units of Study in grade 2 and continue phonics implementation in prekindergarten, kindergarten, and grade 1 with a focus on differentiation. <b>Completed</b></li> <li>● Establish PLC protocols to review student work to set goals and progress monitor student growth. <b>Partially met</b></li> <li>● Participate in TC staff development sessions focused on reading/writing. <b>Completed</b></li> <li>● Implement Freckle, online adaptive practice platform.</li> <li>● Use coaching cycles to identify strategies for small group instruction. <b>(Support shifted primarily to new teacher and long term substitute)</b></li> <li>● Refining RTI model- <b>Moved to 2021-2022</b></li> </ul>	<p>Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte, Kelly Howard</p> <p>Classroom Teachers, Gigi McAllister, Talya Edlund Gigi McAllister Classroom Teachers</p> <p>All staff, Talya Edlund, Gigi McAllister, TC staff Developers</p>	<p><b>Target:</b>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). <b>(Writing data not collected)</b></p> <p>Reading Data: BAS K-5 Achievement 42% Growth 75.7%</p> <p>Target: 65% of K- 5th grade students will meet their Dibels or NWEA growth targets in math.</p> <p>Results:K-2 Acadience (formerly Dibels) Achievement 61% Growth 46.7% (1st and 2nd only)</p> <p>NWEA 3-5 Math Achievement 66.7% Growth 80.6%</p>
<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p>BY MAY/JUNE 2021</p>	<ul style="list-style-type: none"> <li>● Establish a building committee to identify and share resources with staff to build awareness. <b>Completed</b></li> <li>● Continue to audit and expand classroom and school libraries and media to ensure relevance and reflect diversity. <b>In process</b></li> <li>● Access Teachers College Professional Development opportunities to deepen knowledge of culturally responsive practices. <b>In process</b></li> </ul>	<p>All staff</p>	<p><b>Completed</b>-Staff meeting series based on Center for Social Justice.</p> <p>Specialists expanded student exposure to diverse authors, artists and musicians as mentors.</p>

PES faculty will identify a pathway of sustainable practice for diversity, inclusion, and equity	<ul style="list-style-type: none"><li>● Develop an action plan based on the district equity audit. <a href="#">In process</a></li></ul>		
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Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p><b>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</b></p> <p><b>PES Goal 1</b> Accelerate overall academic achievement in reading and math by achieving:</p> <p><b>65%</b> of K-5 students will meet or exceed district <b>achievement targets</b> on both the BAS and NWEA.</p> <p><b>75%</b> of K-2 &amp; 3-5 students will meet or exceed 1 year’s <b>growth</b> in reading on the BAS &amp; NWEA.</p> <p><b>75%</b> of 3-5 students will meet <b>achievement targets</b> on NWEA in math</p>	<p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>● Shift RTI model to a PLC driven portfolio workshop</li> <li>● K-3 Book study <u>Shifting the Balance</u></li> <li>● Participate in TC staff development sessions focused on reading/writing.</li> <li>● Conduct data review to determine trends and address gaps in BAS and NWEA data</li> <li>● Increase use and effectiveness of Interactive Read Aloud and Shared Reading practices</li> <li>● Implement 8 week before school “Booster Club” cycles to increase “just in time” remediation.</li> <li>● Expand Summer School tutoring for students identified a year below grade level in reading and include transportation as an equity practice.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>● Expand Math RTI to include support in k-5.</li> <li>● Identify k-2 diagnostic interview to complement Acadience Assessment.</li> <li>● Implement 8 week before school “Booster Club” cycles to increase “just in time” remediation.</li> <li>● Math RTI and special education teachers will participate in 5 session staff meeting series to strengthen content knowledge, understanding of cognitive profiles, and diagnostic tools to increase identified students’ achievement.</li> </ul>	<p>Lisa Demick, Gigi MacAllister, classroom teachers, Hilary Massicotte</p>	<p>Spring 21 Baseline: Fountas and Pinnell Benchmark Assessment System (BAS): Reading Data: BAS K-5 Achievement 42% Growth 75.7%</p> <ul style="list-style-type: none"> <li>● K-2 Achievement 37% Growth 56.4%</li> <li>● 3-5 Achievement 47.6% Growth 97.1%</li> </ul> <p>Spring 2021 Baseline: K-2 Acadience Achievement 61% Growth 46.7% (1st and 2nd only)</p> <p>NWEA 3-5 Math Achievement 66.7% Growth 80.6%</p>

<p><b>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p><b>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</b></p> <p>PES Goal 2: Strengthen social emotional practices at PES so students are actively engaged in learning.</p>	<p><b>Social Emotional Action items:</b></p> <p><b>Tier 1:</b></p> <ol style="list-style-type: none"> <li>Implement and refine Responsive Classroom practices. <ul style="list-style-type: none"> <li>9 Staff members will attend 4 day RC workshops.</li> <li>Conduct a staff book study using <u>Joyful Classroom</u>.</li> <li>Staff walkthroughs and video review focused on engagement and academic choice strategies.</li> </ul> </li> <li>Establish Principal's Advisory to increase student voice.</li> <li>Reestablish Assemblies as a student-centered forum for celebrating achievements and building a cohesive culture.</li> <li>Expand knowledge of anxiety and support structures through Lynn Lyons training and follow up planning.</li> </ol> <p><b>Tier 2:</b></p> <p>Refine RTI B practices</p> <ul style="list-style-type: none"> <li>Implement RTI B screening/progress monitoring tool.</li> <li>Increase use of SAT as a support structure for students with behavior needs.</li> </ul>	<p>Lisa Demick, PES Leadership Team</p> <p>Lisa Demick, Nancy Rochat, Cathryn Bigley</p>	<p>Course Completion</p> <p>80% of staff will see an increase in Responsive Classroom self-assessment score by one level.</p> <p>Walkthrough reflection tool will demonstrate increase of student ownership of learning targets. <b>Baseline: 25%</b></p> <p>Increase academic achievement in at least one content area for 80% of RTI B Cohort. <b>Baseline 62.5%</b></p>
<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 3:</p>	<ul style="list-style-type: none"> <li>Continue to audit and expand classroom and school libraries and media to ensure relevance and reflect diversity.</li> <li>Participate in "Leadership Equity and Accountability Practice Courageous Dialogue" course to ensure conditions encourage dialogue that promote diversity, equity, and inclusion. (Cathryn Bigley)</li> <li>Examine Social Studies curriculum to ensure progression</li> </ul>	<p>All staff</p>	<p>Titlewise Diversity Audit</p> <p>Creation of guidelines for documentation of equity practices in curriculum, discipline, and</p>

<p>Increase awareness and establish practices that create a pathway for sustainable diversity, equity, and inclusion practices.</p>	<p>and materials align with best practice.</p> <ul style="list-style-type: none"> <li>● Establish Civil Rights Team (Kaley Petros)</li> <li>● Access Teachers College and Responsive Classroom Professional Development opportunities to deepen knowledge of culturally responsive practices.</li> <li>● Leverage Impact (PTO) to continue to provide equitable access to afterschool enrichment activities.</li> </ul>		<p>student opportunities.</p>
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