

<p>Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.</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"> ● 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 	<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. Satisfaction survey not completed due to COVID; Informal responses favorable- consensus to continue</p> <p>Increase K-3 students who meet their Fountas & Pinnell reading targets from 42% to 52%. Fall 2020 results: 38%</p> <p>3-5 Met NWEA Growth targets 67%</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"> ● 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 	<p>Lisa Demick, Tayla Edlund, Tess Hoffmann, Jen Winkler, Chelsea Cekutis, Hilary Massicotte</p>	<p>Student centered coaching plans</p> <p>NWEA growth results Math 35%</p>

	accelerate progress Complete		
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	<p>Academic Action Items:</p> <ul style="list-style-type: none"> ● 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 <u>The Distance Learning Playbook</u> 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. 	<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>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).</p> <p>65% of K- 5th grade students will meet their Dibels or NWEA growth targets in math.</p>
<p>Strategic Goal 1: All RSU 5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</p> <p>BY MAY/JUNE 2021 PES faculty will identify a pathway of sustainable practice for diversity, inclusion, and equity</p>	<ul style="list-style-type: none"> ● 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. 	<p>All staff</p>	<p>Action plan</p>