

**Reflection**  
**2023-2024 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>

Goals	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p><b>Strategic Goal #1 All RSU5 students experience a joyful learning climate that is safe, nurturing, and fosters curiosity.</b></p> <p><b>Strategic Goal #2 All RSU5 students regularly engage in meaningful student centered learning</b></p> <p><b>PES Goal 1:</b> Our school learning community will be safe and nurturing enabling all students to take risks and engage more fully in their learning.</p>	<p><b>Social Emotional Action items:</b> <b>Tier 1:</b></p> <ol style="list-style-type: none"> <li>1. Implement and refine <i>Responsive Classroom</i> practices.</li> </ol> <ul style="list-style-type: none"> <li>● 5 Staff members attended a 2 day RC workshop</li> <li>● Ongoing professional learning centered on <i>Responsive Classroom</i> - Staff Meetings and with our district RC consultant x3 with coaching</li> </ul>	<p>Holly Johnson, PES Leadership Team, Nancy Rochat, Cathryn Bigley</p> <p>Prek-5 Staff</p>	<p>Course Completion <b>5 teachers worked with consultant throughout the school year</b></p> <p>Decrease in the number of Office referrals <b>Number of referrals decreased and no In-School Suspensions</b></p> <p>Walkthroughs during Morning Meetings and Closing Circles</p> <p><b>‘24 6/6 teachers are now using Closing Circles on a regular basis</b></p> <p>PEPG Goal Reflections</p> <p>Admin Walkthroughs - Responsive Classroom focus</p> <p><b>K-5 admins did not get these up and running this past year</b></p>

	<p>2. Student Engagement</p> <ul style="list-style-type: none"> <li>● Continue our Leadership Team book study: <u>How Learning Works</u> by Fisher &amp; Frey with staff</li> <li>● Habits of Work (HOWs): School-wide use of HOWs to support student engagement and ownership of learning</li> <li>● Math and Science curriculum and instruction: <u>Building Thinking Classrooms</u> in grades 3-5; <u>NGSS</u> in grades 2-5</li> </ul> <p>3. Community Building</p> <ul style="list-style-type: none"> <li>● Monthly student-centered all school assemblies to celebrate achievements, share learning, and build school community.</li> <li>● Buddy Classrooms: K &amp; 5, 1 &amp; 4, 2 &amp; 3</li> <li>● Awareness and Inclusion of individuals with disabilities: School-based sessions with Cromwell Center, Portland ME.</li> <li>● School-Wide Study in the Spring: Maine and our Community</li> <li>● School Vision and Beliefs About Learning development with school staff</li> </ul> <p>4. SEL Professional Learning</p> <ul style="list-style-type: none"> <li>● <u>Zones of Regulation</u> curriculum &amp; tools</li> <li>● Growth Mindset- Book Study with all staff: <u>A Mindset for Learning-Teaching the Traits of Joyful, Independent Growth</u></li> </ul>		<p>HOWs were integrated within classrooms and SEL work</p> <p>Grades 3-5 implemented one new NGSS unit spring '24</p> <p>'24 Regular Monthly School-wide Morning Meetings</p> <p>Cromwell Center visited in winter '24 and we are booking for '25</p> <p>Beliefs and Learning started, will complete in '24</p> <p>Book Study completed and implementation in full in 2024-2025</p>
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**Strategic Goal #2 All RSU 5 students regularly engage in meaningful student centered learning.**

**PES Goal 2:**

Accelerate overall academic achievement in reading and math by achieving:

**72%** of K-5 students will meet or exceed district **achievement targets** on both the BAS and NWEA.

**70%** of K-2 & 3-5 students will meet or exceed 1 year's **growth** in reading on the BAS & NWEA.

**75%** of 3-5 students will meet **achievement targets** on NWEA in math

**English Language Arts**

- Assess at-risk students in phonics K-3 to target instruction and monitor progress.
- Participate in Reading Writing Project staff development sessions focused on new units of study reading/writing.
- Continue Summer School tutoring for students identified a year below grade level in reading
- Build reading stamina by hosting Reading Challenges throughout the year.
- Implement *Partner Readers* program (parent volunteers trained to support K-2 readers).
- Use *Really Great Reading Phonics* Tier 2 & 3 intervention
- PLC's regular intervals for data meetings and time to plan for instruction
- *How Learning Works* - Staff professional learning hosted by school's Leadership Team

**Mathematics**

- Math RTI focus on math fluency
- 3-5 PLC focus on math fact fluency
- Math RTI and special education teachers will work with the district's consultant to increase knowledge, understanding of cognitive profiles, and diagnostic tools to increase identified students' achievement.
- Summer Math Olympics
- Increase Math engagement through:
  - Weekly Math Question
  - Increasing Math Discourse/*Building Math Thinking* Protocols
  - Increasing Collaborative Grouping
  - Student Self-assessments
- PLC's regular intervals for data meetings and time to plan for instruction

Holly Johnson, Danielle Gauthier, classroom teachers

Holly Johnson, Trevor Donahue, Kelly Howard, Kelsey Williams

*Spring 23 Baseline: Fountas and Pinnell Benchmark Assessment System*

(BAS):  
 '23 K-2 Achievement 64%  
                   Growth 74%  
 '24 K-2 Achievement 73%  
                   Growth 78%

*Grade 2 NWEA Reading*  
 Achievement 78%  
*NWEA Math*  
 Achievement 86%

*NA- the district discontinued the use of NWEA for grade 2*

**NWEA Maine Through Year Reading**  
 '23 3-5 Achievement 69%  
                   Growth 72%  
 '24 3-5 Achievement 83%

*NWEA Maine Through Year Math*  
 23 3-5 Achievement 69%  
                   Growth 71%  
 '24 3-5 Achievement 81%

*Reading Stamina Data*  
 Fall: Grades 2-5 averaged 23 minutes per day of Independent Reading (first week of school, this data was only 14 minutes!)

*Fall of '24 Grades 2-5 average minutes per day of Independent Reading*

*Summer Math Olympics*  
 Summer of 2023  
     18 students participated  
 Summer of 2024  
     23 students participated



	<p style="text-align: center;"><i>Plan</i></p> <p><b>Social Emotional Action items:</b></p> <p>Tier 1:</p> <ol style="list-style-type: none"> <li>1. Implement and refine <i>Responsive Classroom</i> practices. <ul style="list-style-type: none"> <li>● Ongoing professional learning centered on <i>Responsive Classroom</i> - Staff Meetings and with our district RC consultant x2 with coaching</li> <li>● <b>C.A.R.E.S.</b> - school-wide teaching and support for students around the following skills: <b>C</b>ooperation, <b>A</b>ssertion, <b>R</b>esponsibility, <b>E</b>mpathy, and <b>S</b>elf-Control</li> </ul> </li> <li>2. Student Engagement <ul style="list-style-type: none"> <li>● Book Study with <i>UNLOCKING THE POWER OF CLASSROOM TALK-Teaching Kids to talk with Clarity &amp; Purpose</i>, by S. Frazin and K. Wischow</li> <li>● Implement Interactive Learning Structures using RC resources</li> <li>● Use routines from <i>The Regulated Classroom</i></li> </ul> </li> </ol>	<p>September '24-June '25</p>	
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**Pownal Elementary Goals 2024-2025**

Goal Worksheet			
School/Department: Pownal Elementary School			
School Goal	Strategies and Action Steps Responsibility	Timeline	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 2:</b> Accelerate overall academic achievement in reading and math by achieving:</p> <p><b>85%</b> of K-2 students will meet or exceed district <b>achievement targets</b> on both the BAS.</p> <p><b>80%</b> of K-2 students will meet or exceed 1 year's <b>growth</b> in reading on the BAS.</p> <p><b>85%</b> of 3-5 students will meet <b>achievement</b></p>	<p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>Assess all students in phonics K-2 to target instruction and monitor progress (using Phonics Development probes) and at-risk students 3-5.</li> <li>Participate in Reading-Writing Project staff development sessions focused on new units of study reading/writing.</li> <li>Continue Summer School tutoring for students identified a year below grade level in reading</li> <li>Build reading stamina by hosting Reading Challenges during school breaks</li> <li>MTSS Tier 2 &amp; 3 intervention: <i>Really Great Reading Phonics</i> We added a new level this year to work with readers grade 3+.</li> <li>PLC's set cycles for data meetings and time to plan for instruction.</li> <li>Portfolio Workshop: 30 min. Daily, with all staff working with students to target instructional areas based on data.</li> </ul>	<p>September '24-June '25</p> <p>Each School Break</p> <p>Every Six Weeks</p>	<p><i>Spring 24 Baseline: Fountas and Pinnell Benchmark Assessment System (BAS):</i></p> <p><b>'24 K-2 Achievement</b> 73% Growth 78%</p> <p><i>NWEA Maine Through Year Reading</i> '24 3-5 Achievement 83%</p> <p><i>NWEA Maine Through Year Math</i> '24 3-5 Achievement 81%</p> <p><b>'24 Summer School Data</b> 70% of students showed growth spring to fall</p> <p><b>Summer Reading Challenge</b> '24 31,365 minutes read (an</p>

<p><u>targets</u> on NWEA in reading.</p> <p>83% of 3-5 students will meet <u>achievement targets</u> on NWEA in math.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Math MTSS focus on numeracy &amp; math fact fluency</li> <li>• K-2 PLC focus on math fact fluency using the text <i>Mastering Basic Math Facts in Addition &amp; Subtraction</i> by S. O'Connell, J, SanGiovanni.</li> <li>• Math MTSS and special education teachers will continue to work with the district's consultant to increase knowledge, understanding of cognitive profiles, and diagnostic tools to increase identified students' achievement.</li> <li>• Summer Math Olympics to build skills</li> <li>• Increase Math engagement through: <ul style="list-style-type: none"> <li>-Weekly <i>Problem of The Week</i></li> <li>-Increasing Math Discourse/<i>Building Thinking Classrooms</i> Protocols</li> <li>-Increasing Collaborative Grouping</li> <li>-Student Self-assessments</li> </ul> </li> <li>• Implement the use of <i>Math Running Records</i> K-3.</li> <li>• PLC's set regular cycles for data meetings and time to plan for instruction</li> </ul>	<p>Every Six Weeks</p>	<p>increase of over 8,000 minutes)</p> <p><b>Math: Number Sense Screener: '24</b> 68% (<i>met the end of year benchmark</i>)</p> <p><b>Math Summer Olympics '24</b> 23 students participated</p>
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