

Pownal Elementary Goals 2024-2025 Review

Goal Worksheet			
Pownal Elementary:			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>PES Goal 1: As a school community, we will support all students to be more fully engaged in their learning and attend school regularly.</p>	<p>Chronic Absenteeism Action items:</p> <p>Tier 1:</p> <ol style="list-style-type: none"> Classroom teachers will reach out to families with CARE Communication(email, call) after a student is absent Day 1, Day 2, and the principal makes Day 3 calls (these are in addition to Well Child Call by the school nurse). Continue to grow student agency for learning (school focus) Educate families about the importance of building regular school attendance - impact academically, socially, and on life-long habits. <p>Tier 2/3:</p> <ol style="list-style-type: none"> Holly will participate in monthly live webinars with <i>Count Me In</i> Establish the school's CARE Team to form a collaborative approach for students & families Implement the use of documentation of each student's individualize Template Attendance 	<p>September 2024-June 2025</p> <p>Team meets monthly and on an as needed basis.</p>	<p>Our Chronic Absenteeism data for '24/'25 will remain less than 10% for grades K-5 as measured by PowerSchool.</p> <p>2022-2023 13.48%</p> <p>2023-2024 4.94%</p> <p>2024-2025 1.09%</p> <p>I messaged all families 3 times throughout the year regarding the importance of regular attendance.</p> <p>I also reached out directly to families as needed when their student's attendance was showing concerns of CA.</p>

	<p style="text-align: center;">Support Plan <i>Attendance Support Plan</i></p> <p>Social Emotional Action items: Tier 1:</p> <ol style="list-style-type: none"> 1. Implement and refine <i>Responsive Classroom</i> practices. <ul style="list-style-type: none"> ● Ongoing professional learning centered on <i>Responsive Classroom</i> - Staff Meetings and with our district RC consultant x2 with coaching ● C.A.R.E.S. - school-wide teaching and support for students around the following skills: Cooperation, Assertion, Responsibility, Empathy, and Self-Control 2. Student Engagement <ul style="list-style-type: none"> ● Book Study with <i>UNLOCKING THE POWER OF CLASSROOM TALK-Teaching Kids to talk with Clarity & Purpose</i>, by S. Frazin and K. Wischow ● Implement Interactive Learning Structures using RC resources ● Use routines from <i>The Regulated Classroom</i> 	<p>September '24-June '25</p>	<p>Paul White coached teachers during two visits to PES and one staff meeting session.</p> <p>The language of C.A.R.E.S. is now a more universal tool.</p> <p>All classes have <i>Regulated Classroom</i> resources.</p>
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Pownal Elementary Goals 2025-2026

Goal Worksheet			
School/Department: Pownal Elementary School			
School Goal	Strategies and Action Steps (Responsibility)	Timeline	Evidence of Effectiveness
<p>PES Goal 1: As a school community we will support all students to be more fully engaged in their learning and attend school regularly.</p> <p>Our Chronic Absenteeism data for '25/'26 will remain less than 10% for grades K-5 as measured by PowerSchool in June 2026.</p>	<p>Chronic Absenteeism Action items:</p> <p>Tier 1:</p> <ol style="list-style-type: none"> Classroom teachers will continue to reach out to families with CARE Communication(email, call) after a student is absent Day 1, Day 2, and the principal makes Day 3 calls. (these are in addition to Well Child Call by the school nurse). Continue to grow student agency for learning (school focus) Educate families about the importance of regular school attendance & the impact on academically, socially, and life-long habits. This year, I will focus on decreasing school interruptions-late arrival and early dismissals. <p>Tier 2/3:</p> <ol style="list-style-type: none"> School's CARE Team meets monthly to review Chronically Absent data Implement the use of documentation as needed for student's individualized template 	<p>September 2025-June 2026</p>	<p>2022-2023 13.48%</p> <p>2023-2024 4.94%</p> <p>2024-2025 1.09%</p>

<p>PES Goal 2: Accelerate overall academic achievement in reading and math by achieving:</p> <p>75% of K-2 students will meet or exceed district achievement targets on both the BAS.</p>	<p style="text-align: center;"><i>Attendance Support Plan</i></p> <p style="text-align: center;">3. Contact families as needed to make a plan</p> <p>Social Emotional Action items: Tier 1:</p> <ol style="list-style-type: none"> 1. Implement and refine <i>Responsive Classroom</i> practices. <ul style="list-style-type: none"> ● Ongoing professional learning centered on <i>Responsive Classroom</i> - Staff Meetings and with our district RC consultant x2 with coaching ● C.A.R.E.S. - school-wide teaching and support for students around the following skills: Cooperation, Assertion, Responsibility, Empathy, and Self-Control 2. Student Engagement <ul style="list-style-type: none"> ● HOWs - rubrics & goal setting ● Use routines from <i>The Regulated Classroom</i> 3. Growing teacher efficacy through book study with School Leadership Team - <i>Building IMPACT TEAMS -Building a Culture of Efficacy and Agency</i> 4. Plan for host Parent Nights about SEL and Technology 5. Plan and host one family literacy breakfast fall and one family math breakfast late winter 	<p style="text-align: center;">August '25 - May '26</p>	
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<p>80% of K-2 students will meet or exceed 1 year's growth in reading on the BAS.</p> <p>83% of 3-5 students will meet achievement targets on MTY in reading.</p> <p>80% of 3-5 students will meet achievement targets on MTY in math.</p>	<p>English Language Arts</p> <ul style="list-style-type: none"> Assess all students in phonics K-2 to target instruction and monitor progress (using Phonics Development probes) and at-risk students 3-5. Continue to implement Read, Write, Inc., Phonics curriculum in PreK and K starts the year with review and Tier 1 support Continue Summer School tutoring for students identified a year below grade level in reading Build reading stamina by hosting Reading Challenges during school breaks MTSS Tier 2 & 3 intervention using targeted instruction: Phonics, Comprehension, and/or Fluency PLC's set cycles for data meetings and time to plan for instruction. Portfolio Workshop: 30 min. Daily, with all staff working with students to target instructional areas based on data. Grades 3-5 implementing revised reading units of study- Comprehension & Fluency <p>Mathematics</p> <ul style="list-style-type: none"> Math MTSS focus on numeracy & math fact fluency 	<p>September '25-June '26</p> <p>Each School Break</p> <p>Every 6-8 Weeks</p> <p>Every Six Weeks</p>	<p><i>Spring 25 Baseline: Fountas and Pinnell Benchmark Assessment System (BAS):</i></p> <p>'25 K-2 Achievement 74%</p> <p>Growth 77%</p> <p>Maine Through Year Reading</p> <p>'25 3-5 Achievement 82%</p> <p>Maine Through Year Math</p> <p>'25 3-5 Achievement 77%</p> <p>Summer Reading Challenge</p> <p>'25 52,711 minutes</p> <p>Number Sense Screener:</p> <p>'25</p> <p>K-2 72% (met the end of year benchmark)</p> <p>3-5 40% (met the end of year benchmark)</p> <p>Math Summer Olympics '25</p> <p>18 students participated - 7 of which earned <i>Above & Beyond</i> medals!</p>
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	<ul style="list-style-type: none">● K-2 & 3-5 PLC focus on math fact understanding & fluency, and early numeracy with a book study - <i>Children's Mathematics-Cognitively Guided Instruction</i>.● 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.● Summer Math Olympics to build skills● Increase Math engagement through:<ul style="list-style-type: none">-Goal Setting - Math Facts-PLC focus on student work - story problems & numeracy developmental stages● Implement the use of <i>Math Running Records</i> K-3.● PLC's set regular cycles for reviewing student work and planning for instruction		
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