Pownal Elementary Goals 2025-2026 Review

Goal Worksheet			
School/Department: Pownal Elementary School			
School Goal	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**
PES Goal 1: As a school community we will support all students to be more fully engaged in their learning and attend school regularly. Our Chronic Absenteeism data for '25/'26 will remain less than 10% for grades K-5 as measured by PowerSchool in June 2026.	**Chronic Absenteeism Action items:** Tier 1: 1. 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). 2. Continue to grow student agency for learning (school focus) 3. 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. Tier ⅔: 1. School's CARE Team meets monthly to review Chronically Absent data 2. Implement the use of documentation as needed for student's individualized template *Attendance Support Plan*	September 2025-June 2026	**2022-2023** 13.48% **2023-2024** 4.94% **2024-2025** 1.09% **2025-2026** 5.56% Communication with all families via newsletters continued. Additionally, individual families received communication regarding updates on a student's attendance and the school's concerns and interest in supporting the student/family. Our CARE team met weekly with an eye on the school's CA data, and discussed individual students as needed. We hosted three Technology & SEL nights for families across the school year. Two books were used during these meetings: *The Anxious Generation* and *The Amazing Generation*. Interested parents were given a copy of *The*

	3. Contact families as needed to make a plan **Social Emotional Action items:** Tier 1: 1. Implement and refine *Responsive Classroom* practices. ● Ongoing professional learning centered on *Responsive Classroom* - 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: **C**ooperation, **A**ssertion, **R**esponsibility, **E**mpathy, and **S**elf-Control 2. Student Engagement ● HOWs - rubrics & goal setting ● Use routines from *The Regulated Classroom* 3. Growing teacher efficacy through book study with School Leadership Team - *Building IMPACT TEAMS -Building a Culture of Efficacy and Agency* 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	August '25 - May '26	*Amazing Generation to read at home with their student.* We hosted our Literacy breakfast in November, and our Math breakfast in May. Both sessions were well attended, with families learning alongside their student(s). One PES teacher was trained in The Regulated Classroom - The Early Years in spring '26. All staff received copies of the new book as well. Summer School 2026 88% of our students who attended summer tutoring, maintained or accelerated their reading achievement. *Spring 25 Baseline*: *Fountas and Pinnell Benchmark Assessment System* (BAS): **'25 K-2 Achievement** 74% **Growth** 77% **'26 K-2 BAS 2.0** **50%** of K-2 students met or exceeded 1 year's growth in reading on the BAS, and **57%** met or exceeded grade level end of year benchmark on this new assessment. ***Maine Through Year***

PES Goal 2: Accelerate overall academic achievement in reading and math by achieving: **75%** of K-2 students will meet or exceed district **achievement targets** on both the BAS. **80%** of K-2 students will meet or exceed 1 year's **growth** in reading on the BAS. **83%** of 3-5 students will meet **achievement targets** on MTY in reading. **80%** of 3-5 students will meet **achievement targets** on MTY in math.	**English Language Arts** ● 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 **Mathematics** ● Math MTSS focus on numeracy & math fact fluency ● K-2 & 3-5 PLC focus on math fact understanding & fluency, and early numeracy with a book study - *Children's Mathematics-Cognitively Guided Instruction.* ● Math MTSS and special education teachers will continue to work with the district's consultant to increase	September '25-June '26 Each School Break Every 6-8 Weeks Every Six Weeks	***Reading*** *'25* 3-5 Achievement 82% '26 3-5 Achievement 86% ***Maine Through Year Math*** *'25* 3-5 Achievement 77% '26 3-5 Achievement 76% **Summer Reading Challenge** '25 52,711 minutes '26 80,086 minutes **Number Sense Screener:** '25 K-2 72% (*met the end of year benchmark*) 3-5 40% (*met the end of year benchmark*) '26 K-2 76% (*met the end of year benchmark*) 3-5 54% (*met the end of year benchmark*) **Math Summer Olympics '25** 18 students participated - 7 of which earned *Above & Beyond* medals! **Olympics '26** 25 students participated - 12 of which earned *Above & Beyond* medals! We provided MTSS

	knowledge, understanding of cognitive profiles, and diagnostic tools to increase identified students' achievement. ● Summer Math Olympics to maintain or build skills ● Increase Math engagement through: -Goal Setting - Math Facts -PLC focus on student work - story problems & numeracy developmental stages ● Implement the use of *Math Running Records* K-3. ● PLC's set regular cycles for reviewing student work and planning for instruction		reading intervention for 12 students grades K-4. **88% of these students retained or increased their reading level** as measured by BAS 2.0!

Pownal Elementary Goals 2026-2027

Goal Worksheet				
School/Department: Pownal Elementary School				
Goals	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to the Strategic Plan**
PES Goal 1: By spring 2027, increase the percentage of students meeting the established achievement and growth targets as measured by the district's designated assessments: K–2 reading achievement (BAS): 65%, up from 57%. K–2 reading growth (BAS): 60%, up from 50%. 80%, up from 76% of the K-2 students will *meet the end of year benchmark* spring '27 on Number Sense Screener Grades 3–5 reading achievement (MTY): 87%, up from 86%. Grades 3–5 math achievement (MTY): 80%, up from 76%.	**English Language Arts** Assess all students in phonics PK-2 and at-risk students 3-5 inorder to target instruction and monitor progress (using RWI and Phonics Development probes). Grades K-5 will focus on inferential and analytical comprehension aligned to the BAS 2.0 and our reading curriculum. **Mathematics**	September 2026-June 2027	**Indicators of Success** *Spring '26 Baseline*: *Fountas and Pinnell Benchmark Assessment System* (BAS): **'26 K-2 Achievement** 57% **Growth** 50% ***Maine Through Year - Reading*** '26 3-5 Achievement 86% ***Maine Through Year - Math*** '26 3-5 Achievement 76% **Number Sense Screener:** '26 K-2 76% (*met the*	**Cognitive Growth** *We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals.* **1A.1** Design and utilize challenging curriculum that provides entry points and effective scaffolds for all students. **1A.2** Provide professional learning and collaborative planning structures that support responsive, inclusive, evidence-based instruction. **1A.3** Use formative assessments to inform unit planning and anticipate scaffolds.

	K-2 & 3-5 Mathematical Reasoning aligned to the district's focus and professional learning. We will use the text Developing Mathematical Reasoning K-2, and 3-5 during PLC and Staff Meetings. Math MTSS and special education teachers will implement BRIDGES curriculum and attend three math intervention workshops with Maine DOE on Early Numeracy. Increase Math engagement & achievement through: Goal Setting, Math Facts, Expanding students' opportunities for mathematical reasoning, and increasing the use of 'math tools' to support students in sharing their understanding through representation.		*end of year benchmark*) 3-5 54% (*met the end of year benchmark*)	

PES Goal 2: Develop and implement a schoolwide outdoor learning plan using place-based learning by dedicating time in Staff Meetings.	As a school, we will develop a shared definition of place-based learning through our collaborative work and learning. In the spring, our *Whole School Study* will focus on our local ecosystems, and serve as a culminating activity for our year-long implementation of place-based learning. Students and families will be surveyed to provide feedback for the school's continued implementation.	September 2026-June 2027	By June, we will increase the number of classrooms regularly implementing curriculum aligned place-based or outdoor learning from three of seven to six of seven. Each participating classroom will implement and document at least two curriculum aligned learning experiences during the school year that connect students to their local environments, community, and serve as a model for making connections to more global challenges or opportunities.	**Real-World Relevance** *We believe in creating opportunities for students to practice essential life skills, explore practical knowledge, consider diverse perspectives and engage in community-based experiences that develop skills needed for life beyond school.* **3A.1** Embed place-based and outdoor learning across all grade levels by designing curriculum that consistently connects to local environments, community, and regional identity.