

Brandywine Elementary School

| FCS Strategic Goal Area | FCS Strategic Performance Objective | Major Focus |
|---|--|---|
| #1. Social & Emotional Health | (C) Promote respect, wellness, and balance for staff and students | Establish a safe and supportive learning environment through Tier I PBIS classroom expectations. |
| #4 Climate, Culture, & Community | (B) Work collaboratively with all people to promote inclusivity, school pride, and belonging | Create opportunities for connection within Brandywine and across the Denmark communities of schools. |
| #5 The Learner Experience | (A) Increase student <u>achievement</u> & growth | Increase student achievement in reading and math through targeted professional learning, power planning, and professional learning communities. |
| #5 The Learner Experience | (A) Increase student achievement & <u>growth</u> | Increase student growth through the SIOP coaching cohort, the MTSS framework, and targeted interventions. |

Brandywine Elementary School

| FCS Strategic Goal Area | Reflection on Year #1 |
|---|--|
| #1. Social & Emotional Health | <p>Over the past four years of PBIS implementation, Brandywine has had three PBIS Coordinators leading the charge. 2022-2023 was unique in that the PBIS Coordinator had dedicated time to move Brandywine towards implementation with fidelity. That being said, 100% of our teachers were trained on all five components of the PBIS Tier I classroom expectations. There was increased awareness and understanding of the framework. We observed the expectations and positive behavior strategies embedded into all areas. Major behavior infractions were inputted at a much higher rate due to increased responsiveness from administrators and that data being analyzed and used to drive interventions. The training and effectiveness of the PL led to more confidence in entering SWIS infractions which caused a spike in discipline referrals.</p> |
| #4 Climate, Culture, & Community | <p>In the Spring of 2022, 1:1s were held with each Brandywine staff member. A few big ideas surfaced and drove planning for 22-23. The staff held strong that the family feel and trusting atmosphere were what they valued most. An area where most wanted to see improvements was making a big school feel small. With that in mind, administration intentionally increased communication and interaction within Brandywine and between Brandywine and the community. Leadership teams were divided strategically and met more often and more meaningfully. We held regular opportunities for inter-department team building. With the community, Brandywine increased the number of family engagement opportunities and the number of school newsletters. In order to build a sense of belonging to the Denmark Community of Schools, the vertical teams used feedback from the 2022 Spring Fling and designed a very successful 2023 Spring Fling that had increased participation from all vertical team schools. There was a strong turnout and representation from all PTOs and choruses.</p> |
| #5 The Learner Experience | <p>Brandywine restructured its leadership teams into: Instructional Leadership Team and Organizational Leadership Team. For the first time, quarterly and structured power planning days were implemented. Professional Learning Communities selected entry points within the instructional framework and collaborated in creating consistency for students. All teachers including support departments, worked together to identify learning targets, common success criteria, and design learning experiences and common assessments. Teams analyzed multiple forms of data to drive instruction and improvement.</p> |
| #5 The Learner Experience | <p>Brandywine continued with a consistent and data driven MTSS block. The master schedule allowed for students in Tier I to have uninterrupted academic blocks. Students needing support services had more time in the classroom working on grade level standards and continued to receive targeted Tier II and Tier III interventions. Teachers collaborated with support staff to dig into assessment data and design learning experiences that met the needs of all students. The ESOL Coach delivered individual coaching cycles based on need. English Language Learners were spread throughout the grade levels and thus had more exposure to language partners and opportunities for expressive language practice.</p> |