

# Brookwood Elementary School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
<b>#1. Social &amp; Emotional Health</b>	(C) Promote respect, wellness, and balance for staff and students	Maintain a safe and supportive learning environment through the 7 Mindsets, ROAR Behavior Matrix, daily morning meetings, and empathy interviews.
<b>#4 Climate, Culture, &amp; Community</b>	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Work collaboratively to increase partnership opportunities with Lambert families, and provide Parent University Nights.
<b>#5 The Learner Experience</b>	(A) Increase student <u>achievement</u> & growth	Increase student achievement in ELA through the FCS Instructional Framework, Professional Learning Communities, and instructional coaching.
<b>#5 The Learner Experience</b>	(A) Increase student achievement & <u>growth</u>	Increase student growth and engagement through the MTSS framework.

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FCS Strategic Goal Area	Reflection on Year #1
<b>#1. Social &amp; Emotional Health</b>	<p>The 2022-2023 school year was the first data collection year for student referrals. The most common infraction was physical aggression in staff and administrative referrals. The need for additional support led to an updated vision for the Positive Learning Environment Team (PLE), which will provide staff and students with skills and strategies that promote positive behavior, social-emotional wellness, and belonging. Looking into next year, as we develop our PBIS plan and incorporate PLE-directed Tier 1 practices and common areas expectations, we will expect to see a decrease in students' use of physical aggression.</p>
<b>#4 Climate, Culture, &amp; Community</b>	<p>Feedback was very positive in Fall and we used that to craft our Spring session offerings. Spring feedback also was very positive, and parents shared they enjoyed the sessions and wanted us to continue offering items like this.</p>
<b>#5 The Learner Experience</b>	<p>To facilitate support for increasing student achievement in ELA, the Brookwood Elementary staff participated in frequent and meaning professional learning communities. In addition to FCS district collaboration days, Brookwood teachers participated in the FCS PD Pilot. The PD Pilot program provided opportunities for all teachers to collaborate and learn from other teachers across the district. Additionally, teams met weekly with instructional coaches to deepen their understandings and learn from one another. Our teachers were eager to implement the new initiatives and our students benefited from their efforts.</p>
<b>#5 The Learner Experience</b>	<p>To facilitate support for increasing student growth and engagement, the Brookwood Elementary team chose to work toward a more comprehensive implementation of the MTSS framework. The key components of MTSS were already in place at Brookwood Elementary. These included Universal Screening, intervention tiers, data collection, schoolwide expectations and supports, and parent involvement. While these components existed, the 2022-2023 school year provided an opportunity for intentional inspection and enhancement of each of these components. Following each Universal Screening occurrence, all K-3 teacher participated in a Targeted Support Team (TST) meeting. These meetings allowed homeroom teachers, ESOL teachers, EIP teachers, counselors, and administrators to engage in a problem-solving process to discuss the needs of students, interventions that could be amplified in response to those needs, and data that should be collected to monitor progress. These TST meetings included remediation interventions, as well as extension opportunities that would be provided during the schoolwide PAWS (Purposeful Action with Students) time. While only K-3 teachers examined Universal Screening data, all teachers participated in the TST meetings to discuss student needs for intervention and extension through the advanced content model. Additionally, the 2022-2023 school year was an opportunity to work toward improved parent involvement and clear communication through the MTSS framework. Much of this communication focused on schoolwide expectations and supports as part of the MTSS framework. Looking forward to the next school year, the Brookwood team has developed a plan to leverage our PLC process, TST meetings, and a new professional learning opportunity we are calling PLXL to increase teacher capacity in the schoolwide approach to expectations and supports for the whole child with focus on behavior, ELA, and math. These intentional actions will support further alignment of the MTSS framework to increase student growth and engagement of all Bobcats.</p>