

Coal Mountain 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	Sustain a safe and supportive learning environment where students and staff members feel they belong, are valued, seen, and respected.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Increase opportunities for families to feel connected to the North United community of schools.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement in reading through continued implementation of Professional Learning Communities, the FCS Instructional Framework, and job-embedded professional learning.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth in reading through the MTSS framework and data analysis.

Coal Mountain Elementary School

FCS Strategic Goal Area	Reflection on Year #1
<p>#1. Social & Emotional Health</p>	<p>We are very proud of the way we partnered with our Vertical Cluster. Taking advantage of being on the same campus as NFHS has a significant impact on creating an environment where our students feel safe and connected to older students who have a positive influence on them. Through our Miner League, Raider Connection Mentor Program, Kindness Club, and House Rallies, our students had opportunities to connect with staff members, peers, and older students from NFHS. Additionally, our teachers held morning meetings each day with their students. They focused on team building, classroom community, the ARK 180 focus, and 7 Mindsets throughout each week. Rockstars, our reverse inclusion program, continued to thrive. Both typical peers as well as our students with special needs benefited greatly. All students are eager to work together in this manner and learn from and support each other. Another effective and inspiring initiative within this goal for the 2022-2023 school year was Miner Mixers for staff members. Twice a year staff members came together to get to know others who we don't typically get to see. Teachers used their talents to create sessions that others could sign up for. We spent an hour after school creating together and sessions included clay making, painting, creating wooden name signs for staff, hand lettering, mindfulness, and many others. This was a great way for us to come together and support each other throughout the school year. Perception data indicates that it was a positive experience that we will continue in the 2023-2024 school year. Each month we also intentionally set aside time for a treat trolley. We partnered with local businesses and our PTO to provide themed treats for staff! I met informally to gather perception data about these initiatives with both students and staff in order to get their true feelings rather than adding something else to their email inbox. The feedback that I got was extremely positive. The only constructive feedback was that we needed more of these opportunities. With continuation of these practices, we are excited to see a decrease in unexcused absences.</p>
<p>#4 Climate, Culture, & Community</p>	<p>North United has offered some of our family events for multiple years and therefore we are able to hone them each year. This year North United had a dedicated communications plan that helped us to promote events through all 7 schools. This promotion helped to get families involved and participating. For next school year, we will have a committee dedicated to communication for North United so that we can continue to improve in this area. Additionally, we will hope to start a North United Facebook page to share out information to families. This year we were able to expand the internet safety night by having the speaker also come meet with middle school students for a presentation. We aim to continue and grow this for next year. Our Trunk or Treat turnout was overwhelmingly positive. The addition of the school supply and coat pop-up shop allowed us to give back to our community on this fun night. The principals of the seven schools dedicated to meeting monthly with each other and with our community members multiple times throughout the school year. This connection has allowed us to review feedback and constantly strive to grow our events and community impact. We have plans for next year to evolve our parent/community advisory panel for North United. The goal of our group will be to strengthen our tie to the community agencies and needs to better serves our families. We are hopeful that these connections will lead to the schools being a direct line of connection for our community.</p>

Coal Mountain Elementary School

FCS Strategic Goal Area	Reflection on Year #1
#5 The Learner Experience	<p>Our PLC process was highly effective, and our teachers met consistently in PLCs. Our leadership team functioned as a PLC, and we focused on the 4 questions of the PLC process in each meeting. We focused on the instructional framework consistently as we supported the needs of all students. 100% of our teachers utilized individual and small group conferencing in reading this year as they provided specific, personalized, and targeted feedback to each student as they grew as readers. We utilized Admire and Inquire as a tool for peer observation twice this year. Teachers had protocols and graphic organizers to intentionally support their observations as well as next steps in using what they learned in their own instruction. We provided professional learning in phonemic awareness as we rolled out Heggerty and UFLI in our lower grades classrooms. This work strengthened instructional strategies as teachers met in PLCs to discuss success criteria for students, the creation of learning targets and personalized instruction for all students in each classroom.</p>
#5 The Learner Experience	<p>Throughout the school year our administration and coach worked together to support K-1 teachers in the implementation of Heggerty Phonics instructional strategies. High quality professional learning opportunities were provided regularly for teachers regarding the MTSS framework and how to analyze student data and make decisions regarding instructional practices. Teachers also received training on Heggerty Phonics instructional strategies and best practices. This was highly effective as 100% of CMES K-1 teachers utilized Heggerty Phonics strategies with their students to ensure strong foundational understanding. While we utilized BEACON data at a tier 1 level, our next steps are to use this data in a strategic way to support students in tier 2 and 3 and use it to help us identify students who may benefit from more intensive support. Our kid talks were highly effective as we collaborated in order to ensure that students were receiving the intervention that met their needs and we made adjustments along the way in response to student data from MTSS.</p>