

Haw Creek 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 clear schoolwide expectations for students and staff by creating a Staff Handbook for clarity in expectations, implementing “Pause for PAWS” for schoolwide expectations, and conducting empathy interviews with staff, students, and community.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Increase the collaboration of schools within the South vertical community
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement by redefining PLC process with Collaborative Teams, identifying and showcasing high leverage Tier 1 strategies, aligning Learning Targets and Success Criteria to instructional and assessment strategies.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth by using Collaborative Teams to analyze assessment and drive instructional decisions, reviewing Universal Screening data, and utilizing PLC questions to guide intervention planning and implementation

Haw Creek Elementary School

FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	<p>We celebrate that we did meet our schoolwide expectations goal of 100% completion of “Pause for PAWS” performance expectations by rolling out the expectations and continuing to refine the matrix throughout the first 9 weeks. We also sought to establish a baseline of discipline referrals with these new expectations as a way of determining what changes may be necessary for next year.</p> <p>Clear expectations for staff continue to be built into a digital handbook in our CANVAS course which will roll out to staff in the 2023-2024 school year. Additional insight for expectations and clarity were gleaned from the Empathy Interviews completed in February/March 2023. Future action steps such as developing more student-led programming and continuing to share communication with families will be taken in 23-24 to address stakeholder feedback. We will continue our PBIS “Pause for PAWS” Matrix for next year. Additional PBIS incentives and celebrations will continue to be added to celebrate students as they successfully reflect our expectations. Messaging will continue within the building and expand to share our matrix and celebrations with our families through our newsletter. Empathy interviews shared areas of opportunity as identified by our students, staff, and families. Insight from these interviews was compiled in a summary shared with staff, families, and community through our newsletter and LSC Meetings. Future action steps will be taken to continue to address ideas and concerns raised from this critical feedback.</p>
#4 Climate, Culture, & Community	<p>After reflecting with our vertical team, we agreed that having an event that allowed opportunities for all of our students to connect (ES-HS chorus, feeder athletic programs, and pre-game tailgate activities for everyone) was beneficial. We will look for other ways to incorporate a similar event next year. We determined that we need a better means to assess baseline participation data and also how to market the event to our vertical community.</p>
#5 The Learner Experience	<p>Haw Creek implemented weekly PL sessions focused on instructional strategies, student data talks, technology lessons, behavior management and interventions, and showcasing strategies through Pineapple PL to support embedded professional development and support the PLC process. The structure of the meetings (both guided by instructional leaders and through collaborative teamwork) allowed for consistent planning and dialogue for teachers on a weekly basis. In addition, two sessions of Power Planning for each team throughout the year provided an additional eight hours of professional collaboration to align learning targets and success criteria as well as disaggregate student learning data. Based on feedback from teachers, through survey data and empathy interviews, the structures and time provided was helpful to their planning; however, additional time was requested. Structures for additional time are being considered for the 2023-2024 school year and collaborative team planning documents are being finalized to provide timely feedback from coaches and administrators to support team needs.</p>
#5 The Learner Experience	<p>Data Talks were consistently held in all grade levels to discuss student progress monitoring, review classroom progress, discuss current interventions and their effectiveness, and collaborate with teams to constantly analyze class rosters for interventions provided during Learning Lab Time. Classroom roster documents were continually revised to track what students needed for academic interventions as well as the success of those interventions. Support staff such as the EIP team, instructional coaches, and administrators attended and collaborated with teams during these meetings. Staff celebrated individual students who made great gains with an activity at the end of the school year. Ongoing changes will be made based on additional reflection when CCRPI data becomes available.</p>