

Midway 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	Foster connections to promote trust, significance, and belonging among all Midway stakeholders through Student Leader Teams, Leader in Me, class meetings, and Mustang TROT student expectations.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Create opportunities for connection across the Denmark Community of Schools.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student engagement and achievement through the implementation of highly effective instructional strategies, weekly grade level PLC cycles, and maximizing instructional time with intentional content-specific blocks.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth across K-5 grade levels with a focus on SIOP strategies, Professional Learning Communities, and collaboration with district coaches.

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FCS Strategic Goal Area	Reflection on Year #1
<p>#1. Social & Emotional Health</p>	<p>Team dynamics and collaboration among staff improved based on understanding more about The Temperaments along with other connection opportunities provided throughout the year. When students are engaged in a variety of ways at school both academically and relationally across the building, they are more positively connected and invested in their school experience. We were able to successfully provide more student ownership and voice by expanding student leadership opportunities and implementing our first schoolwide Sharpen the Saw Day allowing students to explore an interest outside of the academic setting led by staff members as well as opportunities for interactions with peers across kindergarten thru fifth grade. By increasing the frequency and platforms of communication, parents felt well-informed about happenings in the school. In addition, we were able to offer Coffee with Counselor sessions and family nights focused on content specific areas such as reading, math, and science, all of which were well attended. Each opportunity strengthened the home-school partnership, fostered a sense of safety and connection, and deepened the relationships among all stakeholders. Next year, we will re-implement a schoolwide common time for Leader in Me class meetings to ensure this is a consistent practice across the building. In addition, we will provide after-school activities for students to explore high interest and/or academic areas such as Chess, STEAM topics, Fine Arts, and team sports. We will begin our first year of PBIS implementation journey.</p>
<p>#4 Climate, Culture, & Community</p>	<p>The Denmark Community of Schools utilized the experiences and feedback from the previous Spring Fling to make improvements to this year’s Spring Fling. Our schools partnered to consistently advertise in advance using various social media, signage, school communications, and an RSVP form. The planning team more effectively organized and utilized the space. This allowed participants to interact more with games, the choral/band performances, and the Food Trucks. In addition, Midway partnered with Denmark High School students in a variety of ways this year including hosting a student-led Hands-on Science Night with approximately 60 Midway families participating; Read with a High Schooler Night; Trunk or Treat; hosting several Teaching Pathway students in kindergarten, first, and fifth grades; PreK, first, and second grade classes attending Denmark Theatre performances; Denmark High School student athletes helping greet Midway students during morning carline throughout the year, and collaborating with Denmark students to support Midway’s first Science Olympiad Team. We look forward to growing future partnerships with Denmark High School students.</p>
<p>#5 The Learner Experience</p>	<p>Investing in dedicated time, structures, and resources helped Midway Staff remain focused and consistent with the implementation of weekly Professional Learning Communities across all grade levels. We established a year-long schedule which provided bi-weekly extended planning blocks allowing teams time to devote to the components of the PLC process as well as embedded professional learning. Beginning at our 2022 summer leadership retreat and moving forward monthly, we worked on building the capacity of our Instructional Teacher Leaders to effectively facilitate the PLC process within their grade level teams. On-going Intentional collaboration and coaching supports from District Teaching & Learning specialists strengthened our understanding of the PLC process as well as helped to develop content specific high leverage strategies, assessment practices, and data analysis using real time student data. Each K-5 grade level team completed more than one PLC cycle during the school year, exceeding the initial goal we set for the year. In addition, our K-5 teachers and Instructional Coach participated in monthly triad teams to collaborate using current student reading data and intentionally plan for supporting the individual needs of students which lead to schoolwide reading proficiency improvement. We learned grade level autonomy to choose the focus for the PLC cycle based on student data was more relevant and effective than assigning a content-specific focus.</p>

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#5 The Learner Experience	<p>The on-going collaborative partnership with one of our District ELL Coaches has strengthened the implementation of SIOP strategies in our K-5 classrooms; and her participation in weekly grade level PLC meetings allowed us to keep an intentional lens on supporting the growth of our ELL students as well as others. Our Master schedule provided a more conducive structure to serving students in 2nd –5th grade during science instruction via a push-in model with co-teaching by the homeroom and ELL teacher. The push-in model allowed for support to be integrated within the classroom setting while focusing on grade level standards and rich vocabulary development for all students. For the 2023-24 school year, we will further adjust the master schedule to band MTSS blocks for second and third grades as well as fourth and fifth grades.</p>