

# New Hope 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 a school-wide house system, a school-wide PBIS framework, Sources of Strength, and morning meetings for all homeroom classes.
#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 achievement by establishing a framework for PLCs, providing Professional Learning on the PLC Process, providing professional learning on learning targets and success criteria, and providing a collaborative planning time for grade levels.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth through the MTSS Framework and universal screening data review.

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FCS Strategic Goal Area	Reflection on Year #1
<b>#1. Social &amp; Emotional Health</b>	<p>In our first year of operation, we started our New Hope House System where all staff and students were a part of a house that was named after subspecies of nighthawks: Hesperis, Sennetti, Minor, Howelli and the Nest Eggs. Teachers and their classes were given a house, and the houses were able to compete against each other by earning points for showing our school-wide behavior expectations. These expectations tied into our work with Positive Behavioral Interventions and Supports (PBIS). Our first year of PBIS implementation helped us to develop and implement these school-wide behavior expectations so that we could keep all students safe throughout our building. We created expectations for areas around our school (hallway, cafeteria, restrooms, recess) and our general school-wide SOAR expectations. We shared expectations through videos on our morning news and in morning meetings. As our PBIS initiative continues over the next few years, we will need to share more specific behavior expectations in other areas of our school and also celebrate students who are exceeding those expectations. As a part of PBIS, we also need all students to be familiar with our school-wide behavior expectations. We implemented daily morning meetings for each class and grade level and provided teachers with Sources of Strength to use as our wellness program during that time. Morning meetings gave us the opportunity of time to get to know each other and form relationships, which is something we will continue to do moving into next year.</p>
<b>#4 Climate, Culture, &amp; Community</b>	<p>In our first year, we worked collaboratively as a member of the Denmark Vertical Team. Our main goal was to create opportunities for connection across the entire Denmark Community of Schools. To achieve this, our vertical team held a Spring Fling event that brought together families from all eight of our schools. This event not only provided opportunities for connections, but books were also provided from each school to give to younger children at the event to support literacy at a young age. Prior to New Hope becoming part of the vertical team, this event brought about 700 participants to the event. This past April, the event brought over 1,000 attendees.</p>
<b>#5 The Learner Experience</b>	<p>In our first year, we focused on developing our grade level teams and creating a culture where professional learning communities were an essential part of teaching and learning. Throughout the year, teachers met weekly in their professional learning communities to plan engaging and differentiated content instruction for their students. During their PLCs, teachers explored instruction approaches that effectively supported students' diverse needs. These ongoing conversations allowed teachers to adjust their individual and grade level plans based on formative and summative assessment data. Our successes for our PLC process in the first year were developing strong professional relationships across grade level teams, establishing a culture where PLCs were valued and prioritized, and allowing grade level teams to guide their own work. Next year, we plan to shift our focus of our PLCs to the MTSS time. This work would support our Kid Talk process to encourage the fidelity of interventions and responsive Tier 1 instructional practices.</p>

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<b>#5 The Learner Experience</b>	<p>As part of our daily schedule this year, we incorporated a forty-five minute MTSS segment called Flight time into our master schedule. Flight Time provided a systematic framework that addressed the various needs of our students and enabled teachers to tailor instruction to individual strengths and areas for improvement. MTSS time allowed students to participate in small group differentiated lessons and receive structured researched based intervention to fill gaps. In addition to Flight Time, we dedicated time for monthly data reviews through kid talks. The monthly data reviews allowed for ongoing assessment and targeted interventions, ensuring timely support and strategic intervention strategies for struggling learners. Each grade level used a variety of data and structured their MTSS time using various models. We determined that more unified guidelines and expectations would help our staff to utilize this time to its full potential. Next year, through our PLC process we will work to solidify a common structure for MTSS time and dive deeper into data to help make decisions that increase student growth and continue to fill gaps in learning.</p>