

Settles Bridge 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	Maintain a safe and supportive learning environment through PBIS and professional learning.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Work collaboratively to increase partnership opportunities with Lambert families. Implement vertical team Parent University Nights.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student achievement in ELA through targeted professional learning with district staff, a focus on the FCS Instructional Framework, and the use of effective Professional Learning Communities.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth and engagement through the MTSS framework, align interventions and support to student needs, and provide effective instructional strategies and structures for EIP/Gifted/Special Ed services.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	In our first year of PBIS implementation staff and students noted a clearer understanding of common area (hallway, cafeteria, playground, and bathroom) behavioral expectations. When students were referred to SBE Administrators for behavioral needs it was often due to infractions within the classroom. As the PBIS initiative continues to roll out in subsequent years we will be able to fine-tune our behavioral supports to include classroom practices and support student's individual problem-solving skills.
#4 Climate, Culture, & Community	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 similar parent sessions. Feedback from the Fall sessions indicated families would like to have clearer communication regarding specific sessions for ES, MS, and/or HS. This adjustment was made in the Spring and yielded positive results.
#5 The Learner Experience	Through district-provided professional learning and the use of Professional Learning Communities across the building, teachers were able to meet the individualized needs of their learners in a highly adept manner. Participation in the district Professional Learning Pilot supported changes in instructional delivery models across the building to hone instructional practices that are highly effective in supporting student learning.
#5 The Learner Experience	A change in the structure of our MTSS framework allowed SBE staff to focus on students social-emotional needs as well as academics. While we are still awaiting growth data, this structure received positive feedback from both parents and classroom teachers to support a "whole child" model for learning. Additional changes in structure for our Special Education services have also yielded positive initial results with students able to spend more time in the general education setting, thus allowing them to have greater access to grade level standards while still receiving needed academic interventions.