

Silver City 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 & supportive learning environment for all staff and students through schoolwide PBIS Tier I and training with temperaments.
#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 and math through targeted professional learning opportunities, Professional Learning Communities, and the FCS Instructional Framework.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase student growth in reading and math by implementing a school-wide, designated MTSS time for targeted interventions, remediation, and enrichment in reading or math and by maintaining Personalized Learning Times (PLT) in each grade level.

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FCS Strategic Goal Area	Reflection on Year #1
<p>#1. Social & Emotional Health</p>	<p>Staff felt that the supports provided this year (Mindfulness and temperaments training, PL offerings, etc.) aligned with creating a safe and supportive learning environment at SCES. We continued to make strides in our PBIS framework by strengthening our Tier I work with all students schoolwide and better supporting students needing more specific interventions through the Tier II interventions. We revamped the gradual release graduation process for the Tier II intervention, which decreased the number of students graduating, but, ultimately, contributed to more sustainable success for these students in the long run. In addition, we tightened up our nomination and selection process to ensure we were supporting the right students.</p> <p>For the 2023-24 school year, we plan to expand our student “experiences” provided through the Tier I program, continue our temperament work with our staff to deepen our collaborative relationships and help us better understand how to better hear all student voices, and broaden our student leadership opportunities so students are involved in the decision-making within our school.</p>
<p>#4 Climate, Culture, & Community</p>	<p>North United has offered some of our family events for multiple years and we seek to improve and expand them each year. This year, North United had a dedicated communications plan that helped us promote events with consistency among all 7 schools. This promotion helped to get families involved and participating and demonstrated our connectedness as a community. For next school year, we will have a committee dedicated to communication for our events so that we can continue to improve in this area. Additionally, we hope to start a North United Facebook page to share information with families in a more streamlined fashion.</p> <p>This year, we were able to expand the Internet Safety Night by having the speaker share with parents at night and then meet with our middle school students in our schools the next day. We seek to grow this event next year with improved marketing and communication and may offer it in the fall and the spring due to the importance of the message.</p> <p>The principals of the North United schools continued to meet monthly and include our parent/community members in these collaborations multiple times throughout the year to provide targeted feedback and suggestions on how to better meet the needs of our student populations and community. We have plans for next year to evolve our North United parent/community advisory panel. The goal of our group will be to strengthen our tie to the community agencies and needs to better serve our families. We are hopeful that these connections will strengthen the connection our schools have with our local community.</p>

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<p>#5 The Learner Experience</p>	<p>We were very intentional with the supports we provided our staff this year to increase achievement in math and ELA. We have two full-time instructional coaches dedicated to delivering authentic professional learning opportunities and creating innovative ideas for embedding high-leverage strategies in our teachers' everyday work (i.e., "showcase" opportunities, K-2 and 3-5 literacy cohorts, PL Days focused on teachers training other teachers on reading and math strategies). Our K-2 homerooms implemented Heggerty and we provided specific resources to support structured literacy in Grades 2-5. The intentional support of PLCs by our coaches enhanced deep collaboration within each grade level team.</p> <p>For the 23-24 school year, we will be more consistent in our communication to staff about how our goals are evaluated and revisit our performance measures more frequently throughout the year. We plan to change when the final Big 10/20 assessment will be given because we feel the results were impacted by this year's timing. We will also involve our support staff (specialized instruction teachers, Gifted, IRR) more directly in the PLC work alongside their grade level peers.</p>
<p>#5 The Learner Experience</p>	<p>Our MTSS block was effectively utilized this year and appropriate supports and interventions were provided to students during this time. Our intentional work with PLCs allowed grade levels to pilot new uses for our personalized learning time (PLT) which focused on analyzing data and targeting the specific needs and strengths of students across an entire grade level. We designated an MTSS coordinator which allowed us to effectively oversee interventions and determine scheduling supports necessary for student growth.</p> <p>For the 23-24 school year, we plan to continue our MTSS and PLT blocks and facilitate brainstorming with grade levels to expand how we address student needs and provide enrichment opportunities across all grade levels during these times. We will provide support in analysis of FastBridge reading data and "screening to intervention" reports to effectively align student needs with supports and intentional instruction. We will also intentionally use data templates and guiding questions to support grade level and classroom data analysis and decision-making through our PLCs.</p>