

Whitlow 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 classroom systems as a part of PBIS by providing staff with training and resources on zones of regulation and implementing calm down corners in 100% of the classrooms.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	All students in the Central Vertical Cluster will feel seen, heard, valued, and connected.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Increase student discourse when using the problem-solving process by providing professional development for all teachers specifically focusing on student discourse when using thinking tasks and providing each class with Problem-Solving Posters.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Increase phonemic and phonological awareness and phonics for all students in K-3 and 4-5 students who are at risk in Schoolpace by providing professional development for all teachers and using Collaborative Teams to review data and improve instruction.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	<p>We saw a significant decrease in the percentage of major referrals throughout the 22-23 school year. The intentional focus on providing staff professional development on Tier 2 behavioral strategies, the Classroom Systems component of PBIS, and the implementation of Check-In/Check-Out has worked well this year. We recently submitted a grant in hopes of securing additional resources for one of our Tier 1 strategies (implementation of a Calm Down Corner in every classroom). We plan to continue providing staff PL on Tier 1 and Tier 2 behavioral strategies for the upcoming school year. In addition, we will be implementing the following new strategies:</p> <p>Teachers will stand at their classroom doors each morning to greet students as they enter the classroom.</p> <p>A 15 minute “Morning Meeting” time has been added to the schedule for the 23-24 school year. Morning Meeting will include a review of the day’s schedule and provide an opportunity to build classroom community.</p>
#4 Climate, Culture, & Community	<p>We hosted three main events as a Central Cluster this year to highlight what our cluster does to create a sense of community and ensure every student feels connected, safe and thriving. We had Treat Street in the fall. Ambassadors from Elementary, Middle, and High partnered to host the event. The families loved visiting their teachers while collecting candy. We then held our annual Winter Fest which allowed us to highlight our fine arts programs across our cluster. At this event, we also collected toys for children in need. This event was well attended and showed our families the strength our fine arts programs. We concluded the season with the Heart of Forsyth which allowed us to showcase all the different pathways offered at Forsyth Central High School. Families enjoyed games, food trucks, and fellowship while exploring opportunities for their futures. Next year, we plan on continuing to host cluster events. We will create a common hashtag to ensure consistent communication is being sent out by every school in cluster. The cluster hashtag will also allow us to share our successes throughout the year with the community.</p>
#5 The Learner Experience	<p>We exceeded our goal of increasing the percentage of students scoring a 3 or 4 on the Math section of Milestones (goal was an increase of 5%; our increase was 11%). We were intentional about teachers embedding “Thinking Tasks” into lesson plans and having teachers engage in student discourse while using the problem solving process in Math and ELA. The addition of Problem Solving Posters in classrooms and throughout the hallways in the school increased discourse (as a whole). Our 3rd grade participated in the Illustrative Math Cohort for the 22-23 school year. We will continue to focus on this initiative throughout the 23-24 school year through the adoption of Eureka Math and a continued emphasis on inquiry based learning.</p>
#5 The Learner Experience	<p>The FCS ELA Specialist worked with our instructional coaches and grade level teachers to provide professional development for the implementation of Heggerty. Several WES teachers participated in the Literacy Institute as well. While we are pleased to see a decrease in the percentage of At Risk students of almost 5%, we will continue to focus on further decreasing our percentage At-Risk students for the 23-24 school year. We are participating in the district's Dyslexia pilot this school year and will also be implementing UFLI in grades K-2.</p>