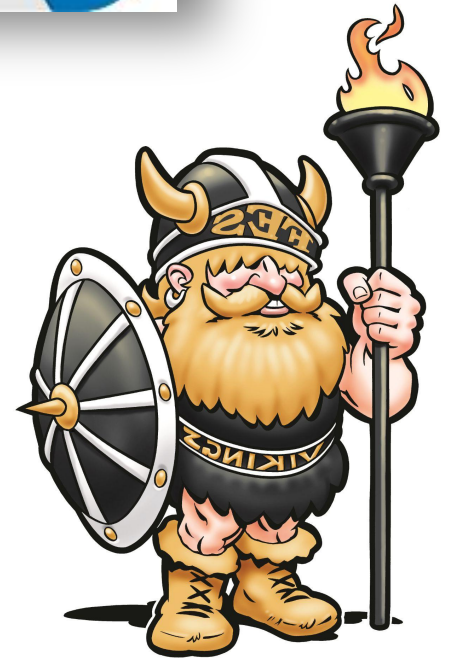


Belonging and Growing

Pursuit of Excellence at Fortville
Elementary



Highlighted Areas



Core approach



Fuel to continue the work



In response to needs

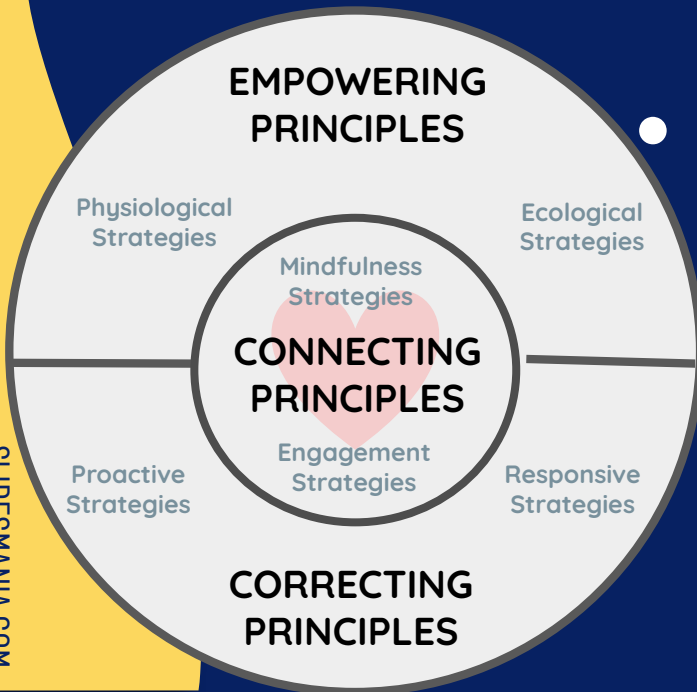


Strategic Targets and Tracking

Relationships

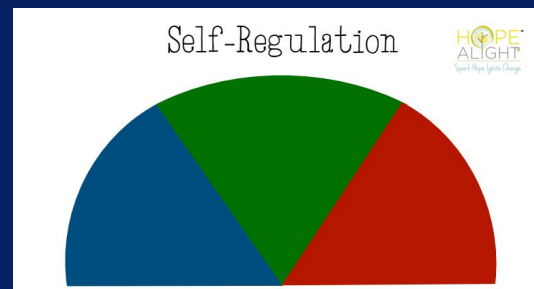
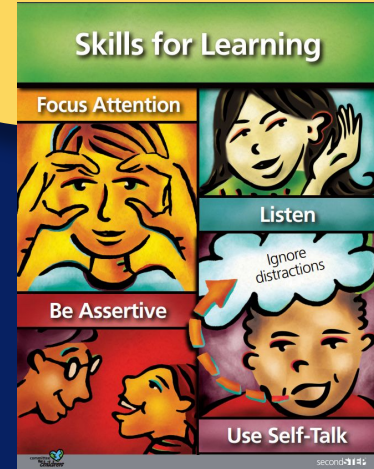
TBRI

- A lens through which we **empower, connect, and correct students**
- Focusing on **felt safety** and **trusting relationships**



Second Step

- Teach **social skills, executive functioning, emotional regulation, etc.**
- 15 minutes per day (**Community Time**)
- Resource for **Nurture Group**



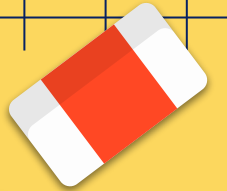
Helping Students Feel They Belong

Classroom Level

Classroom jobs, calming corners, celebrations of birthdays, "our class is a family" projects etc.

Building Level

New student lunches, Mentoring,
After-school activities / clubs
(Choir, Art Club, Robotics Team,
Build-it club, Drama Club,
Wellness Club, Student Council,
MATH team, Robotics Team)



Celebrations

Regular

- Friday Student ShoutOuts
- Student of the Month

Ongoing

- Classroom rewards
- Kindness Challenges
- 7 Days of Caring



House System

- 4th year doing this
- Goals of **community** and **fun**
- **6 houses with classes across levels**
- House points and **rewards**
- **House meetings** and **buddy classes**
- At its core, this is a schoolwide, Tier 1 positive behavior system that helps us in our efforts to create an environment at FES where students **feel like they belong** and are **engaged in positive behaviors**, which in turn will impact their overall academic achievement and reduce behavioral referrals.



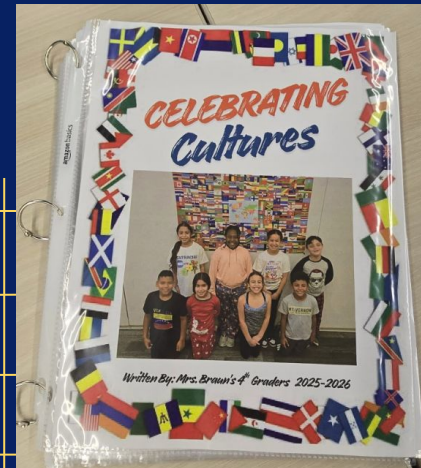
MTSS

Behavioral

- Behavior Techs provide In-the-moment response and also run our **Tiered Behavior System**
- Work closely with these students on a **daily** basis (check-ins, etc.)

Academic

- Specialists run **daily intervention groups**
- One **ML teacher** supports students across the building and connects with families
- One **HA teacher** provides pull-out for Reading and supports Advanced Math (1-4)



Academic Goals for 2025-26

NWEA Reading Growth

- K-4 growth rather than achievement
- **On track to exceed our goal** as of winter assessment (69th percentile for growth)

Number Sense ELs

- Focus on getting 90% of K-4 students proficient
- These are typically the ELs that teams have chosen to “super cycle”
- **On track to meet this goal**

Strategies for Helping Students Track Their Progress

- **Kindergarten** focus on ELs as class; individuals track progress on sight word lists
- **Grade 1** track F&P reading levels assessed throughout the year
- **Grade 2** track NWEA growth goals for Reading and Math
- **Grades 3-4** track NWEA scores and growth goals for Reading and Math; also track individual progress on ELs (including use of different colors for retests)

