

# **Rockwall Independent School District**

## **Sharon Shannon Elementary**

### **2023-2024 Improvement Plan**



# Mission Statement

Mission: The mission of Sharon Shannon Elementary is to ensure that ALL learners explore, grow, and succeed through aligned and intentional learning experiences distinguished by a safe environment and collaborative culture.

## Vision

Vision: Sharon Shannon Elementary creates a student centered learning environment that inspires, empowers, and nurtures out learners so that that leave us with the necessary skills, character, and knowledge to achieve success.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.	12
Goal 2: Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.	18
Goal 3: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.	29
State Compensatory	30
Budget for Sharon Shannon Elementary	31

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning.

1. What do enrollment numbers overall and in each grade level indicate?
  - current enrollment 596; enrollment continues to increase throughout the school year.
2. What is the breakdown of our population by ethnicity and economically disadvantaged
  - Sharon Shannon Elementary has an enrollment of 649 students as of September 2023. We have Early Childhood Special Education classes, Pre-K, Kinder through 6th grade, along with two A.C.E. classes. Our population is broken down by: 58% white, 25% Hispanic, 6% African American, 6% with two or more races, 4 % Asian, and 1% Pacific Islander. 22% of our population is Economically Disadvantaged.
  - 
  - How has the enrollment changed over the past two years?
  - We continue to add enrollment, due to new developments within our zone.
4. What is the number of students in each special program?
  - SPED - 118
  - 504 - 45
  - Dyslexia - 39 students plus 16 monitored
  - ESL - 42
  - GT - 24
  - What related professional development may be needed to support teachers and staff?
  - More PD to address behavioral concerns for (non-SPED) students
  - Intervention strategies for students that don't qualify for special programs

- Intervention & SEL curriculum
- More legal rules & regulations about restraint and appropriate interactions with student

### **Demographics Strengths**

Shannon Elementary celebrates its student population and strives to find opportunities to value each individual learner. Most class sizes are all 22:1 or below. Our teachers are dedicated to the growth of each child. Our staff are highly qualified.

# Student Learning

## Student Learning Summary

Based on 2023 predictions, Sharon Shannon will maintain its A rating based on the new accountability system.

Sharon Shannon Elementary has daily time for math and reading intervention built into our daily schedule to meet the needs of all students. We assess students using district determined screeners in reading and math at the beginning, middle, and end of year to monitor student achievement and progress. Students intervention takes place in a small group setting, and progress is regularly monitored on specific academic goals through the MTSS process. We utilize research based, district approved intervention programs to support student growth and achievement. Some of the intervention resources used in reading include iStation lessons, Foundations, and LLI. Some of the intervention resources used in math include Do the Math, Imagine Math, and Estar Intervention lessons.

Sharon Shannon Elementary teachers meet regularly in campus and district Professional Learning Communities to collaborate and refine instruction aligned to the Texas Essential Knowledge and Skills. Our campus has two Instructional Coaches that support teachers in content areas (reading/language arts and social studies; math and science). In addition, our teachers work closely with our Library Media Specialist, our English as a Second Language teacher, our Gifted and Talented teachers our Instructional Technology Specialist, our Dyslexia Teacher, and our Special Education Teachers to meet the needs of all of our students.

## Student Learning Strengths

Our campus is projected to maintain an overall "A" rating due to our student achievement in the new accountability rating.

# School Processes & Programs

## School Processes & Programs Summary

Sharon Shannon Elementary has implemented a school-wide PBIS model, with positive behavior supports and clear expectations for students in common areas of the school. In our classrooms, we use the CHAMPS classroom management model. We practice regular safety drills for evacuation, bad weather, and lockdown procedures. All visitors are required to sign in and out through the front office using the Raptor system, and must wear a visitor's identification badge.

Our school counselor leads our campus character program, performs monthly guidance lessons with each class, and supports the social and emotional well-being of all of our students. Every classroom receives guidance lessons, and our counselor has a process for students to request time with her. We have a calming room for students to spend time in a calming environment, and each classroom has a calm down area to help students refocus during the day.

## School Processes & Programs Strengths

Our counseling program offers a variety of supports for our students in different ways. We implement a campus-wide character development program through Character Strong, and we recognize students monthly that exemplify those traits. Our counselor conducts monthly guidance lessons, and conducts training for our teachers as well.

Our counselor has different small group meetings on topics, such as dealing with anxiety or navigating social situations, and she also meets with individual students for support with specific situations. She also meets with new students at the beginning of the year during lunch, to help them become familiar with Shannon Elementary.

For students leadership, we have a student council comprised of fifth and sixth grade students. They plan to lead a variety of projects on campus, including service projects to benefit the community and campus.

# Perceptions

## Perceptions Summary

Our staff is highly qualified, and they serve in various leadership roles on campus and in the district. Our kindergarten-3rd grade teachers, in addition to administrators and instructional coaches, have been trained through RISD Reading Academies, which is a TEA required reading training program that involves ten days of training and coaching. All Shannon staff in those roles have or will have completed this training by the end of the 2023-2024 school year. In addition, teachers are trained in ESL and gifted and talented strategies, and participate in yearly gifted and talented continuing education sessions.

Shannon Elementary provides many opportunities for families and the community to be involved during the day and after school.

## Perceptions Strengths

Shannon Elementary provides many opportunities for families to be involved in during the day and after school. We provide back to school bash, Literacy Night, Science Perot Night and Fall festival. This school year our PTA will sponsor events like Games with Grands, Donuts witha Grown up, Pumpkin Decorating contest, Fall Festival, Book Character parade, Fun Run, Holiday shop, Cookies with Santa, a Valentine's Dance, Donuts with Parents, Nerf Night with MVP-Moms/Son, and 6th grade Dance. Flyers and program offerings are included in the parent newsletter each week to keep parents informed of district and local resources. Parent Orientation Night: We model effective strategies for parents and discuss class policies. We partner with PTA to provide events such as those mentioned above to increase parent involvement and help our school feel like a family.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.





**Performance Objective 1:** Domain 1: For the 2023-2024 school year, our campus will increase our Domain 1 component score from a Raw Score of 63 (scaled score of 91), by increasing percent Approaches to 90%, Meets to 70%, and Masters to 40%. This will support our campus in achieving an overall A rating for 2023-2024.

Domain 2B: We will be focusing on Domain 2B. Our goal is to reach a raw score of 78.

Domain 3: Our goal is to continue to monitor student growth and progress and monitor "Meets" scoring for all student groups.

**High Priority**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers will have protected PLC time every Tuesday and Wednesday. Tuesday PLC will focus on 4 questions using CFA and DDI protocols. Wednesday PLC will focus on lesson planning to ensure a guaranteed and viable curriculum. <b>Strategy's Expected Result/Impact:</b> Teachers will utilize the PLC Agenda protocol to create common formative assessments and then analyze the CFAs the following week to determine appropriate reteach plans to meet the needs of all learners. <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, PLC Facilitators/Grade level leads  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers and students will monitor students' progress through Goal setting conferences and data trackers, while focusing on high-yield standards. <b>Strategy's Expected Result/Impact:</b> Progress monitor; increased learner performance; student led goal conferences <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators.  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus staff will adhere to protected PLC calendar with additional collaborative planning times to discuss MTSS/RtI. <b>Strategy's Expected Result/Impact:</b> PLC agendas, Adherence to the MTSS/RtI process <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Instructional Coaches, Educators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.





**Performance Objective 2:** Improve excellent Tier I instruction and Tier II and III interventions to increase student achievement and ensure growth in all students.

**High Priority**

**Evaluation Data Sources:** BOY, MOY, and EOY K-2 assessment data will indicate student growth around reading levels and Literacy assessments.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will utilize common formative assessments to disaggregate data to inform instruction. <b>Strategy's Expected Result/Impact:</b> Improved data on common assessments; evidence of student growth from BOY, MOY, and EOY assessments; increased student achievement/growth <b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches; Classroom Educators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each educator will create and monitor 1 professional goal and 1 student growth measure to target student learning. <b>Strategy's Expected Result/Impact:</b> Goals monitored through TTESS; Increased proficiency in instructional and classroom practices; Feedback to educators <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Educators will implement the curriculum by utilizing district resources guides and following the scope and sequence. <b>Strategy's Expected Result/Impact:</b> Improved student learning across grade levels <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools -		Formative			Summative
		Dec	Feb	Apr	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Scheduled District Learning Walks with Content Coordinators and Campus Instructional Leadership Team to review TEKS alignment, lesson delivery, best practices, and evidence of learning. <b>Strategy's Expected Result/Impact:</b> scheduled curriculum walks; reflection by educators on practice; improved instruction; <b>Staff Responsible for Monitoring:</b> Campus Administration, District Curriculum Coordinators  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools -		Formative			Summative
		Dec	Feb	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Campus Administration will meet with educators 3 times a year to review goals, progress towards goals and learner data. <b>Strategy's Expected Result/Impact:</b> Educators achieve goals and improve student learning <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -		Formative			Summative
		Dec	Feb	Apr	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Utilize practices of Get Better Faster by Paul Bambrick-Santoyo to improve the efficiency and effectiveness of our campus systems and processes in order improve student achievement. <b>Strategy's Expected Result/Impact:</b> Build capacity in leadership team to improve coaching skills, develop strong coaching models, and increase student achievement. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	Feb	Apr	June
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**Goal 1:** We will ensure consistent, aligned instructional processes to support high academic achievement and growth for all students.

**Performance Objective 3:** Improve the quality and relevance of instructional practices and routinely utilize provided technologies to increase student engagement and achievement.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will utilize learning management systems such as Canvas, Dojo, Seesaw, Google, etc. <b>Strategy's Expected Result/Impact:</b> Collaboration with ITS; Educators and learners access and utilize learning management system; Higher learner engagement <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Technology Specialists, Classroom Educators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators will plan together on grade level teams to design engaging lessons aligned with the curriculum. <b>Strategy's Expected Result/Impact:</b> Lesson plans will represent curriculum alignment to district pacing guide <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators  <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educators will engage in professional learning regularly in sessions of their choice and in relevance to their subject area in order to strengthen instructional practices. <b>Strategy's Expected Result/Impact:</b> Sign-in sheets of professional learning; Educators improved proficiency in implementation of instructional practices learned from sessions and reinforced by coaches <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Classroom Educators  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Instructional leadership team will plan with PLCs, model instructional practices, and disaggregate data, and provide feedback to educators in the delivery of instruction to learners. <b>Strategy's Expected Result/Impact:</b> Coaching calendar; Data calendar; Increased proficiency in educators' understanding of best research-based practices; targeted instruction to the needs of learners (differentiated practices) <b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The SAGE educator will work to support teachers in embedding Depth and Complexity to increase achievement with identified Young Scholars, thus closing the Excellence GAP, bringing identified Young Scholars to becoming identified SAGE students moving them from Meets to Masters. <b>Strategy's Expected Result/Impact:</b> Increased meets and masters on STAAR <b>Staff Responsible for Monitoring:</b> Increased meets and masters on STAAR  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 1:** We will increase security measures within the school building by keeping 100% of doors locked at all times.

**Evaluation Data Sources:** None

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will keep their doors locked throughout the day. <b>Strategy's Expected Result/Impact:</b> All doors will remain locked 100% of the time. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff members will receive ongoing training and feedback regarding school safety practices. <b>Strategy's Expected Result/Impact:</b> Improved Safety Measures <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Secretary, District Locksmith	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> School Resource Office (SRO) or Armed Security Officer will be on campus daily. <b>Strategy's Expected Result/Impact:</b> SRO checks locked doors inside and outside of the building; monitors campus for safety <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Conduct mandated safety drills, including fire drills, lockdown drills, tornado drills, and evacuation drills. <b>Strategy's Expected Result/Impact:</b> Students and staff are prepared in the event of an emergency <b>Staff Responsible for Monitoring:</b> Administrators	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 2:** We will decrease office referrals by 25% by the end of the 2022-2023 school year.

**Evaluation Data Sources:** Skyward Office Referral Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Positive Behavior Intervention Support (PBIS) sustained on campus. <b>Strategy's Expected Result/Impact:</b> Educators will implement procedures; learners will follow expectations; orderly common areas <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increased supervision at arrival/dismissal/recess and common areas. Utilize CHAMPS to establish procedures and routines. <b>Strategy's Expected Result/Impact:</b> Safe common areas during arrival and dismissal; learners safely enter and exit building; learners in designated locations <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Staff and Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leadership jobs established for 5th and 6th grade. <b>Strategy's Expected Result/Impact:</b> Student leaders, Supportive and inclusive climate <b>Staff Responsible for Monitoring:</b> Campus Assistant Principal, Campus Counselor, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide CHAMPS training and coaching on establishing classroom management and conditions of success in the classroom and working with difficult behaviors. <b>Strategy's Expected Result/Impact:</b> Improved educator/learner relationships and classroom management <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 3:** Cultivate a culture of community, care, ownership, and innovation through social & emotional training and relational practices, as well as the use of consistent routines, shared values, team building activities, assemblies, in-house communities, and incentives.

**Evaluation Data Sources:** Improved SEL strategies, increased guidance lessons, House Participation among all staff and students

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize character education calendar to teach character education. Two new traits will be taught each month. Character traits will also be included in the monthly Counselor Smore' shared with parents. <b>Strategy's Expected Result/Impact:</b> Calendar of character traits; communicated via announcements and taught in classrooms <b>Staff Responsible for Monitoring:</b> Campus Counselor, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Broadcast members and counselor helpers will lead character education topics on KSTAR TV <b>Strategy's Expected Result/Impact:</b> Character traits communicated via announcements <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Counselor, Campus Librarian, SAGE Teacher  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each grade level receives a minimum of 4 social/emotional lessons a year. <b>Strategy's Expected Result/Impact:</b> Guidance lessons in classrooms <b>Staff Responsible for Monitoring:</b> Campus Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Individual counseling/Small group guidance provided as needed to help students be successful. <b>Strategy's Expected Result/Impact:</b> Log of groups and individual sessions <b>Staff Responsible for Monitoring:</b> Campus Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Awards assemblies 4 times per year to celebrate student and staff successes. <b>Strategy's Expected Result/Impact:</b> Staff recognize learners at awards assembly 4 times per year. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 4:** We will increase opportunities for family involvement and partnerships with the community.

**Evaluation Data Sources:** Volunteers, mentors, engagement in family nights

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> In partnership with PTA we will provide 6 opportunities this year for school-wide family programming. <b>Strategy's Expected Result/Impact:</b> Back to School Popsicles with the Principal, Fall Festival, Donuts with Grown-ups, Cookies with Santa Literacy Night, Daddy-Daughter Dance, Nerf Night with Mom and Son, <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Educators, Campus Counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Partner with a local business and the community to provide support for educators and families. <b>Strategy's Expected Result/Impact:</b> Coordinate support for the campus with Impact Rockwall. <b>Staff Responsible for Monitoring:</b> Campus Administrator, Campus counselor  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide in-person and online connections for families through Meet the Teacher, Curriculum Information Night (in-person and virtual), and fall conference times (in-person and virtual). <b>Strategy's Expected Result/Impact:</b> Parents participate in back to school opportunities and fall conferences <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>TEA Priorities:</b> Improve low-performing schools -	Formative			Summative
	Dec	Feb	Apr	June







Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Improve parent communication through Facebook, Weekly Parent Newsletter, Twitter, Classroom Newsletters and Remind. <b>Strategy's Expected Result/Impact:</b> Families are aware of activities and important events at SES. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus counselor, Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campus will host an ESL/Literacy Night and Math/Science Night to involve families in the academic activities. <b>Strategy's Expected Result/Impact:</b> Family Engagement in Academic Skills <b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 5:** The staff will be involved in the decision-making process with campus goals and professional learning by participating in a campus teams and survey at least two times a year.





**Evaluation Data Sources:** Campus Team Meetings, Campus Surveys, Campus Committees

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will participate in a campus survey around climate and behavior. <b>Strategy's Expected Result/Impact:</b> Behavior survey; professional learning survey; climate survey <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus PBIS Committee  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Educators will participate in campus vertical teams and other campus decision-making teams, such as leadership team and PBIS. <b>Strategy's Expected Result/Impact:</b> Leadership team; vertical teams; grade-level teams <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Educators will make instructional decisions on grade level teams and will meet weekly in protected PLC to create common formative assessments, examine data and determine next steps. <b>Strategy's Expected Result/Impact:</b> Educators will meet regularly in PLCs, Improvement in student growth and achievement <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators  <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Build team leader capacity through team building, PLC process, monthly meetings and the district professional learning opportunities. <b>Strategy's Expected Result/Impact:</b> Team building; district professional learning opportunities.; monthly meetings <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Dec	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.

**Performance Objective 6:** Campus facility updates will be made to improve the appearance, cleanliness and climate of the campus.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a welcoming environment throughout the building. <b>Strategy's Expected Result/Impact:</b> Work orders and aesthetic makeovers to building over the summer to provide up to date look and cleaner environment, staff members located throughout the building in the morning to greet learners, music on Fridays <b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Educators, Campus Custodial Staff  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Updates to campus library to allow for better collaboration and create a welcoming environment in the library. <b>Strategy's Expected Result/Impact:</b> Aesthetic makeover to library <b>Staff Responsible for Monitoring:</b> Campus Librarian, Campus Administration, PTA  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Elementary School will foster a safe, positive, and collaborative culture that strengthens the social and emotional well being of all students.





**Performance Objective 7:** Educators will provide greater opportunities for learner self-regulation and support learners in their social and emotional growth.

**Evaluation Data Sources:** Calming corners in classrooms, Motor lab, counselor SEL room, de-escalation training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will provide a calming corner in their classrooms for learners who need to take a break in the classroom and individual calming items for those who need them. <b>Strategy's Expected Result/Impact:</b> Learners will take a break as needed <b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will utilize our in-person mindfulness space with various opportunities to teach and participate in self-regulation. <b>Strategy's Expected Result/Impact:</b> Learners will utilize the SEL center to self-regulate. <b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselor, Classroom Educators  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize break boxes in classrooms for identified students. <b>Strategy's Expected Result/Impact:</b> Learners will utilize SEL skills to self-regulate. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Counselor is available to all students based on social and emotional needs. <b>Strategy's Expected Result/Impact:</b> Learners will utilize SEL skills to self-regulate. <b>Staff Responsible for Monitoring:</b> Counselor, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity and Other School Based Activities.

**Performance Objective 1:** We will participate with the Healthy Zone Schools program to increase 1) Nutrition Promotion, 2) Nutrition Education, 3) Physical Activity, and 4) Other school based activities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Nutrition Education - Incorporate daily nutrition information during Kids Teaching Kids. <b>Strategy's Expected Result/Impact:</b> Learners will gain understanding in proper nutrition. <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Physical Activity - During the fitness unit in fall and spring semester, instruction focuses on whole body wellness, helping students improve their own health and better their character while raising life-saving donations for the American Heart Association to help kids facing heart-health issues. <b>Strategy's Expected Result/Impact:</b> Participation in fitness units <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Nutrition, Increasing Access - Kids Teaching Kids nutrition tracking, 21-Day challenge that offers children and their parents the knowledge and resources to change their eating habits for the better by providing healthy snack recipes created by kids. Our district will be competing with another district based on participation. Winner gets money for district physical education and culinary programs. <b>Strategy's Expected Result/Impact:</b> Healthy snacks <b>Staff Responsible for Monitoring:</b> PE Educator, Campus Administration	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Encourage employee wellness by encouraging participation in District and campus-specific wellness events. <b>Strategy's Expected Result/Impact:</b> Staff member included in District Wellness Program <b>Staff Responsible for Monitoring:</b> PE educator, Campus Administrator	Formative			Summative
	Dec	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for Sharon Shannon Elementary

**Total SCE Funds:** \$7,800.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

This money will be used to help provide tutoring for learners.