Forsyth County Schools

A safe, connected, and thriving community for all

Sharon Elementary School

2023-2024

School Improvement Plan

Principal: Brian Nelson

School Mission/Vision Statement(s): Educating Beyond Expectations /Preparing Today's Children for Tomorrow

School Belief Statements:
Keep your eyes on the goal-- put your Passion First!
Never Give Up-- because Everything Is Possible!
Inspire Others— remember We Are Connected!
Greet Challenges - The Time is Now!
Honor Individual Differences-- have an Attitude of Gratitude for everyone!
Think— be 100% Accountable for your word & actions!
Show Compassion— and Live to Give!

Sharon Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Build a Sharon Family who respect, trust, and celebrate one another

Performance Measures:

- Student Climate Surveys
- Staff pulse check Surveys
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Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Student surveys will be administered and results will be analyzed by staff to ensure an optimal experience for every student. • Staff pulse checks will be administered and results will be analyzed by the administrative team to ensure an optimal experience for every staff member. • Opportunities for celebrations and recognitions will occur regularly.	• Review Fall data and make adjustments to celebration and recognition strategies as needed.

Performance Measures: Year-End Results

2022-2023 (Baseline):
In the spring, 88% of students in grades 3-5 and 92% of students in grades K-2 who expressed an opinion, reported feeling happy at school, with 90% of students surveyed feeling safe while at school. We monitored our staff with "pulse checks" throughout the year utilizing MyVoice. The goal of creating a family feel with respect increased by 1.2% over the course of the year, according to the pulse check data, with 97% of teachers feeling cared for and supported.

2023-2024: This year, 88.2% of students in grades 3-5 and 94.7% of students in grades K-2 reported feeling happy at school. 94.7% of students in grades 3-5 and 93.7% of students in grades K-2 reported feeling safe while at school. 96% of teachers reported feeling supported and appreciated.

Reflection on Results:

Overall, the perception of students feeling happy and safe was more prevalent. At the same time teachers feeling supported and appreciated decreased slightly, but overall remained at a very high level. We are continuing to foster an environment that is safe and connected.

Sharon Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging at Sharon and its cluster schools.

Major Focus: Increase internal and external opportunities for SES parents, staff and students to connect and build community with one another and our cluster schools.

Performance Measures:

- Parent University participant exit surveys
- Staff pulse check outcomes
- Student Survey outcomes

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Continue to develop and implement the Lambert Vertical Team Parent University • Improve communication and shared decision making opportunities through our school leadership team. • Grow connectedness through the House Cup vertical teaming model • Ensure clear and consistent communication through newsletters, daily messengers, public school calendar and social media posts. • Temperament Team building activities. • Faculty team building and events. • The cultures of our building will be highlighted through a "Where in the World" weekly morning news segment with family driven facts and locations to highlight. The segments will be archived on the school website for families to see. • Each class will have a class profile that highlights the cultures represented in the classroom community. Profiles will be displayed in halls for other classes to view for the benefit of the school wide community. • The staff newsletter will have upcoming dates of holidays from all cultures to help staff understand what customs students may be currently engaged in to allow us to better meet their needs at school.	• Review Fall data and make adjustments to community outreach strategies as needed.

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2022-2023 (Baseline): Attendance at Parent University from Fall to Spring approximately doubled (from about 150 to 300 attendees).

2023-2024: Baseline data. 94.6% of teachers when surveyed expressed that they have had opportunities to learn about the cultures of their students. 92.2% of K-2 students expressed that they have had opportunities to learn about the cultures of other students. 88.4% of 3-5 students expressed that they have had opportunities to learn about the cultures of other students.

Reflection on Results:

The Lambert Connect vertical team successfully held two Parent University events this year. While attendance was up in the Fall, it took a dip in the Spring. We will focus our efforts on a single Parent University in the fall for the upcoming school year.

Baseline data for Sharon's efforts to enhance the connectivity in the building through providing learning opportunities about the cultures of all was affirmed by the majority of teachers and staff. We will continue our efforts to ensure that all are a part of a connected community.

Sharon Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Students and teachers will partner in lessons which are standards based, engaging, rigorous, and authentic, providing varied assessment opportunities to demonstrate mastery.

Performance Measures:

- Local formative and summative assessments
- Beacon Data
- District formative assessments
- Milestones assessments

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Teachers will collaborate with instructional support staff (Coach, ETC, Media Specialist, Admin) to work through the Forsyth County Instructional Framework during PLC's. • After providing modeling and guidance from teachers, students will be able to articulate their learning target, success criteria, and idea of how they could demonstrate their understanding of the learning. • Teachers and students will partner in feedback loops for improving upon mastery demonstration attempts to ensure true mastery is achieved	• Review Fall data and make adjustments to PLC strategies.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline): In year one we focused on feedback loops as an instructional tool and intervention strategy and began the collaborative work of common assessment creation. In spring baseline data was collected, 90% of students grades K-2 and 71% of students in grades 3-5 who expressed an opinion reported that their teacher met with them in small groups to provide feedback which provided engaging and authentic learning opportunities. Next year we would like to increase the frequency of feedback loop instruction and continue the work of common assessment creation and standards alignment to allow formative and summative assessment analysis to drive instruction.

2023-2024: New Baseline: Milestone data showed the following: The percentage of of students scoring at levels 3-4 in ELA went from 73.6% (2023) to 77.5% (2024).

Lexile Averages increased by 1.3%

Big 20 data showed that 91% of 1-2 students were on track in Math by the End of the year.

Reflection on Results:

We continued the process of creating academic lessons underscored with engagement and rigor as demonstrated by growth in overall ELA scores and Lexile levels of students. Our efforts to ensure clear lesson objectives and standards

alignment will continue in partnership with our building professional learning experts to help students have opportunities to gain proficiency and show mastery of skills.

Sharon Elementary School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: School-wide implantation of daily data driven WINN (What I Need Now) instructional block will result in academic growth

Performance Measures:

- PLC documentation
- Milestones Results
- Lexiles and reading levels through ARC
- Access Data

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Data will be used to determine remediation or acceleration plans for each student, utilizing flexible grouping through the WINN block model. • TIER 1 instructional time will be prescribed on a master schedule and protected. • DIfferentiated instruction time during WINN	• Review Fall data and make adjustments to WINN strategies as needed.

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2022-2023 (Baseline): According to our sub-group data, the percentage of students scoring Level 3 and 4 on the Milestones ELA is as follows: ESOL (2022) 33.4% to 35.7% (2023), Special Ed. (2022) 54.8% to 54.9% (2023), and EIP (2022) 10.3% to 14.8% (2023).

2023-2024:

According to our sub-group data, the percentage of students scoring Level 3 and 4 on the Milestones ELA is as follows: ESOL 35.7% (2023) to 7.69% (2024), Special Ed. 54.9% (2023) to 46.48% (2024), and EIP 14.8% (2023) to 44% (2024).

46.3% of ESOL students demonstrated expected growth on the Access test.

Reflection on Results:

We took steps towards the implementation of a daily school wide targeted intervention time this year. We did not see as many special education and ESOL students reach proficiency on state exams this year as we did the previous year. We did see growth in the number of EIP students who reached proficiency. We aim to make further inroads towards

the full implementation of the daily WINN time this upcoming year in order to deliver targeted interventions to subgroups in need.