Rockwall Independent School District

Sharon Shannon Elementary

2025-2026 Campus Improvement Plan

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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 our learners so that they leave us with the necessary skills, character, and knowledge to achieve success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Sharon Shannon Elementary boasts a rich legacy and a dynamic present. Founded in 2007 and named in honor of Sharon Shannon, a dedicated educator with 29 years of service to Rockwall ISD, the school embodies her passion for teaching and her belief in making learning enjoyable. Although the school building itself was established in 2007, the spirit and values of its namesake continue to guide its mission and culture.

Currently, Shannon Elementary is undergoing a vibrant renewal, integrating fresh ideas and new personnel to foster a thriving educational environment. This transformation is closely linked to the new developments in the area, as the school welcomes many new students who are seeking their place in the community. The focus is on creating a cohesive environment through shared procedures and a strong sense of belonging.

Our mission, “Every Moment Matters,” reflects our commitment to ensuring that all learners explore, grow, and succeed through intentional and aligned learning experiences. This is achieved in a safe environment with a collaborative culture. Our educators are dedicated and go above and beyond, often prioritizing their students' needs alongside their own families. At Shannon Elementary, we empower learners to embrace independence, build meaningful relationships, and achieve excellence as they prepare to thrive in a dynamic global community.

Stakeholders play a critical role in the development and success of a school, and it's clear that Sharon Shannon Elementary values their contributions. Here’s a refined overview of how various stakeholders are involved and how their engagement can be enhanced:

Stakeholders at Sharon Shannon Elementary:

1. **Students**: As the primary beneficiaries of the school’s efforts, students are central to all initiatives. Their feedback and involvement in school activities are crucial, and there’s potential to increase their roles in decision-making processes.

2. **Families and Guardians**: Parents and guardians are vital for supporting students’ education and engaging in school activities. They are currently less involved in improvement plans compared to other stakeholders. To boost their participation, more opportunities for engagement and communication can be created.

3. **Teachers and Staff**: Educators and school staff are essential for daily operations and student support. Their input is actively sought and valued, and team leaders, in particular, have been more involved this year. This trend should continue to ensure their perspectives shape school improvements effectively.

4. **Administrators**: School leaders play a key role in guiding the overall direction and implementing improvement plans. Their leadership is crucial for integrating feedback from all other stakeholders into actionable strategies.

5. **Community Members**: Local business owners, religious leaders, social service providers, law enforcement officers, and neighbors contribute to the school’s ecosystem. Engaging them through community events and partnerships can enhance support and resources for the school.

6. **Rockwall ISD Board of Trustees**: This group oversees district-wide policies and ensures alignment with broader educational goals. Their involvement is important for strategic alignment and resource allocation.

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Current Enrollment and Growth

- **Total Enrollment**: As of September 2025, Sharon Shannon Elementary has an enrollment of 568 students. This represents an increase from the previous year, indicating a continued upward trend in student enrollment. The enrollment is expected to keep rising due to new developments within the school's zone.

Demographic Breakdown

- **Ethnicity**:
    - **White**: 58%
    - **Hispanic**: 25%
    - **African American**: 6%
    - **Two or More Races**: 6%
    - **Asian**: 4%
    - **Pacific Islander**: 1%
- **Economically Disadvantaged**:
    - **Percentage**: 19%

Enrollment Trends Over the Past Two Years

- **Enrollment Growth**: Over the past two years, the school has experienced a steady increase in enrollment, attributed to new residential developments in the area. This growth trend suggests a rising demand for educational services in the community.

Special Programs Enrollment

- **Special Education (SPED)**: 23%
- **504 Plans**: 8%
- **Dyslexia**: 9%
- **English as a Second Language (ESL)**: 7%
- **Gifted and Talented (GT)**: 4%

Analysis and Implications

1. **Enrollment Trends**:
    - The increase in overall enrollment reflects the school's growing appeal and the impact of new housing developments in the area. This growth will likely necessitate ongoing adjustments in staffing, resources, and classroom management to accommodate the rising number of students.
2. **Demographic Insights**:
    - The majority of the student population is White (58%), with a substantial Hispanic population (25%). The student body highlights the need for well-rounded teaching strategies.
    - The 19% of students classified as economically disadvantaged indicates a need for targeted support services to ensure educational opportunities for all students..

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3. **Special Programs**:
    - **SPED and 504 Plans**: The number of students in Special Education and those with 504 plans suggests a significant portion of the student body requires specialized support. Ensuring adequate resources and support staff for these programs is crucial.
    - **Dyslexia and ESL**: With 9% of students identified for dyslexia support and 7% in ESL, there is a clear need for effective intervention strategies and support services tailored to these groups.
    - **Gifted and Talented (GT)**: The 4% of students identified as GT represents a smaller segment of the student population. Providing enrichment opportunities and advanced learning experiences for these students is essential.

Demographics Strengths

The strengths of Sharon Shannon Elementary School, based on the document, include:

1. **Strong Mission and Vision**: The school is deeply committed to its mission of ensuring that all learners explore, grow, and succeed through intentional, aligned learning experiences in a safe and collaborative environment. The vision emphasizes nurturing students to leave with the necessary skills, character, and knowledge for success.

2. **Dedicated Staff**: The school boasts a mix of veteran, established, and first-year teachers. Staff members possess various certifications such as GT (Gifted/Talented), ESL (English as a Second Language), and special education, ensuring they are well-equipped to meet students' needs.

3. **Special Programs Alignment**: Sharon Shannon Elementary offers a range of special programs that align with the needs and desires of the students, parents, and the community, including Gifted/Talented (GT), Career and Technical Education (CTE), Special Education, Fine Arts, and Athletics. The school strives to meet the educational needs of all students through these programs.

4. **Collaborative School Culture**: The school fosters a strong culture of collaboration, both among staff and with the broader community, including parents.

5. **Student-Centered Environment**: The school emphasizes creating a supportive, empowering, and nurturing learning environment where students are encouraged to explore and develop their skills and knowledge.

6. **Positive Community Engagement**: The school engages its stakeholders—students, parents, teachers, administrators, and the wider community—in various aspects of planning and development, fostering a sense of a partnership.

These strengths contribute to a well-rounded educational experience that prioritizes academic excellence, student growth, and community collaboration.

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Student Learning

Student Learning Summary

Based on 2025 data, Sharon Shannon holds an A rating based on the accountability system.

Sharon Shannon Elementary has daily time for math and reading intervention built into our 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 AMIRA lessons, Fundations, 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 Progress:

- **Academic Growth**: Many respondents noted significant growth in students across subjects, as measured by various assessments such as MAP, MClass, and TEKS. Students have made strides academically, socially, and emotionally throughout the year.
- **Social Development**: In addition to academic improvements, there has been noticeable development among students' awareness of their own well-being.

Interventions and Support:

- **Reteaching Strategies**: Intervention time is built into each class's schedule to support students who need reteaching. Small group instruction is used frequently to help students who have fallen behind.
- **Tools and Programs**: Various tools such as *Do the Math*, *Fundations*, *LLI* (Leveled Literacy Intervention), *Imagine Math*, and *Amira* are utilized to track and improve student performance, although some staff expressed concerns that certain interventions (like reading interventions) are outdated or insufficient.
- **Teacher Collaboration**: Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) meetings allow teachers to collaborate, assess student data, and adjust interventions accordingly.
- **Challenges with Reteaching**: Some teachers mentioned difficulty finding time for quality reteaching, especially within certain program structures like Math Workshop, which may not allow for flexible reteaching opportunities.
- **Behavioral and Emotional Support**: In addition to academic interventions, students with behavioral or emotional needs are supported through counselors and district resources.

Student Learning Strengths

1. Student Growth:

- Significant academic growth was observed, with improvements measured through tools like MAP, MClass, and TEKS assessments.

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- Personal growth was also highlighted, with students developing in this area alongside their academic progress

2. Structured Intervention Time:

- The school has designated intervention time built into the daily schedule, allowing for small-group reteaching and targeted instruction to support students, particularly those who are at risk of falling behind.

3. Use of Data to Guide Instruction:

- Teachers consistently use formal and informal assessments (e.g., MAP, MClass, DRA, and CCA) to track student progress and inform instructional decisions.
- Collaborative meetings like PLCs (Professional Learning Communities) and MTSS (Multi-Tiered System of Support) allow staff to analyze data and tailor interventions to meet individual student needs.

4. Variety of Intervention Tools:

- The school has access to a variety of programs and tools to support student learning, such as *Do the Math*, *Imagine Math*, *LLI*, Amira, and *Fundations*.
- These tools provide structure for targeted interventions and help monitor progress, ensuring students receive the support they need.

5. Collaboration Among Staff:

- PLCs and data meetings create a culture of collaboration among teachers, enabling them to share strategies, evaluate student data, and modify interventions effectively.
- Instructional coaches provide additional support by offering materials and resources to help teachers deliver high-quality instruction.

6. Commitment to Reteaching:

- Teachers show a strong commitment to reteaching and intervention for students who need additional help, frequently pulling small groups or providing one-on-one instruction to ensure students stay on track.

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School Processes & Programs

School Processes & Programs Summary

Shannon Elementary has implemented a comprehensive school-wide Positive Behavioral Interventions and Supports (PBIS) model, ensuring that positive behavior is consistently reinforced and clear expectations are established for students in all common areas of the school. In our classrooms, the CHAMPS classroom management model is utilized to maintain a structured and supportive learning environment. We are committed to student safety, regularly conducting drills for evacuation, severe weather, and lock down situations. Our Raptor system ensures that all visitors are carefully screened, requiring them to sign in and out at the front office and wear a visitor identification badge while on campus.

Our school counselor plays a pivotal role in promoting the overall well-being of our students. She leads our campus-wide character education program, delivering monthly guidance lessons tailored to each class. The counselor's open-door policy allows students to request time with her whenever needed, ensuring they have access to the support they require. To further assist with emotional regulation, we have established a calming room where students can take a break in a soothing environment. Additionally, each classroom is equipped with a calm-down area, providing students with a space to refocus and manage their emotions throughout the day.

Instructional Leadership:

At Shannon Elementary, we are dedicated to developing strong instructional leaders through targeted professional development and clearly defined roles.

Program Alignment:

Our school’s programs are carefully aligned with our vision, mission, and goals, particularly in supporting at-risk students. These programs are designed to provide a well-rounded curriculum, integrating interventions that ensure all students have the opportunity to meet and exceed state academic standards.

Progress Tracking:

We are committed to rigorous progress tracking through tools like curriculum assessments, TEKS tracking, TTESS, IEP goals, and MAP testing. These tools help us maintain a strong focus on powerful teaching and learning, ensuring that we can monitor and respond to the academic needs of our students effectively.

Curriculum & Instruction:

Our curriculum is fully aligned with the Texas Essential Knowledge and Skills (TEKS) standards, and our lesson plans are driven by data to enhance instructional effectiveness. While our curriculum is strong, we identified a gap in district-wide technology integration this year, which we plan to address moving forward.

School Conditions:

The learning conditions at Shannon Elementary are designed to support student success, with proactive classroom management strategies that emphasize positive reinforcement.

Support:

We are deeply committed to a supportive educational environment, particularly for our at-risk students. This commitment is reflected in our differentiated instruction practices and robust progress monitoring. Our instructional coaches and Professional Learning Communities (PLCs) provide essential support, ensuring that all students receive the guidance and resources they need to thrive.

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School Processes & Programs Strengths

- **Comprehensive Behavioral Management:**
  - The implementation of a school-wide PBIS model and the use of the CHAMPS classroom management system demonstrate a strong commitment to maintaining a positive, structured, and supportive learning environment.
- **Student Safety and Security:**
  - The school places a high priority on safety with regular drills, daily door checks, and the use of the Raptor system for visitor management, ensuring a secure environment for students and staff.
- **Focus On Student Well-being:**
  - The school counselor's active role in character education and the availability of resources like the calming room and calm-down areas in classrooms highlight a strong focus on supporting students' well-being.
- **Instructional Leadership Development:**
  - There is a clear structure for developing instructional leaders through professional development and defined roles, indicating a commitment to fostering leadership within the school.
- **Alignment with Vision and Mission:**
  - Programs are well-aligned with the school's vision, mission, and goals, particularly in supporting at-risk students through a well-rounded curriculum and targeted interventions.
- **Rigorous Progress Monitoring:**
  - The use of tools like TTESS, SBRC TEKS, IEP goals, and MAP testing to track student progress ensures that teaching and learning are continuously evaluated and improved.
- **Curriculum Alignment and Data-Driven Instruction:**
  - The curriculum's alignment with TEKS and the data-driven approach to lesson planning demonstrate a strong foundation in ensuring that instruction meets state standards and addresses student needs effectively.
- **Commitment to Support our At-Risk Students:**
  - The school's focus on differentiated instruction and the strong support systems provided by instructional coaches and PLCs show a deep commitment to supporting the success of all students, especially those at risk.
- **Proactive Classroom Management:**
  - The use of positive reinforcement strategies and proactive management techniques contributes to a conducive learning environment, reducing disciplinary issues and promoting student engagement.

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Perceptions

Perceptions Summary

Staff Qualifications and Training: The staff at Shannon Elementary is highly qualified, with many serving in leadership roles both on campus and within the district. Kindergarten through 3rd-grade teachers, along with administrators and instructional coaches, are trained through the RISD Reading Academies, a TEA-required program that includes ten days of training and coaching. All staff in these roles will complete this training by the end of the 2023-2024 school year. Additionally, teachers are trained in ESL and gifted and talented strategies, with ongoing yearly training.

School Environment: Teachers describe Shannon Elementary as a safe, supportive, and welcoming environment where students' needs are prioritized. The school is often seen as a second home, fostering strong camaraderie and teamwork among staff.

Support Systems: The professional development and administrative support in place are seen as effective, though some teachers note areas for improvement, particularly in teamwork, communication, and behavior management.

Safety and Belonging: Most teachers feel safe and have a sense of belonging, particularly when they have strong team relationships. However, concerns exist regarding safety in classrooms with challenging behaviors.

Love for Teaching: Teachers are passionate about teaching and motivated by the success and growth of their students.

Administrative Support: The administration is generally viewed as supportive, with an open-door policy, though there is a desire for better communication on disciplinary matters and more classroom presence from administrators.

Professional Development: While teachers value the professional development offered, there is a call for more specific resources, such as literacy coaches and consistent curriculum support.

Community Engagement: Shannon Elementary provides numerous opportunities for family and community involvement, though there is a desire for increased participation and stronger community relationships.

Perceptions Strengths

- **Highly Qualified Staff**: The staff at Shannon Elementary is well-trained and experienced, with many holding leadership roles both on campus and within the district. This includes specialized training in reading, ESL, and gifted and talented strategies.
- **Comprehensive Training Programs**: The school ensures that teachers, administrators, and instructional coaches are equipped with essential skills through rigorous programs like the RISD Reading Academies, which enhances their ability to support student learning.
- **Supportive School Environment**: The school is described as safe, supportive, and welcoming. Teachers feel that the environment fosters a strong sense of belonging and camaraderie, making it a positive place for both staff and students.
- **Passion for Teaching**: Teachers at Shannon Elementary are passionate about their work and motivated by the success and growth of their students. This dedication is a significant strength that contributes to a positive educational environment.
- **Administrative Support**: The administration is seen as supportive and approachable, with an open-door policy that helps teachers feel valued and heard. This support extends

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to both professional and personal matters, creating a strong foundation for staff satisfaction.

- **Community and Family Engagement**: The school provides numerous opportunities for family and community involvement, which is key to building strong relationships and fostering a collaborative atmosphere.
- **Professional Development**: Teachers appreciate the professional development opportunities provided, which helps them continually improve their skills and effectiveness in the classroom.

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Priority Problem Statements

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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

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- 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
- 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

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Goals

Goal 1: Through effective teaching and monitoring, Shannon will maintain academic excellence in all areas.

Performance Objective 1: With fidelity of implementation of RISD guaranteed and viable curriculum, we will ensure effective Tier 1 instruction in all classrooms.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Educators will implement the curriculum by utilizing district resource guides and following the scope and sequence. **Strategy's Expected Result/Impact:** Improved student learning across grade levels **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Classroom Educators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Educators will plan together on grade level teams to design engaging lessons aligned with the curriculum. **Strategy's Expected Result/Impact:** Lesson plans will represent curriculum alignment to district pacing guide **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Classroom Educators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Instructional leadership team will plan with PLCs, model instructional practices, participate in instructional rounds, and disaggregate data, and provide feedback to educators in the delivery of instruction to learners. **Strategy's Expected Result/Impact:** Coaching calendar; Data calendar; Increased proficiency in educators' understanding of best research-based practices; targeted instruction to the needs of learners (differentiated practices) **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Team Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Teachers will have protected PLC time once a week to focus on the 4 guiding questions of a PLC, focusing on unit overviews and week to week planning following a guaranteed and viable curriculum. **Strategy's Expected Result/Impact:** Teachers will utilize the PLC agenda protocol to create CFA/analyze CFA to determine appropriate teaching practices (begin with the end in mind). **Staff Responsible for Monitoring:** Campus administration, Instructional Coaches, grade level leads **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Scheduled District Learning Walks with Content Coordinators and Campus Instructional Leadership Team to review TEKS alignment, lesson delivery, best practices, and evidence of learning. **Strategy's Expected Result/Impact:** scheduled curriculum walks; reflection by educators on practice; improved instruction; **Staff Responsible for Monitoring:** Campus Administration, District Curriculum Coordinators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

No Progress Accomplished Continue/Modify Discontinue

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Goal 1: Through effective teaching and monitoring, Shannon will maintain academic excellence in all areas.

Performance Objective 2: Consistently provide Tier II and III interventions to increase student achievement and growth in all students.

High Priority

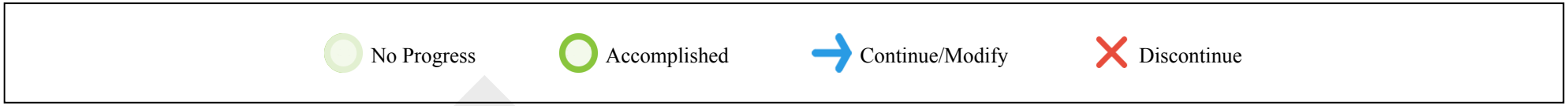
Evaluation Data Sources: BOY, MOY, and EOY K-2 assessment data will indicate student growth around reading levels and Literacy assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Educators will utilize common formative assessments to disaggregate data to inform instruction. **Strategy's Expected Result/Impact:** Improved data on common assessments; evidence of student growth from BOY, MOY, and EOY assessments; increased student achievement/growth **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches; Classroom Educators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Campus Administration will meet with educators 3 times a year to review goals, progress towards goals and learner data. **Strategy's Expected Result/Impact:** Educators achieve goals and improve student learning **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Through professional learning days and extended planning, teachers will develop and plan for intentional WIN time (What I Need), utilizing District approved interventions that support the needs of all learners. **Strategy's Expected Result/Impact:** Growth for all students, reduction in Tier III learners **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

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Goal 1: Through effective teaching and monitoring, Shannon will maintain academic excellence in all areas.

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			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Educators will utilize learning management systems such as Canvas, Dojo, Seesaw, Google, etc. **Strategy's Expected Result/Impact:** Collaboration with ITS; Educators and learners access and utilize learning management system; Higher learner engagement **Staff Responsible for Monitoring:** Campus Administrators, Instructional Technology Specialists, Classroom Educators **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: 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. **Strategy's Expected Result/Impact:** Sign-in sheets of professional learning; Educators improved proficiency in implementation of instructional practices learned from sessions and reinforced by coaches **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Classroom Educators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

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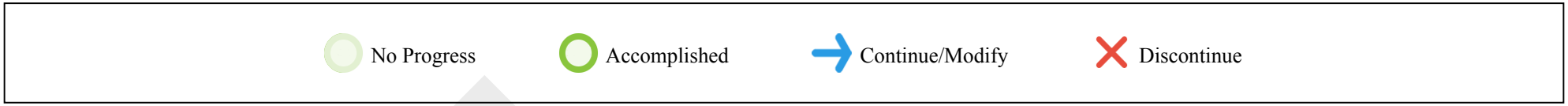
Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: The SAGE educator will work to support teachers in embedding Depth and Complexity to increase achievement with identified Young Scholars, thus closing the Excellence GAP, bringing identified Young Scholars to becoming identified SAGE students moving them from Meets to Masters. **Strategy's Expected Result/Impact:** Increased meets and masters on STAAR **Staff Responsible for Monitoring:** Increased meets and masters on STAAR **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: 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. **Strategy's Expected Result/Impact:** Build capacity in leadership team to improve coaching skills, develop strong coaching models, and increase student achievement. **Staff Responsible for Monitoring:** Campus Administration, Instructional Coaches **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: The ESL educator will work to support teachers in embedding language supports in the classroom to increase achievement with our Emergent Bilingual learners. **Strategy's Expected Result/Impact:** The ESL educator will work to support teachers in embedding language supports in the classroom to increase achievement with our Emergent Bilingual learners. **Staff Responsible for Monitoring:** Campus Administrators, ESL teacher, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: Provide ongoing professional learning to staff throughout the school year to target identified needs of the campus. **Strategy's Expected Result/Impact:** Improvement in Staff Instructional Practices **Staff Responsible for Monitoring:** Campus Administrators				

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Goal 1: Through effective teaching and monitoring, Shannon will maintain academic excellence in all areas.

Performance Objective 4: Each student at Sharon Shannon Elementary will show evidence of academic growth as measured by multiple assessments including MAP, CCAs, CFAs, STAAR, mClass, DRA, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Each educator will create and monitor 1 professional goal and 1 student growth measure to target student learning. **Strategy's Expected Result/Impact:** Goals monitored through TTESS; Increased proficiency in instructional and classroom practices; Feedback to educators **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers and students will monitor student progress through goal setting conferences and data trackers, while focusing on high yield standards, through the use of student data binders. **Strategy's Expected Result/Impact:** Progress monitor, increased learner performance, student led goal conferences **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Classroom teachers **TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: During the PLC process, teachers will complete a data protocol to determines areas of strength and areas of opportunity to guide reteaching during WIN time. **Strategy's Expected Result/Impact:** academic growth for students through intentional tracking and planning **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coaches, Classroom teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: We will provide a range of special programs that cater to the interests and needs of all students.

Performance Objective 1: Foster a culture of community, care, ownership, and innovation through relational practices, consistent routines, shared values, team-building activities, assemblies, and incentives.

Evaluation Data Sources: Improved student well-being strategies, increased guidance lessons, quarterly assemblies.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Utilize character education calendar to teach character education. One new trait will be taught each month, according to the District calendar, and social skills will be taught monthly through guidance lessons. **Strategy's Expected Result/Impact:** Calendar of character traits; communicated via announcements and taught in classrooms **Staff Responsible for Monitoring:** Campus Counselor, Campus Educators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Broadcast members and counselor helpers will lead character education topics on KSTAR TV **Strategy's Expected Result/Impact:** Character traits communicated via announcements **Staff Responsible for Monitoring:** Campus Administrators, Campus Counselor, Campus Librarian, SAGE Teacher **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Each grade level receives a minimum of 4 student well-being lessons a year. **Strategy's Expected Result/Impact:** Guidance lessons in classrooms **Staff Responsible for Monitoring:** Campus Counselor **ESF Levers:** Lever 3: Positive School Culture				

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Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Small group guidance provided as needed to help students be successful. **Strategy's Expected Result/Impact:** Log of groups and individual sessions **Staff Responsible for Monitoring:** Campus Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 5: Awards assemblies 4 times per year to celebrate student and staff successes. **Strategy's Expected Result/Impact:** Staff recognize learners at awards assembly 4 times per year. Character Awards and student of the month will be recognized. **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 6 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 6: The counselor will provide morning meeting slides daily to encourage character education discussions in the classroom. **Strategy's Expected Result/Impact:** Guidance lessons for the classroom **Staff Responsible for Monitoring:** Campus Counselor, Campus Administrators, Campus Educators **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: We will provide a range of special programs that cater to the interests and needs of all students.

Performance Objective 2: 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			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: In partnership with PTA we will provide opportunities this year for school-wide family programming. **Strategy's Expected Result/Impact:** 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, **Staff Responsible for Monitoring:** Campus Administration, Campus Educators, Campus Counselor **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide in-person and online connections for families through Meet the Teacher, Parent Information Night, and fall conference times (in-person and virtual). **Strategy's Expected Result/Impact:** Parents participate in back to school opportunities and fall conferences **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators **TEA Priorities:** Improve low-performing schools -				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Improve parent communication through Facebook, Weekly Parent Newsletter, Twitter, Classroom Newsletters and Class Dojo. **Strategy's Expected Result/Impact:** Families are aware of activities and important events at SES. **Staff Responsible for Monitoring:** Campus Administration, Campus counselor, Staff **ESF Levers:** Lever 3: Positive School Culture				

DRAFT

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: The campus will host a Multicultural Night designed to strengthen school-community make connections. **Strategy's Expected Result/Impact:** Family Engagement in Academic Skills **Staff Responsible for Monitoring:** Campus Administration, Counselor, Staff **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 2: We will provide a range of special programs that cater to the interests and needs of all students.

Performance Objective 3: The staff will be involved in the decision-making process with campus goals and professional learning by participating in a committees and campus survey at least two times a year.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Educators will participate in a campus survey around climate and behavior. **Strategy's Expected Result/Impact:** Behavior survey; professional learning survey; climate survey **Staff Responsible for Monitoring:** Campus Administrators, Campus PBIS Committee **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Educators will participate in campus vertical teams and other campus decision-making teams, such as leadership team and PBIS. **Strategy's Expected Result/Impact:** Leadership team; vertical teams; grade-level teams **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: 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. **Strategy's Expected Result/Impact:** Educators will meet regularly in PLCs, Improvement in student growth and achievement **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators **ESF Levers:** Lever 5: Effective Instruction				

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Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Build team leader capacity through team building, PLC process, monthly meetings and the district professional learning opportunities. **Strategy's Expected Result/Impact:** Team building; district professional learning opportunities.; monthly meetings **Staff Responsible for Monitoring:** Campus Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 2: We will provide a range of special programs that cater to the interests and needs of all students.

Performance Objective 4: Campus facility updates will be made to improve the appearance, cleanliness and climate of the campus.

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Through annual campus themes, we will create a welcoming environment throughout the building. **Strategy's Expected Result/Impact:** 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 **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators, Campus Custodial Staff **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Classrooms will utilize an indoor recess/incentive room to support learners on days when outside recess if not utilized. **Strategy's Expected Result/Impact:** Support learners in activities that allow for a brain break. **Staff Responsible for Monitoring:** Classroom teacher				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 2: We will provide a range of special programs that cater to the interests and needs of all students.

Performance Objective 5: Educators will provide greater opportunities for learner self-regulation and support learners in their overall growth.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: 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. **Strategy's Expected Result/Impact:** Learners will take a break as needed **Staff Responsible for Monitoring:** Campus Administrators, Educators **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Teachers will utilize break boxes in classrooms for identified students. **Strategy's Expected Result/Impact:** Learners will utilize self-regulation skills. **Staff Responsible for Monitoring:** Counselor, Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Counselor is available to all students based on their individual needs. **Strategy's Expected Result/Impact:** Learners will utilize self regulation skills. **Staff Responsible for Monitoring:** Counselor, Teachers				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 3: We will strengthen the well-being of our learners through intentional learning opportunities in physical education, fine arts, and college and career readiness.

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			
	Formative			Summative
Strategy 1: Nutrition Education - Incorporate daily nutrition information during Kids Teaching Kids. **Strategy's Expected Result/Impact:** Learners will gain understanding in proper nutrition. **Staff Responsible for Monitoring:** PE Educator, Campus Administration	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: 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. **Strategy's Expected Result/Impact:** Participation in fitness units **Staff Responsible for Monitoring:** PE Educator, Campus Administration	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: 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. **Strategy's Expected Result/Impact:** Healthy snacks **Staff Responsible for Monitoring:** PE Educator, Campus Administration	Dec	Feb	Apr	June

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Encourage employee wellness by encouraging participation in District and campus-specific wellness events. **Strategy's Expected Result/Impact:** Staff member included in District Wellness Program **Staff Responsible for Monitoring:** PE educator, Campus Administrator	Dec	Feb	Apr	June

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 3: We will strengthen the well-being of our learners through intentional learning opportunities in physical education, fine arts, and college and career readiness.

Performance Objective 2: Fine arts programs will be designed to allow students to explore self-expression, emotional resilience, and cultural awareness through art, music, theater, and dance. These opportunities help students develop critical thinking, collaboration, and creative problem-solving skills.

Evaluation Data Sources: Program planning and participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Fine arts programs will be designed to allow students to explore self-expression, emotional resilience, and cultural awareness through art, music, theater, and dance. These opportunities help students develop critical thinking, collaboration, and creative problem-solving skills. **Strategy's Expected Result/Impact:** Program planning and participation **Staff Responsible for Monitoring:** Campus Administrators, Art and Music Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Provide students with opportunities to showcase their talents through art exhibitions, performances, or digital portfolios. **Strategy's Expected Result/Impact:** Program planning and participation **Staff Responsible for Monitoring:** Campus Administrators, Art and Music Teacher				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 3: We will strengthen the well-being of our learners through intentional learning opportunities in physical education, fine arts, and college and career readiness.

Performance Objective 3: Create intentional, scaffolded learning experiences that introduce students to a wide range of careers and industries.

Evaluation Data Sources: Program planning and participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement workshops that focus on college preparation, including financial literacy, college application processes, scholarship opportunities, and interview skills. **Strategy's Expected Result/Impact:** Exposure to College Readiness. **Staff Responsible for Monitoring:** Counselor, Classroom Teacher				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Offer career days, job shadowing opportunities, and field trips to local businesses and industries, allowing students to gain real-world insights. **Strategy's Expected Result/Impact:** Exposure to College Readiness. **Staff Responsible for Monitoring:** Counselor, Classroom Teacher				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 4: We will ensure a safe, secure and civil environment for all students, staff, and families.

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

Evaluation Data Sources: daily door audits

Strategy 1 Details	Reviews			
Strategy 1: Educators will keep their doors locked throughout the day.	Formative			Summative
Strategy's Expected Result/Impact: All doors will remain locked 100% of the time.	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Campus Educators				

Strategy 2 Details	Reviews			
Strategy 2: Staff members will receive ongoing training and feedback regarding school safety practices.	Formative			Summative
Strategy's Expected Result/Impact: Improved Safety Measures	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administrators, Campus Secretary, District Locksmith				

Strategy 3 Details	Reviews			
Strategy 3: School Resource Office (SRO) or Armed Security Officer will be on campus daily.	Formative			Summative
Strategy's Expected Result/Impact: SRO checks locked doors inside and outside of the building; monitors campus for safety	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Campus Administration				

Strategy 4 Details	Reviews			
Strategy 4: Conduct mandated safety drills, including fire drills, lockdown drills, tornado drills, and evacuation drills.	Formative			Summative
Strategy's Expected Result/Impact: Students and staff are prepared in the event of an emergency	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 4: We will ensure a safe, secure and civil environment for all students, staff, and families.

Performance Objective 2: We will decrease office referrals by 10% by the end of the 2025-2026 school year.

Evaluation Data Sources: Skyward

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Positive Behavior Intervention Support (PBIS) sustained in classrooms and common areas. Learners will be recognized and celebrated through "Golden Tickets" for common areas and the "Golden Spatula" for the cafeteria. **Strategy's Expected Result/Impact:** Educators will implement procedures; learners will follow expectations; orderly common areas **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Increased supervision at arrival/dismissal/recess and common areas. Utilize CHAMPS to establish procedures and routines. **Strategy's Expected Result/Impact:** Safe common areas during arrival and dismissal; learners safely enter and exit building; learners in designated locations **Staff Responsible for Monitoring:** Campus Administrators, Campus Staff and Educators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: Leadership jobs established for 4th and 5th grades. **Strategy's Expected Result/Impact:** Student leaders, Supportive campus climate **Staff Responsible for Monitoring:** Campus Assistant Principal, Campus Counselor, Campus Educators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 4: Provide CHAMPS training and coaching on establishing classroom management and conditions of success in the classroom and working with difficult behaviors. **Strategy's Expected Result/Impact:** Improved educator/learner relationships and classroom management **Staff Responsible for Monitoring:** Campus Administrators, Campus Educators				

No Progress Accomplished Continue/Modify Discontinue

DRAFT

Goal 5: By May 2026, student attendance in all student groups will go from 95.7% to 97% as measured by the State Accountability System.

Performance Objective 1: To ensure a decrease in both unexcused and excused absences, we will implement a multi-tiered approach focused on proactive engagement, accountability, and student support.

Evaluation Data Sources: Skyward Attendance data

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Using an automated system, parents will receive real-time notifications when their child is absent, tardy, or approaching absence thresholds. This immediate feedback ensures that attendance issues are addressed promptly. **Strategy's Expected Result/Impact:** decrease in absences and truancy letters **Staff Responsible for Monitoring:** Campus Attendance clerk, Campus Administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Parents and students will be informed about the impact of absences (both excused and unexcused) on academic success. Newsletters and digital resources will emphasize the importance of regular attendance and clarify the difference between excused and unexcused absences. Clearly defined attendance thresholds will be shared, outlining when administrative intervention occurs (e.g., 3, 5, or 10 absences) to establish firm expectations. **Strategy's Expected Result/Impact:** Decrease in absence **Staff Responsible for Monitoring:** Campus Administrators, Classroom Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3: For students with chronic absenteeism or frequent excused absences, personalized communication from teachers, counselors, or administrators will offer support, and assess potential underlying causes (e.g., health, transportation, or family issues). **Strategy's Expected Result/Impact:** Decrease student absences, provide appropriate support to students and families **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

Goal 5: By May 2026, student attendance in all student groups will go from 95.7% to 97% as measured by the State Accountability System.

Performance Objective 2: The school will implement a comprehensive and motivating reward system that fosters a culture of punctuality and accountability

Evaluation Data Sources: Attendance records

Strategy 1 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 1: Implement school-wide rewards for regular attendance, recognizing students with high attendance rates on a quarterly basis through campus assemblies. **Strategy's Expected Result/Impact:** culture of positive attendance behavior **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2: Classroom teachers will develop and implement an engaging, tiered classroom/individual reward system that encourages students to be on time and present every day. **Strategy's Expected Result/Impact:** culture of positive attendance behavior **Staff Responsible for Monitoring:** Campus Administrators, Counselor, Classroom Teachers				

 No Progress  Accomplished  Continue/Modify  Discontinue

DRAFT

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.

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