

Sharon Elementary School

FCS Strategic Goal Area	FCS Strategic Performance Objective	Major Focus
#1. Social & Emotional Health	(C) Promote respect, wellness, and balance for staff and students	Build a Sharon Family who respect, trust, and celebrate one another.
#4 Climate, Culture, & Community	(B) Work collaboratively with all people to promote inclusivity, school pride, and belonging	Increase internal and external opportunities for parents, staff, and students to connect and build community by developing and implementing the Lambert Vertical Team Parent University, improving communication and shared decision making opportunities for parents and staff members, and growing the 21-22 initiative of connectedness through the House Cup vertical teaming model.
#5 The Learner Experience	(A) Increase student <u>achievement</u> & growth	Students and teachers will partner in lessons which are standards based, engaging, rigorous, and authentic, providing varied assessment opportunities to demonstrate mastery.
#5 The Learner Experience	(A) Increase student achievement & <u>growth</u>	Implement daily WINN (What I Need Now) instructional block based on individual student need for acceleration or remediation, provide teacher-instructional support staff collaboration time, and use Professional Learning Communities to plan collaboratively and analyze data.

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FCS Strategic Goal Area	Reflection on Year #1
#1. Social & Emotional Health	Our survey pulse checks revealed that students who wished to express an opinion felt happy and safe while at school. We monitored our staff with “pulse checks” throughout the year utilizing MyVoice. Staff feeling like they are part of a family and respected increased over the course of the year, according to the pulse check data, with teachers also reporting feeling cared for and supported. To build upon our success, we will continue to find authentic and intentional ways to recognize our students and staff members for their outstanding contributions to Sharon.
#4 Climate, Culture, & Community	Feedback was very positive in Fall and we used that to craft our Spring session offerings. Spring feedback also was very positive and parents shared they enjoyed the sessions and wanted us to continue offering items like this.
#5 The Learner Experience	In year one we focused on feedback loops as an instructional tool and intervention strategy and began the collaborative work of common assessment creation. Students who chose to express an opinion through pulse checks reported that their teachers 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.
#5 The Learner Experience	In year one, we were successful in implementing daily, schoolwide WINN (What I Need Now) time. Students received EIP, ESOL, SPED, as well as Tier 1 & 2 interventions during this time. As reflected in the PLC minutes and presentation documentation, the PLC process aided in ensuring we were able to discuss student needs and progress and adjust their WINN time schedules as needed. Student interventions were provided and monitored with fidelity during this time.