



William T Sherman Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/27/2018	CIWP Team	SEF Review/Framework Prioritization

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for

Score

1 2 **3** 4

every student.

School Mission:

Our mission at the Sherman School of Excellence is to create active thinkers, readers, writers, and problem solvers. To facilitate what is best for every student, we will address the diverse needs of all children including those with special needs. Our success will be measured by student achievement in the areas of reading and math. When expectations are not met, we will utilize different learning strategies and modify our instruction. We will engage students in their own learning by using culturally relevant materials and by valuing their personal experiences. We will create an environment conducive to learning by ensuring the safety of our students, by involving the community, and by fostering respect amongst the school family.

Vision:

At Sherman School of Excellence we aspire to provide a safe and rigorous academic environment where students and staff celebrate diversity while cultivating life-long learners. We promote accountability and involvement among teachers and parents, while promoting high personal and academic standards among students. We aim to develop critical thinkers, productive citizens and future leaders.

- * On school website
- * On school's Facebook page (school-wide contest aimed at increasing the amount of joining Sherman's Facebook group)
- * The school's marquee
- * Meeting agendas, staff and community bulletins posted in public spaces in the school
- * Staff bulletins are shared via email and Sherman Drive
- * School's mission and vision posted in every classroom and on signage throughout the school
- * Parent bulletin board at main entrance
- * Strategic goals reviewed at start of the year; and referenced as school-wide decisions are made (SLT, ILT, Cluster Meetings)
- * Relationship between school's vision and initiatives and priorities are referenced in decision making as evident by agendas, bulletins, website, and brochures. School-wide focus on purposing the work, communicating the purpose
- * Every scholar has a Personal Learning Plan (PLP) in which they work with their teachers and parents to set academic, behavioral, and attendance goals, and outline a plan of action for achieving those goals.
- * All faculty and staff have Individual Professional Development Plan that focuses on domains that are aimed

5Essentials:

- * Effective Leaders (does leadership focus on results and school improvement) - Strong
- * Collaborative Teachers (do teachers work well together and strive for excellence) - Strong
- * Student Response Rate: 71.4%

CPS Framework for Teaching:

- * Data being collected

CPS Performance Standards for School Leaders:

- * Current principal is new to the school and has yet to receive ratings for all standards

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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ILT Effectiveness Rubric Score

* Implemented in BOY and will do an EOY assessment

Artifacts - ILT agendas (10 in drive) and Cluster Meetings created by ILT

* Agendas posted in Sherman's Drive

* Objective: Team building, understanding purpose of ILT, understanding cycles of teaming meetings and how they will be used to accomplish Sherman's vision.

* Objective: Establish coherence through systems and structures; identify school priorities to support our performance goals

* Objective: Establish coherence through systems and structures through Personal Learning Plans

* Objective: Analyzed the School Quality Rating Policy

Cluster Meeting Agendas:

* Objective: MTSS and Tiered Supports

* Objective: Small group instruction (Personal Learning Plans)

* Objective: Data driven small groups

* Objective: Behavior Management Cycle

5Essentials:

* Effective Leaders (does leadership focus on results and school improvement) - Strong

* Collaborative Teachers (do teachers work well together and strive for excellence) - Strong

The ILT meets consistently on a biweekly basis to address the needs of the schools instructional priorities. During these collaborative sessions we work to analyze our core data sets i.e NWEA, A-net, Dibels/TRC, Attendance, PBIS and ontrack rate. The ILT also designs protocols to address classroom learning walks, curricular deep dives, and the coherence of instruction.

Additionally, the ILT conducts monthly learning walks to ensure effective implementation of the curriculum with fidelity. The work of the ILT guides the work in the cluster meetings. Teacher leaders partner with grade level and or vertical grade partners to peer observe and assist with effective instruction in domains 2 and 3. All ILT meeting agendas artifacts and resources are captured on Sherman's Google Drive for all staff to access. The work of the ILT is communicated to Sherman stakeholders via the staff bulletin that posted in the main office for public accessibility.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.

- Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
Measures	✓ Teacher team agendas/minutes reflective of ILT focus
	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
CPS Performance Standards for School Leaders	4a. Demonstrating Professionalism
	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Instructional Leadership Team Planning Tools
	✓ PLC and Mentoring Coaching Resources

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Sherman Quarterly Cluster Plans

- * Aligned to priorities established by Sherman faculty and staff at the beginning of the year
- Areas of focus: Small group instruction (including reading and math interventionist; using specified resources); After school programming (ELA and Math interventions and supports based on students RIT bands); Social Emotional Development (Culture and Climate bi-weekly meetings, school wide implementation of Class Dojo, school wide PD on Behavior Management Cycles, monthly PBIS celebrations); Attendance (attendance committee, classroom and school wide attendance incentives, PLP goals)
- * ILT Cycles: Instructional change design plan - environment, student engagement, assessment
- * Cluster Meeting Cycles: Data, informing instruction, individualized student supports
- * Cluster plan advances the school's established priorities
- * PD Survey Results: 75% of staff "are confident that they will apply what they learned in this week's planning; 87% agreed they feel more prepared to engage in planning for success
- * Flex PDs - Module Assessment Deep Dives (individualized teacher support from peers)
- * Unit Plans Feedback (ongoing from school based coach; periodic peer feedback)
- * Collaborative BOY Unit Planning with teachers at Dulles (AUSL Network School)
- * Teacher IPDP (focused on improving in an identified area of the framework for teaching). Snap shots observations are done centered around strengths, areas of improvement, wonderings, and next steps.
- * Peer observations (ILT Environmental Learning Walk, Collegial visit at other schools, SGI peer observations, Peer observations to improve practice)
- * School Based coaching provided for new teachers and those new to AUSL

Teacher Professional Development:

- * Achievement Network (ongoing - ANet training for 3rd-8th grade teachers)
- * Amplify (ongoing - TRC/DIBELS training for primary teachers)
- * Mosaic (ongoing - centered around improving culture and climate)
- * Energize Student Potential (science grant awarded)
- * REACH training
- * PLT (teacher leaders in ELA, Math, and CKLA provide quarterly PD for peers)
- * Ongoing learning is provided around the Behavior Management Cycle and Small Group Instruction
- * Art Teacher engages in ongoing PD and conducts PDs for staff
- * Read 180 (ELA teachers)
- * Weekly coaching and feedback session for new teachers and those new to AUSL via our School Based Coach
- * Teachers have the option of recommending/suggesting school wide PD that are aligned to Sherman's vision

Teachers meet weekly in primary, math and ELA groups, to build their capacity through observing instructional practices, aligning instruction with CCSS, and identified instructional priorities. Professional development activities are there to support teachers to assist with becoming more intentional around teaching and learning at all levels in both ELA and mathematics.

SQRP:

- * Went from Level 1+ to Level 2+
- * Student growth is below average (56th percentile for Reading; 1st percentile for Math)
- * Student attainment is below average (23rd percentile for Reading; 20th percentile for Math)

5Essentials Survey

- * Effective Leaders (does leadership focus on results and school improvement) - Strong
- * Collaborative Teachers (do teachers work well together and strive for excellence) - Strong

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.

- Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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Schedules:

- * Students in 2nd- 8th are departmentalized allowing students to have access to high quality teachers
- * Common preparation times exists for collaborative teacher planning; weekly cluster meetings
- * Diverse Learner schedules accommodate student needs (inclusion, pull-out, self-contained)
- * Schedule is responsive to students needs - maximized instructional time, maximized academic engagement time, small group instructional time (including push in or pull out services from reading and math interventionists)

Budget:

- * Budget shared with staff, PAC, and LSC to determine priorities (ie. after school programming and Reading/Math interventionists)
- * Ordering supplies - determined by teachers, approved by administration

Community Partners:

- * Chicago Run (supplements our physical education programming)
- * Barrel of Monkeys (script writing and drama for students)
- * Drumline (trains our students on using percussions)
- * Southside Science Scholars (4th grade students engage in STEM activities with University of Chicago Students weekly)
- * Princess Within Foundation (national organization who provides workshops for girls in 4th-8th grade centered around self-esteem, college and career readiness, and mentoring)
- * Cook County Sheriff's Police Department (students engage in weekly meetings during lunch with officers for social emotional learning)
- * New Eclipse Community Alliance
- After school support
- Adult education
- Access to employment
- Human Services supports (energy assistance programs, food pantry, SNAP applications, etc.)
- Youth recreation and positive development supports
- Juvenile Justice and Offender Re-Entry supports
- Community Development
- Economic Development
- Partnerships with Community Economic Development Association (CEDA)
- Chicago Public Schools (CPS) Safe Haven
- Community Development, and Panera Bread
- Student resources (ie. coats)
- * Safe Passage
- * Job Fair at Sherman for parents and community members
- * Parents and community members provided with jobs to ensure students safe passage to and from school before and after school (7 positions provided to Sherman; other parents/community members staffed in positions around the city)
- * Trio (free after school programming)
- * James R. Jordan Foundation
- * A-Team Scholars (6th-8th grade students receive scholarship money for every A or B earned)
- * STEAM (students participate in Saturday STEA(Arts)M activities)
- * Vision for Families (monthly activities, assisting families with needs regarding nutrition, financial planning, stress management, post secondary education, interviewing/resume building, etc)
- * Read With Me (Students in 1st - 3rd grade receive tutoring service from reading interventionist every Friday)
- * Special Events (Sherman students engage in Christmas celebration in which they receive gifts and engage in various arts and crafts, in addition to games)
- * 21st Century (provide programming to students aligned to Sherman's vision)
- * Communities In Schools (engages students in musical programming, ie. Jazz, Yoga, and other educational programming)
- * Girl Scouts
- * New City Block Club Association (networking partnership to build resources and programming within the school)
- * Free Lunch Academy (Drama & Bullying Prevention)
- * Chicago Fire (Free Soccer Lessons for students 3rd-5th)
- * Office of Social Emotional Learning assist us with engaging our staff and students in restorative practices, peace circles and assisting students and families in trauma in the classroom and school community.

Teacher Retention Rates

- * Monthly Social Committee meetings to build collegial relationships outside of work; IPDP to build teacher practice

Candidate Interview Protocols

- * Members of staff are encouraged to recommend candidates who share Sherman's vision
- * Members of staff involved in interview process

5Essentials Survey

- * Effective Leaders (does leadership focus on results and school improvement) - Strong
- * Collaborative Teachers (do teachers work well together and strive for excellence) - Strong

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

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Sherman SOE works persistently to implement with coherence and fidelity Engage NY's CKLA, Expeditionary Learning and Eureka math common core aligned curriculums. The aforementioned curricular pieces are designed to immerse students in diverse, rigorous, grade level, and common core aligned content. Teachers engage in quarterly Module deep dives where they align the learning standards to the goals of ANet ,NWEA, PARCC and Amplify assessments (TRC/DIBELS) to assist in lesson planning and preparing students for end of the unit assessments. The Engage curriculum has been paced out for teachers to ensure that all lessons, bi weekly assessments, and quarterly interim assessments are aligned and will prepare students for high stakes normed assessments.

* The ELA scope and sequence is based on the units themes/topics and spiraled CCSS with literary and informational text per quarter.

* The scope and sequence for math are focused on goal strands, rigor and coherence. The rigor for each math topic is included to address the conceptual, procedural, and application component of each topic. The math units and topics are spiraled and aligned to common core state standards.

Sherman SOE currently utilizes Pearson's Interactive Science and Our Time Social Studies program from Houghton Mifflin. Every student is taught at their current level and exposed to informational text that accommodates the units and lessons taught.

Our diverse learners are taught according to the CCSS at their grade level in both ELA and math. Our teachers work to scaffold and differentiate the instruction to meet the needs of the students individualized education goals.

Sherman SOE also has a schoolwide push for academic excellence, with a heavy focus on the effective implementation of data driven small group instruction. We utilize the continuum of learning to develop targeted small group lesson plans to address the needs of individual students. Additionally, we also incorporate SEL lessons tied to the Social emotional standards to ensure that we are working to develop the whole child.

5Essentials:

* Ambitious Instruction (classes are challenging and engaging) - Very Strong

* Effective Leaders (does leadership focus on results and school improvement) - Strong

* Collaborative Teachers (do teachers work well together and strive for excellence) - Strong

SQRP:

* Student growth is below average (56th percentile for Reading; 1st percentile for Math)

* Student attainment is below average (23rd percentile for Reading; 20th percentile for Math)

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

- ✓ [CPS Content Frameworks: Math, Science, Social Science, and Literacy](#)
- ✓ [CPS Literacy Scope and Sequence](#)
- ✓ [CPS Math Scope and Sequence Guidance](#)
- ✓ [Digital Citizenship Curriculum](#)
- ✓ [K-12 Financial Literacy Guide](#)
- ✓ [Personal Finance 3.0 Course](#)
- ✓ [Physical Education Scope & Sequence](#)
- ✓ [Health Education Scope & Sequence](#)
- ✓ [Interdisciplinary African & African American Studies Curriculum](#)
- ✓ [Interdisciplinary Latino and Latin American Studies Curriculum](#)

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Sherman utilizes the Engage NY curriculum series for both ELA & Math that provides grade level content to the students. Teachers engage in quarterly module deep dives and weekly lesson plan annotations to identify core learning targets as well as potential students misconceptions in order to identify appropriate lesson scaffolds to support the students in mastering the intended learning targets. Teachers utilize a variety of technological resources to ensure that instruction is delivered at the highest level. The specific technological resources include SMART boards, projectors, Elmo's desktop computers, and chrome books to enhance and support the learning environment. The use of technology aids the teacher in supporting and catering to the learning modalities of all students.

Sherman SOE teachers also have access to a wide variety of support curriculars to provide strategic interventions and enrichments to support all learners. These curriculars include Leveled Literacy Intervention (LLI) program developed by the author Fountas and Pinnell that provides Reading intervention to increase fluency, comprehension, and decoding skills. Common core Coach books and V Math. All of these supplemental materials are differentiated among Tier I,II and III student supports. Additionally teachers incorporate academic softwares to provide targeted individualized instruction to all students these softwares include Compass Learning, Stride Academy, Khan Academy and News ELA which works strategically to scaffold learning and differentiate instruction for all users.

5Essentials:

- * Ambitious Instruction (classes are challenging and engaging) - Very Strong
- * Supportive Environment (the school is safe, demanding, and supportive) - Very Strong

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
- The teacher models effective use of various materials.
- Students understand that materials are a means to acquire language, knowledge, and competencies.
- Technology enhances students' higher order, creative thinking and problem solving.
- Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Sherman SOE teachers engage in quarterly Curriculum module deep dives where they engage in collegial studies to identify the alignment between the end of module assessment outcomes and the daily lessons exit tickets. Teachers also identify appropriate lesson scaffolds to ensure that students meet the demands of the lessons as well as what specific protocols are to be implemented to ensure that the lessons are executed with precision and fidelity. Additionally we engage in thoughtful reflections rooted in looking at student work samples to determine if students are meeting the intended learning outcomes.

5Essentials:

* Ambitious Instruction (classes are challenging and engaging) - Very Strong

SQRP:

* Student growth is below average (56th percentile for Reading; 1st percentile for Math)

* Student attainment is below average (23rd percentile for Reading; 20th percentile for Math)

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.

- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

As we continue to build a college and career going culture at Sherman SOE students are exposed to various programs and opportunities to communicate this message. All students have Personal Learning Plans that enable them to analyze their grades, standardized test scores, attendance, behavior, and actions in partnership with their teachers and parents. Through goal setting, PLPs aim to prepare them for becoming successful high school and college students. Middle school students engage in Naviance which is a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life. Middle school students will also engage in an after school "We Are Ready" program which focuses on High School Readiness, Study and Organizational Skills, Post-Secondary Options and Career Exploration. As part of our college going culture, every homeroom is identified by a college or university for our students to relate to. Within our school community, our "Student Work Galleries" highlights a University of the month which focuses on the major academic programs that are considered the best from the university. As well as the programs the are offered.

Sherman scholars have been afforded opportunities to engage in high school tours within our network to discuss future opportunities. Through a partnership secured by our counselor, 8th grade students met one on one with mentors to discuss their high school choices.

Our partnership with the James Jordan Foundation provides another opportunity for a college readiness program where 3-8 grade students are able to join and earn money for college based on the grades they receive on their report card each quarter. This economic opportunity follows them into High School where upon their acceptance, they can use funds to pay for college. The ultimate goal is for students to develop their own personal vision of a successful life path. Students are taught to take ownership of their education by tracking their academic goals, filling out Personalized Learning Plans, and having conversations related to their NWEA target goals for the year.

5Essentials:

* Ambitious Instruction (classes are challenging and engaging) - Very Strong

* Supportive Environment (the school is safe, demanding, and supportive) - Very Strong

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Reaching College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Instruction:

Score

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

1 2 **3** 4

Instruction at Sherman is guided by the common core state standards and the school's instructional priorities - teaching the curriculum with coherence and fidelity and utilizing data to drive small group instruction. To ensure that teachers are supported to meet the demands of the instructional priorities we utilize weekly content cluster meetings. During these meetings teachers engage in module deep dives to address anticipated student misconceptions and areas to scaffold, lesson studies to push practice, collegial article discussions, as well as analyzing student data. Teachers also engage in peer observation cycles to assist in moving teacher practice through collegial feedback. Additionally, we utilize cluster meetings to strengthen teachers content knowledge as to how to implement small group and whole group instruction effectively. During cluster meetings, Sherman teachers work collaboratively to also analyze student growth data quarterly to create personalized learning plans for all students. The personalized learning plans are designed to hold students accountable towards surpassing their individualized growth targets.

5Essentials:

- * Ambitious Instruction (classes are challenging and engaging) - Very Strong
- * Supportive Environment (the school is safe, demanding, and supportive) - Very Strong
- * Effective Leaders (does leadership focus on results and school improvement) - Strong

SQRP:

- * Student growth is below average (56th percentile for Reading; 1st percentile for Math)
- * Student attainment is below average (23rd percentile for Reading; 20th percentile for Math)

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 **4**

At Sherman SOE, we work to ensure that we have an aligned grading system from 1st- 8th grade. All teachers are provided with the 10 point grading scale to assist them grading/scoring and providing feedback to students and families regarding the grading expectations. As a District requirement, we utilize Gradebook which is the record keeping system in Impact for school use. The categories in Gradebook are aligned as follows in our school community; classwork, participation, assessments, quizzes, and homework. There is a common aligned weighted scale that assists us with ensuring equity and fairness across the school. Teachers are also required to ensure that the modified grade scale is in use with all diverse learners when grading them accordingly in content area subjects. Accommodations and modifications for these assessments are put in place in order for diverse learners to be successful and show growth.

GRADE GUIDELINES:

The numeric grading is indicated below:

- A - 100-90
- B - 89-80
- C - 79-70
- D - 69 - 60
- F - 59 - 0

Our goal in developing our students' success and growth is that students are supported and retaught to obtain success at a C or above.

WEIGHTED ITEMS IN GRADEBOOK:

- * Assessments (35%)
- * Homework (10%)
- * Class Participation (10%)
- * Classwork (30%)
- * Projects (15%)

*All teachers must utilize the weighted categories as specified above. Any deviations must be approved by Dr. Roberts

* Consider approximately 2 grade minimum entries per week average for most weeks

* Teachers must update Gradebook weekly

Progress reports are provided to students and families on a quarterly basis to inform them of student academic achievement and or lack thereof. On a weekly basis, teachers share ongoing communication with families regarding assessments and assignments via gradebook and Class Dojo in some instances. Additionally, PLPs, off-track data reports, and SEL information is shared with the families as well. Parents are encouraged to meet quarterly with teachers regarding their students' progress. Time is allocated during the quarter to allow parents time to meet with teachers.

Teachers at each grade level using MAP/NWEA, ANET Interim assessments, and biweekly assessments to inform them of student progress throughout the school year. Assessment methods such as student work samples, performance tasks, formative and summative assessments aligned with the common core state standards and the next generation science standards are used by teachers throughout the school. School-wide data is available to all staff to assist with data-driven instructional methods. Classroom data, grade level goals are visible throughout the hallways. Each teacher team uses the data to set goals, group students, drive instruction, and design small group instruction.

5Essentials:

- * Ambitious Instruction (classes are challenging and engaging) - Very Strong

SQRP:

* Student growth is below average (56th percentile for Reading; 1st percentile for Math)

* Student attainment is below average (23rd percentile for Reading; 20th percentile for Math)

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of

- complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRF Attainment and Growth
	Five Essentials: Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

Multi-Tiered Systems of Support is implemented at Sherman in order for all of our students to have access to learning at their instructional levels. For students in tier 1, teachers are asked to scaffold and accommodate students learning within the classroom. Sherman teachers monitor formative and summative data, using biweekly assessments, vocabulary assessments, ANET assessments, exit tickets, and state standardized testing. Teachers meet with individual students to create and review Personal Learning Plans which encourages all students to set goals and hold themselves accountable to make academic progress. We also provide support for students with patterns of absenteeism and poor performance in school. Every morning the attendance team makes phone calls/home visits for absent students. We also have incentivized activities/field trips to encourage 95% or higher attendance. For students who are excessively absent an attendance contract is made and reviewed with parents.

Off track data is constantly being reviewed and interventions are put into place based on the student's needs. We address these needs through Math and ELA interventionists and after-school tutoring. Students engage in small group instruction at their instructional level in order for them to meet their goals. Along with whole group data managing, teachers also monitor Tier 2 small group instruction in data binders. Based on their small group assessment data, teachers can analyze next step solutions for them. The counselor pulls an off-track academic group to address study habits and skills and creates weekly goals for Tier 2 students.

Tier 3 students are identified and tracked through MTSS to be referred to the Specialized Service team. Communication is sent to parents regarding off-track students and students slated to attend summer bridge for the benchmark grades. Students have Personalized Learning Plans and are reviewed with individual student-teacher conferences. In order to support and collaborate with all teachers, teachers meet with their grade level cluster bands and committees to ensure all data is being monitored. Diverse learning teachers collaborate with general education teachers to provide strategies for inclusion and differentiation for students in Tier 2 and Tier 3. The school's Specialized Service team meets weekly to discuss Tier 3 students.

The school follows PBIS and focuses on culture and climate to address the tier 1 SEL supports for all students. Students have the opportunity to gain Class Dojo points on a weekly basis and earn positive rewards. Such rewards include field trips, Friday afternoon in the game room, school dances and nacho parties. The counselor uses a wide range of Tier 2 interventions to address students in need of Tier 2 support including Anger Coping, Check in Check out, Self-Esteem small group and the "Let's Be Friends" curriculum which presents useful tools that enable students to co-create a positive social environment that fosters kindness, compassion and responsibility. The counselor addresses students in need of more support with individual sessions and referrals to community resources.

Attendance rate: 96.5%

5Essentials:

- * Ambitious Instruction (classes are challenging and engaging) - Very Strong
- * Supportive Environment (the school is safe, demanding, and supportive) - Very Strong
- * Collaborative Teachers (teachers collaborate to promote professional growth) - Strong

SQRP:

- * Student growth is below average (56th percentile for Reading; 1st percentile for Math)
- * Student attainment is below average (23rd percentile for Reading; 20th percentile for Math)

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

Sherman's Educators create Professional Learning Plans (PLPs) for each student that identifies students' academic goals. The PLPs are created with the students and updated quarterly with the students to communicate students' progress towards their goals. The PLPs are also communicated with parents so that they can actively help their students reach their goals. Sherman's Educators identify students who are off-track every five weeks and create plans for those individual students so that they have additional support with reaching their individual goals and achieving attainment. In addition to grades and classroom assessments, students' progress is monitored on the NWEA Reading and Math Assessment which is given in the Fall, Winter, and Spring. Students are able to communicate their growth from Spring of the previous year to the current year. Primary students are assessed on Amplify (TRC/DIBELS) and have ongoing progress monitoring relevant to their level of achievement. Additionally, Sherman's Reading and Math Interventionist provide students with daily intervention in the effort to decrease their learning gaps.

To monitor culture and climate, Sherman has implemented Class Dojo which is a system for students to receive points for exemplifying SOAR (Striving for Excellence, Opportunities to show Integrity -Academically Engaged, Responsible & Respectful) behavior. Students are held accountable for sitting in SLANT (Sit up straight, Listen attentively, Ask and answer questions, Nod for understanding, Track the speaker), following Positions 1 (SLANT), 2 (stand behind chair), 3 (HALLS before the halls). To engage in rigorous lessons and assessments, students receive instruction from the Expeditionary Learning and Eureka Math curriculum which models the Common Core Instructional Shifts in Reading and Math. Students progress is monitored using the ANet Interim Assessments, the ANet BiWeekly Assessments and the Mid and End of the Unit Module Assessments. Students reflect daily on their academic progress via self-assessments, Do Nows, and Exit Tickets. Students current and ongoing work is posted in work galleries in class and in the halls. Sherman educators participate in Peer Observations and weekly Cluster Meetings as mechanisms to enhance a culture for learning.

Teachers conduct workshops with students around growth mindset, implement rubrics, and hold morning meetings to establish a culture of learning. The counselor supplements this learning with SEL supports such as anti-bullying sessions, peace circles, and student groups.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4

Teachers collaborate in a multitude of ways to ensure student academic, social, and emotional success. Professional development or cluster meetings are held weekly with a focus on various topics; lesson planning, action plans, assessments, social and emotional learning, and behavioral systems. Teachers engage in peer observations in the form of a walk-through to give feedback on best practices and observe various constructive best practices to utilize in their own classrooms.

Teachers take the first step at the start of the school year in initiating a healthy relationship with parents and students by sending a letter home that introduces themselves, calling the homes of every student on the roster to introduce themselves as well as signing parents up during Open House to ClassDojo and Parent Portal. Teachers also provides multiple opportunities throughout the school year for students to participate in team building activities to create a culture and climate of trust among each other. In the classroom, morning meeting takes place; a platform for the students to share concerns, give shout outs, resolve issues and participate in classroom activities around building character. All students have an adult in the school in which they can confide in about academic goals, home concerns, and social/ emotional development.

Personal Learning Plans are tools used to encourage students with setting goals for the school year and then creating a plan of action to meet those goals. Quarterly, all students are able to meet with their content teacher to set academic and social/emotional goals as it relates to their academic growth. Tier 2 students engage in the check in check out program with teachers and staff members they view as mentors. Patterns of interactions between teachers, parents, and students demonstrate caring and respect beginning with a daily friendly greeting upon entering the classroom. We ensure all students receive individual supports including diverse learners being integrated into general education classrooms and extra-curricula activities. Teachers use positive framing and behavior management plans to redirect students which reinforces a respectful and trusting environment. With our school wide incentive programs students have the opportunity to earn points when demonstrating mutual respect for one another and adults. Students are encouraged to use SOAR (Striving for excellence, Opportunities to show integrity, Academically engaged and Respectful and Responsibility) behaviors to earn incentives within the classroom and school wide. Community in Schools and counselor interns are utilized in classrooms to teach students the fundamental skills necessary to learn conflict resolution and positive social interactions to be successful in society. To further encourage family, community, and school relationships we host family engagement nights. All of which are designed to build relational trust amongst the parents and students at Sherman SOE.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

It is the mission of Sherman School of Excellence that every child is college bound. In order to make this mission a reality, Sherman prepares every child to be a well rounded student. Sherman meets the missing gaps of the students by strategically targeting instructional gaps aligned to the to the continuum of learning through effective implementation of small group instruction and the After School All-stars Enhancement Program for ELA & Math.

We at Sherman understand that a well rounded student not only applies to students growth and development across grade bands in all subjects but also making sure that they are emotionally and socially prepared for the world. To a great extent, extra curricular activities assist our students with this. After school sports like Drumline, Barrel of Monkeys (drama), WE Day (community service project), basketball, softball, soccer, tennis, and the pom squad help to instill leadership and confidence within our students. Sherman's parents show their commitment to our students by joining us during our Family Engagement Nights (Halloween Math, Winter Holiday ELA, and Spring Health and Science). Through this communal support, students receive the confidence they need in order to pursue and gain exposure to different cultural opportunities like the James Jordan STEM Program.

Sherman is working to implement a peer buddy program and a student council.

5Essentials:

* Supportive Environment (the school is safe, demanding, and supportive) - Very Strong

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> • IVCNS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 3 4

Sherman SOE staff works continuously to create an orderly and safe environment for staff and students that includes an organized dismissal procedure in which the school premises are cleared within seven minutes or less. Our school has bridged a partnership with Safe Passage, which ensures that all students travel safely to and from school. We have 8 Safe Passage Workers and a Safe Passage Supervisor who are stationed along Sherman's boundaries. Sherman has implemented PBIS (Positive Behavioral Intervention System), which promotes positive student behavior. We use the class dojo tracking system school-wide which allows students to earn Dojo points. Class Dojo allows parents to also keep track of students' SEL. PBIS, also, has a system for reporting safety concerns in and out of the classroom that are specific to teacher and administration response.

Students follow the HALLS (Hands down by your side, All eyes forward, Low speed, Level O, Stop at stopping points) protocol which ensures students transition in the hallways calmly and safely. Signage is posted throughout the school. School-wide assemblies are held to reinforce the positive behaviors and allow students to demonstrate how they exhibit SOARING (Striving for Excellence, Opportunities to show Integrity, Academically Engaged, Responsible and Respectful) qualities. All students are aware of the classroom behavior management systems which educates students to know that they are receiving "life-skills" to become productive members within the community. Students are taught to maintain a safe and orderly environment both within the school and outside within the community.

Sherman's security staff consists of 4 employees who are stationed amongst both buildings. The team is provided with ongoing professional development to ensure safety. Additionally, the Principal and Dean conduct school-wide drills. Sherman is in compliance with all drills.

Additionally, Sherman has a partnership with the Chicago Police Department, in which we have two officers periodically stop by to check in. Sherman is alerted to any incidents (via email) that occurs within the school's boundaries.

5Essentials:

* Supportive Environment (the school is safe, demanding, and supportive) - Very Strong

Guide for Safety & Order

- Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
- Provide clear procedures for reporting and responding to safety concerns.
- Manage efficient and orderly transitions between activities.
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- Provide a framework for positive behavior throughout the school based on shared values and expectations.
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
 - All adults use active supervision (move, scan, and interact) in all settings.
- Have a voice and take informed action.
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- Clarify criteria for office referrals versus classroom managed behavior.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Sherman School of Excellence works strategically to reinforce positive student behavior with clear expectations, routines, and procedures by utilizing a Positive Behavior Interventions and Supports (PBIS) system. This is a proactive approach to establishing the behavioral supports needed for all students in school to achieve social, emotional and academic success. The PBIS Committee meets and plans for system organization that supports a restorative environment. This team created routines and procedures that are central to our learning environment. The PBIS team works to include parents and community stakeholders during assemblies and showcases. Students are issued dojo points for both positive and negative behaviors.

Sherman School of Excellence integrates universal SEL skills instruction and core content by utilizing the MTSS system. Sherman employs a continuum of responses to behavior to effectively change student behavior by utilizing a behavior management plan for each classroom that provides several warning and an in class refocus time to self correct without being removed from their class. Using the in class BMC with dojo points determines when a student receives detention for repeat offenses. The Dean and the counselor supports classroom teachers by engaging in restorative conversations or respond to behavior incidents.

The Culture and Climate Committee led by the Dean provides monthly PDs for staff members around restorative practices: Class Dojo, Morning Meetings, school-wide behavior matrix, discipline referral protocol, check-in/check-out, etc. All stakeholders (including students and parents) are invited to participate in the meetings. The goal is to have a school-wide disciplinary system that implements restorative practices, while building robust relationships between teachers, staff and students. Furthermore, the counselor has begun the process of implementing peace circles in classes of high need. Peace circles is an opportunity for classroom members to share and address any concerns they have, in an effort to build and ensure a better community.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors

- using consistent, restorative processes.
- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ CPS Restorative Practice Guide & Toolkit
	✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Sherman works to involve parents in meaningful ways to promote student achievement: Our school has several partnerships that we work with to engage our parents and students to assist us with meeting our goals for attendance, social emotional learning, and academics. Our partnership with the Office of Social Emotional Learning assist us with engaging our staff and students in restorative practices, peace circles and assisting students and families in trauma in the classroom and school community.

Personal Learning Plans (implemented SY 2017-18): A student goal setting tool that allows for students to collaborate with their teachers and parents to set academic, behavioral, and attendance goals.

- * Room Parent Program (implemented in SY 2017-18) Specific parents are assigned to each classrooms to aid in the development of our students' academic emotional, and behavioral development.
- * Open House- Parents and guardians are invited to the school to do a meet and greet with administration, teachers, and additional staff members.
- * Monthly family & community engagement nights - Families are invited to the school to partake in a night of fun and games related to Literacy, Math and Science.
- * LSC- Parental input for driving the school's vision and mission (election to be held in April for new LSC)
- * PAC- PAC meetings are held once a month. Teachers, staff, and administration are welcomed to join with families to discuss the financial and academic state of the school as well as offer suggestions for instructional, behavior, or academic improvements.
- * Field Trip Chaperones- Parents are invited to experience the learning which occurs outside the classroom.

Off-track Data Conferences (quarterly)

- * New Eclipse Community Alliance-Offers support to parents in regards to GED courses, Ceda programing, and child rearing support.

Safe-Passage-Parents provide watch for safe travel to and from school during school hours.

- * Attendance Conferences (for chronically absent students) Parents are required to meet with the teacher and administration to discuss a plan to increase students' attendance.
- * James Jordan Foundation- Is part of Sherman's outreach program to provide parents and students resources through workshops which address:
 - Health and Nutrition
 - Parental Involvement (school and home)
 - Resume Writing
 - ATeam
 - Vision for Families

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the

- concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts
	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures etc. Communicative with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus 0= Not of focus
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 0
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 0
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 0
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 0
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 0
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 0
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 0

3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘

Goals

Required metrics (Elementary)

13 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	75.00	56.00	70.00	60.00	65.00
National School Growth Percentile - Math					
Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	99.00	1.00	70.00	40.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms					
Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	63.80	41.90	65.00	50.00	55.00
African-American Growth Percentile - Reading					
Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	76.00	52.00	70.00	60.00	65.00
Hispanic Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
English Learner Growth Percentile - Reading					
N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner Growth Percentile - Reading					

Trend growth needed to increase Sherman's level ranking based on interventions in place to close the learning gap.	(Blank)	(Blank)	4.00	30.00	50.00
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African-American Growth Percentile - Math

Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	99.00	1.00	70.00	40.00	50.00
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Hispanic Growth Percentile - Math

N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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English Learner Growth Percentile - Math

N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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Diverse Learner Growth Percentile - Math

Trend growth needed to increase Sherman's level ranking based on interventions in place to close the learning gap.	(Blank)	(Blank)	5.00	30.00	50.00
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National School Attainment Percentile - Reading (Grades 3-8)

Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	25.00	28.00	35.00	30.00	35.00
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National School Attainment Percentile - Math (Grades 3-8)

Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	54.00	21.00	35.00	25.00	30.00
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National School Attainment Percentile - Reading (Grade 2)

Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	17.00	3.00	25.00	10.00	20.00
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National School Attainment Percentile - Math (Grade 2)

Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	64.00	10.00	25.00	15.00	22.00
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% of Students Making Sufficient Annual Progress on ACCESS

N/A	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
-----	---------	---------	---------	---------	---------

Average Daily Attendance Rate

Trend growth needed to increase Sherman's level ranking based on data trends, coupled with interventions and supports put in place.	96.50	96.30	96.50	96.00	96.50
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My Voice, My School 5 Essentials Survey

100% Students and Teacher participation, with the goal of being "Well-Organized." The goal is also to get at least 65%-70% of the parents' input with the goal of Sherman being ranked "strong" in all categories.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
--	---------	---------	---------	---------	---------

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

differentiate instruction to meet the needs of all learners according to the CCSS through analyzing formative and summative data.

...then we see...

Classrooms engaged in scaffolded and or enriched grade-level content to meet the demands of all learners. Students are persisting through challenging tasks and engaging in authentic discussions rooted in evidence.

...which leads to...

Student-led classrooms with the teacher serving as a facilitator. Students are meeting growth targets and achieving attainment.

Tags:

Assessment, Differentiated instruction, Student achievement, Attainment

Area(s) of focus:

1

Action step

Small Group Instruction implemented school wide that differentiates instruction and builds students' capacity

Responsible

ILT
Admin
Teachers

Timeframe

Apr 23, 2018 to Jun 19, 2020

Status

On-Track

MTSS, Ccss, Data analysis, Small group instruction, Lasw

Cluster PDs rooted in vertical alignment of CCSS, which analyzes standards and scaffolds learning so that students are set up for success as they matriculate through school

Cluster Teams
Teachers
Admin

Apr 27, 2018 to Jun 19, 2020

On-Track

Lasw, Student data analysis

Math and Reading Interventionists will support teachers with those students off-track to provide foundational skills and interventions that reinforce and support grade level standards

Teachers
Interventionist

Apr 20, 2018 to Jun 19, 2020

Behind

Lasw, Student data analysis

Personal Learning Plan allows students to set goals and identify action plans collaboratively with teachers and parents for the purposes of meeting their goals

Teachers
Parent
Students

Apr 20, 2018 to Jun 19, 2020

Behind

Strategy 2

If we do...

Build a structure with explicit protocols, routines, procedures for expectations and consequences.

...then we see...

Fair and equitable universal responses to students behaviors and achievements.

...which leads to...

Safe, nurturing, respectful and productive learning community.

Tags:

Restorative approaches, Culture for learning, Relational trust

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Effective Classroom dojo implemented with fidelity across grade levels for accountability for expected behaviors.	Climate and Culture team Teachers Admin Students parents Community stakeholders	Apr 27, 2018 to Jun 21, 2019	On-Track
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Climate and Culture, SEL, Pbis matrix

Creation and implementation of Restorative Behavior Matrix that addresses the root cause and holds student accountable for their actions	Teachers Staff Culture & Climate Team	Aug 27, 2018 to Jan 7, 2019	Not started
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Social justice

Student Peer Jury to build students' leadership and problem solving capacity, while giving them a voice	Culture & Climate Team Dean	Jan 7, 2019 to Jun 21, 2019	Not started
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Student accountability

Strategy 3

If we do...

Provide opportunities for students to have equity of voice through exposure of service learning projects and collaborating with civic leaders on a continuous basis.

...then we see...

Students taking accountability and exercising their voice on behalf of the student body.

...which leads to...

Students engaging in student-led and or designed extracurricular activities and programming that is geared toward student interest and character development.

Tags:

Student council, Student accountability, Extra-curricular, Student voice, engagement, & civic life

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Create a student council that allows students to provide feedback and input around school decisions and be vested in the success of Sherman	Teachers Admin Students	Oct 8, 2018 to Jun 19, 2020	Not started

Student centered, Student empowerment

Service Learning Projects to build students civic competency and increase their knowledge on issues plaguing their community that they can work to address (building their problem-solving capacity)	Teachers Community Stakeholders Students	Apr 27, 2018 to Jun 19, 2020	Not started
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Student accountability, Student empowerment, Social justice, School-wide service learning project

Student mentoring program to support students academically and socially & emotionally, while simultaneously building student mentors' leadership capacity	Teacher Student	Oct 1, 2018 to Jun 19, 2020	Not started
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Student achievement, Student accountability, Student academic support

Strategy 4

If we do...

...then we see...

...which leads to...

develop and implement a protocol for analyzing exit tickets and engage in authentic reflection of student growth and progress

an increases in our on-track data

more students meeting their growth target and increasing student attainment

Tags:

Data analysis, Exit tickets

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Develop and implement a protocol for analyzing exit tickets that provides data to inform teachers' next steps

ILT
Teachers
Admin
Students

Aug 27, 2018 to
Jun 21, 2019

Not started

Data analysis, Data driven instruction, Lasw, Exit tickets

Strategy 5

If we do...

...then we see...

...which leads to...

provide opportunities for families and community to participate in the Sherman Community

parents taking accountability and ownership of school instructional and behavioral priorities

shared responsibility towards optimizing student success

Tags:

Parent partnerships, Parent engagement

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Room Parents allow for parents to support Sherman's mission and vision through volunteerism and collaboration with teachers, parents, and other stakeholders

Students
Parents
Teachers

Apr 20, 2018 to
Jun 19, 2020

Behind

Parental involvement

Personal Learning Plan allows students to set goals and identify action plans collaboratively with teachers and parents for the purposes of meeting their goals

Students
Parents
Teachers

Apr 20, 2018 to
Jun 19, 2020

Behind

Parent partnerships

Action Plan

Strategy 1

ON-TRACK

Small Group Instruction implemented school wide that differentiates instruction and builds students' capacity"

Apr 23, 2018 to Jun 19, 2020 - ILT Admin Teachers

Status history

May 16

ON-TRACK

May 16, 2018

Evidence

Increase in student growth and attainment SGI data

ON-TRACK

Cluster PDs rooted in vertical alignment of CCSS, which analyzes standards and scaffolds learning so that students are set up for success as they matriculate through school"

Apr 27, 2018 to Jun 19, 2020 - Cluster Teams Teachers Admin

Status history



ON-TRACK

May 16, 2018

Evidence

Objectives reflect standard based instruction Increase in student growth and attainment

BEHIND

Math and Reading Interventionists will support teachers with those students off-track to provide foundational skills and interventions that reinforce and support grade level standards"

Apr 20, 2018 to Jun 19, 2020 - Teachers Interventionist

Status history



BEHIND

May 16, 2018

Problem

Increase in student growth and attainment

Root Cause

Next steps

BEHIND

Personal Learning Plan allows students to set goals and identify action plans collaboratively with teachers and parents for the purposes of meeting their goals"

Apr 20, 2018 to Jun 19, 2020 - Teachers Parent Students

Status history



BEHIND

May 16, 2018

Problem

Increase in student achievement: academically, behaviorally and attendance wise Student led conferences Positive Impact on 5E Survey Data

Root Cause

Next steps

Strategy 2

ON-TRACK

Effective Classroom dojo implemented with fidelity across grade levels for accountability for expected behaviors."

Apr 27, 2018 to Jun 21, 2019 - Climate and Culture team Teachers Admin Students parents Community stakeholders

Status history



ON-TRACK

May 16, 2018

Evidence

Positive dojo reports, fewer student referrals, smoother class transitions; students utilizing self monitoring strategies.

NOT STARTED

Creation and implementation of Restorative Behavior Matrix that addresses the root cause and holds student accountable for their actions"

Status history

May 16

NOT STARTED May 16, 2018
Evidence
Proficient for teachers in classroom management (REACH); less student referrals and students utilizing self monitoring strategies

NOT STARTED Student Peer Jury to build students' leadership and problem solving capacity, while giving them a voice"
Jan 07, 2019 to Jun 21, 2019 - Culture & Climate Team Dean

Status history

May 16

NOT STARTED May 16, 2018
Evidence
Students utilizing self monitoring strategies; Stronger student-teacher relationships

Strategy 3

NOT STARTED
Create a student council that allows students to provide feedback and input around school decisions and be vested in the success of Sherman"
Oct 08, 2018 to Jun 19, 2020 - Teachers Admin Students

Status history

May 16

NOT STARTED May 16, 2018
Evidence
Student driven events Agenda/Meeting minutes Positive 5E Survey Data

NOT STARTED
Service Learning Projects to build students civic competency and increase their knowledge on issues plaguing their community that they can work to address (building their problem-solving capacity)"

Apr 27, 2018 to Jun 19, 2020 - Teachers Community Stakeholders Students

Status history

May 16

NOT STARTED May 16, 2018
Evidence
Student leaders Increased awareness On-going partnerships

NOT STARTED
Student mentoring program to support students academically and socially & emotionally, while simultaneously building student mentors' leadership capacity"
Oct 01, 2018 to Jun 19, 2020 - Teacher Student

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Student ownership of learning Improved academic & SEL Stronger peer to peer relationships

Strategy 4

NOT STARTED

Develop and implement a protocol for analyzing exit tickets that provides data to inform teachers' next steps"

Aug 27, 2018 to Jun 21, 2019 - ILT Teachers Admin Students

Status history



NOT STARTED

May 16, 2018

Evidence

Improved on-track data Student mastery of objectives Flexible grouping

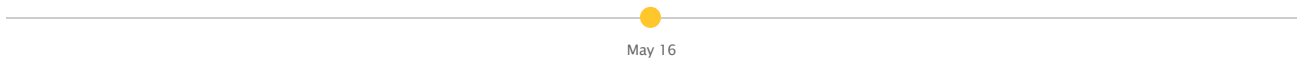
Strategy 5

BEHIND

Room Parents allow for parents to support Sherman's mission and vision through volunteerism and collaboration with teachers, parents, and other stakeholders"

Apr 20, 2018 to Jun 19, 2020 - Students Parents Teachers

Status history



BEHIND

May 16, 2018

Problem

Increased volunteerism Increased attendance for school events Stronger parent -school relationships Positive Impact in 5E Survey Data (relational trust)

Root Cause

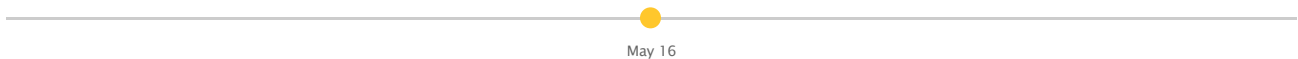
Next steps

BEHIND

Personal Learning Plan allows students to set goals and identify action plans collaboratively with teachers and parents for the purposes of meeting their goals"

Apr 20, 2018 to Jun 19, 2020 - Students Parents Teachers

Status history



BEHIND

May 16, 2018

Problem

Increase in student achievement: academically, behaviorally and attendance wise Student led conferences Strengthened school parent relationship

Root Cause

Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title I/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Our parents will partner with our school in a variety of ways. On an ongoing basis we will provide monthly parent workshops with topics of their choice based on their survey results. We will also engage our families in family literacy, math, science and health and nutrition night. In addition to this we will continue to partner with our parents through our LSC and PAC for the school year.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

We will hold our annual Title I meeting with our parents in September 2018. During this time our parents will be informed of our monthly scheduled LSC and PAC meetings. We will also invite our parents to attend our monthly workshops. Parents will be kept abreast of meetings via the school's website, marquee and social media pages.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

All agendas and meeting dates for the LSC and PAC will be posted on the exterior doors of the school 48 hours in advance. The dates will also be shared on our school's social media pages, in the school calendar and on our school website. The OutBound Call System will be utilized and letters will be distributed two days prior to the meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

All parents will receive a copy of their child's State Assessment and NWEA MAP information in reading and mathematics. All teachers will share the reports (State Report) for each child with their parents and share the results with them regarding student progress and growth areas. Teachers also share Interim Assessment Data with students and parents quarterly. Furthermore, parents are encouraged to support their child's learning by partnering with the teacher and their child to help their child meet academic goals set forth in students' Personal Learning Plans, which are updated every 5 weeks.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The CPS generated letters will be shared with all parents of teachers whom are not highly qualified. The letters will be generated and enveloped for each child to share with parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

All parents will be invited to our academic workshops to inform and guide their thinking/understanding of the assessments. Parents will be encouraged to sign up for Parent Portal to monitor their child's progress and collaborate with teachers on students' Personal Learning Plans. In addition various handouts / articles and websites will be shared with parents to assist them understanding our state and local assessments.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The parents will be provided an opportunity to join us for quarterly workshops focused on literacy, mathematics and technology. These workshops will be geared towards assisting parents with improving academic achievement and to encourage parental involvement.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

We will work with all staff members to ensure that they are working towards Component 4 which includes communicating with families. Teachers will continue to engage parental involvement via Class Dojo, Facebook, Personal Learning Plans and the Sherman's Room Parent Program.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Our school will work towards coordinating parent programs with our early childhood team and the Office of Early Childhood Education. Our early childhood teacher will work with our counselor and the principal to make certain that we provide ongoing programs to support parents and early childhood students. This will be done through monthly newsletters, workshops and field experiences.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All school communication will be written in the students and family home language. If information needs to be communicated in a language other than English, we will seek assistance from the District office.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.



In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Our mission at Sherman School of Excellence is to create active thinkers, readers, writers, and problem solvers. To facilitate what is best for every student, we will address the diverse needs of all children, including the diverse learner population. Our success will be measured by student achievement in the areas of reading and math. When expectations are not met, we will utilize different learning strategies and modify our instruction. We will engage students in their own learning by using culturally relevant materials and by valuing their personal experiences. We will create an environment conducive to learning by ensuring the safety of our students, by involving the community, and by fostering respect amongst the school family.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parents will engage in parent teacher conferences as scheduled by CPS with regards to Report Cards. In addition this, parents will have the opportunity to meet with teachers to discuss progress reports every 5th and 10th week of school. Parents are encouraged to email, call or visit the school to set up an appointment with the teachers.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Progress reports will be provided to students every 5th and 10th week of school. Also, parents are encouraged to sign up for Parent Portal for daily access of students' progress and to collaborate with teachers to ensure students meet their academic goals outlined in their Personal Learning Plans. Teachers will also inform parents of students' progress via Class Dojo, phone calls, and written communication on an ongoing basis.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

All staff will be encouraged to send home a welcome notice to all parents of students in their classes. This letter will include the days and times that parents are free to visit with teachers. In addition, a schedule and calendar will be posted on the parent information board informing parents of teachers preparation periods and times for meetings. The clerk will take messages for all teachers and place them in the teachers mailbox in a timely manner for parent access. Teachers and staff will be encouraged to contact the parents within 48 hours of the notice. Staff members will dedicate time to meet with parents weekly and communicate this time with them.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents will be encouraged to volunteer at the school through the implementation of our Room Parent Program. Parents can also volunteer outside of the Room Parent Program. All parents must complete the CPS volunteer packet. Once this has been completed parents will be given a copy of the school organization sheet with the master schedule. Parents will collaborate with teachers to coordinate their volunteer efforts. We will also include the request for parent volunteers via our social media, letters, and the all call system.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

We encourage all parents to support their child's learning in a variety of ways. This includes ensuring that their child attends school on a daily basis, signing off on the week homework log once the child has completed the homework, make certain that they sign their child(ren) up for an after-school program. Parents also are collaborators with their children and their child's teacher through the student's Personal Learning Plans (PLPs), in which parents work collaboratively with the other stakeholders to help their child meet their educational, academic, and attendance goals.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents are welcome to participate in the decision making of their child's educational process. Parents are welcome to share their concerns during IEP meetings, meetings with teachers and in writing. This will be done in private with the teacher, counselor and an administrator if need be. Parents are free to consult with the school in writing and in person. Meetings will be scheduled with the parents within 24 hours of the notice of concern. Again, parents also have the opportunity to participate through PLPs.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Through students' Personal Learning Plans (PLPs), students will take ownership of their education as it relates to academics, SEL, and attendance. They will work with their teacher and parents to set goals. Students will be encouraged to come to school with a positive mind set and prepared to learn. Students will be informed of the importance of attendance and the correlation between academic achievement and attendance. In fact, students will sign off on attendance contracts. The importance of attendance is shared via social media pages, individual and group conversations, as well as over the PA system.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

The parents will engage in ongoing workshops on understanding the importance of college and career readiness by engaging in workshops on parent portal, compass learning, Class Dojo, and STRIDE. Parents will also engage in a workshop tied to students' Personal Learning Plans to be informed on how to best support their child's learning (academic, social, and SEL) goals. The parents will also work with Sherman's counselor, the James Jordan Foundation and New Eclipse Community Alliance to be informed about students' social and emotional learning, in addition to, securing vendors to educate members about job readiness and financial planning.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 50 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 451 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 600 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 206 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main	\$ Amount .00

office or where staff and students have access too. To be used only by parents.

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