

William T Sherman Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
Regina Roberts	Principal	rmroberts@cps.edu	No Access
Regina Latimer-Lake	Academic Director	rldatimer@cps.edu	No Access
Lauren LaMantia	Counselor	lbollini@cps.ed	No Access
Ashley Threatt	Teacher	ahorton14@cps.edu	No Access
Shardai Bell	Teacher	smbell6@cps.edu	No Access
Vivian Redwood	Teacher	vtredwood@cps.edu	No Access
Rommy Mata	Teacher	rcmata@cps.edu	No Access
Shaneta Mathis	Teacher	slmurphy@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/16/2020	Staff	CIWP Review & Team Recruitment
01/21/2020	CIWP Team	

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.

- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 4 - Leadership for Continuous Improvement
 - 4 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 4 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 4 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 4 Employ the skills to effectively manage change
 - 4 Make "safe practice" an integral part of professional learning
 - 4 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** ILT & Teaming Meeting Agendas; Staff Meetings and Bulletins; School Website; Signage in the Building
- 3 - Structure for Continuous Improvement
 - 4 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 3 Design professional learning (PL) to achieve school-wide improvement goals
 - 4 Design and implement school day schedules that are responsive to student needs
 - 4 Align the budget to the CIWP priorities and the mission of the school
 - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 2 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** Network Look & Feel Rating; LSC Agenda; Drop-in Protocols, Mentor Collaboration Log; Individual Professional Development Plan;

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
 - 2 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
 - 3 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
 - 2 Curriculum connects to real world, authentic application of learning
 - 4 Curriculum is aligned to expectations of the standards
 - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)

- 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
 - **Evidence:** Engage Curriculum, SEL Curriculum
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 3 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** Lesson plans, unit plans, module overviews
- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 4 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
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 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
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 4 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 2 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** Handbook, partnerships
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
 - 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 4 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 4 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** MTSS protocol and tracker, interventions, Know Your Number reports, Class Dojo, Phone Blasts
- 4 - Transitions, College & Career Access, & Persistence
 - 3 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)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS ? Ensure equitable access to college preparatory curriculum
 - 4 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
 - **Evidence:** High school and college visits, Success Bound, KYN Reports, Learning Plans

Quality and Character of School Life

- 4 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 4 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** 5Es, Teache surveys, mentoring, class expectations, Mosaic, Class Dojo
- 3 - Student Voice, Engagement, and Civic Life
 - 3 Study politics
 - 3 Become informed voters and participants in the electoral process
 - 3 Engage in discussions about current and controversial issues
 - 3 Explore their identities and beliefs (REQUIRED: OSEL)
 - 4 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 3 Engage with their community

- 2 Take informed action where they work together to propose and advocate for solutions
 - 4 Experience a schoolwide civics culture
 - **Evidence:** Mikva Challenge, Teacher PD
- 4 - Physical and Emotional Safety
 - 4 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Behavior Matrix, Check In Check Out, Safe Passage Partnership
- 3 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Incident Reports in ASPEN, Partnership w/ CPD, Restorative Behavior Matrix, Zen Zones in classrooms, Class Dojo
- 4 - Family & Community Engagement
 - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 4 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).
 - 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 4 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 4 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** Interpreter on staff, KYN Reports, PAC meetings, FACE monthly meetings

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	3
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	2
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	5
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	4
4	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
4	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
4	Quality and Character of School Life: Family & Community Engagement	0
4	Quality and Character of School Life: Physical and Emotional Safety	0
4	Quality and Character of School Life: Relational Trust	0

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Improving the low attainment in both ELA & Mathematics
Root Cause 1	Lack of time to plan collaboratively amongst grade level partners, DL teachers and Secas. The curricular resource doesn't allow for

	differentiation or supports for students that are missing foundational skills.
Area of Critical Need 2	Lack of uniformity and consistency across utilizing restorative justice practices effectively.
Root Cause 2	Lack of a common definition and lack of training on the what and how to implement it effectively.
Area of Critical Need 3	Lack of uniformity and consistency across the school in following through students that are in need of MTSS, and providing services and supports for those students.
Root Cause 3	Lack of a structured system and communication between all stakeholders involved
Area of Critical Need 4	Increasing student accountability, urgency and ownership.
Root Cause 4	Classroom environment has been teacher-directed and teacher led.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Attainment Percentile - Math (Grades 3-8) Students at Sherman score far below the national attainment average math at a rate at 30%	African American		22.00	30.00
	Overall		25.00	30.00
SQRP: National School Attainment Percentile - Math (Grade 2) Students at Sherman score far below the national attainment average math at a rate at 1%	African American		14.00	20.00
	Overall		14.00	20.00
SQRP: National School Attainment Percentile - Reading (Grade 2) Students at Sherman score far below the national attainment average math at a rate at 19%	African American		5.00	10.00
	Overall		5.00	10.00

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) (Blank)	African American		60.90	65.00
	Overall		61.00	65.00
(Blank)				
(Blank)				

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Sherman has consistently received a "Well Organized" as it pertains to the My voice My school Survey.					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

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, utilizing student learning plans and personalized learning paths.
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.

Budget Description	All Sherman teachers are engaged in professional development around Personalized Learning to implement this strategy.
Tags	Instruction, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Small Group Instruction implemented school wide that differentiates instruction and builds students' capacity. Provide each student with a personalized learning plan. Tags:Personalized Learning: Learner Agency, Personalized Learning: Tailored Learning/Differentiation (Not started) 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 Tags:Curriculum (Not started) Math Interventionists will support teachers with those students off-track to provide foundational skills and interventions that reinforce and support grade level standards Tags:Assessment: Monitoring Student Learning to Support Growth (Not started) Teachers will engage in ongoing professional development via ELEVATE and peer learning walks to provide concrete feedback on implementation of best practices to improve instruction. Tags:Personalized Learning: Authentic Learning

Strategy 2

If we do...	Personalized learning plans and learning paths to access all tiers of student learners
Then we see...	Increase in student accountability, confidence, student engagement and student foundational skills
which leads to...	Student ownership of learning
Budget Description	Personalized Learning PD
Tags	MTSS: Fidelity of Implementation, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Teachers incorporate levels of autonomy based on student performance indicators which allow student choice and decision making.

	<p>Tags:Personalized Learning: Learner Agency</p> <ul style="list-style-type: none"> • (Not started) Engaging students in weekly goal-setting conferences <p>Tags:Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> • (Not started) Clinicians assess students to determine supports and interventions based on teacher referrals, student surveys, and data. <p>Tags:MTSS: Problem Solving Process</p>
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Strategy 3

If we do...	Use knowledge of students? and misconceptions to structure our grading policy and develop criteria to assess student work according to the CCSS
Then we see...	Students demonstrating mastery of standard and skills via student choice of work task and assessments
which leads to...	more students meeting their growth target and increasing student attainment
Budget Description	Professional Development
Tags	Assessment: Balanced Assessment and Grading, Personalized Learning: Progression Based on Mastery
Action steps	<ul style="list-style-type: none"> • (Not started) Develop and implement a protocol for analyzing student work that provides data to inform teachers' next steps <p>Tags:MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> • (Not started) Students partner with teacher to ensure learning task and assessments are a best fit for their learning styles and instructional levels <p>Tags:Personalized Learning: Learner Focused</p> <ul style="list-style-type: none"> • (Not started) Students engaging in self and peer assessments created in collaboration with peers and teacher via rubric, reflection and conferencing <p>Tags:Personalized Learning: Progression Based on Mastery</p>

Strategy 4

If we do...	Build a structure with explicit protocols, routines, procedures for expectations and consequences.
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Then we see...	Fair and equitable universal responses to students' behaviors and achievements.
which leads to...	Safe, nurturing, respectful and productive learning community.
Budget Description	Restorative practice PD
Tags	Supportive and Equitable Approaches to Discipline, SSCE: Inclusive decision-making
Action steps	<ul style="list-style-type: none"> (Not started) Utilizing brain breaks, whole school meditations and Zen Zones to address SEL needs of students <p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> (Not started) Provide teachers and staff with professional development around classroom management and strategies to support student behaviors. <p>Tags:</p>

Strategy 5

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.
Budget Description	Teachers to mentor and build students' leadership capacity; student workshops
Tags	SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice
Action steps	<ul style="list-style-type: none"> (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 <p>Tags:SSCE: Democratic Classrooms or Democratic Schools, SSCE: Student Voice</p> <ul style="list-style-type: none"> (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) <p>Tags:SSCE: Informed Action: Project-based learning or Service Learning</p>

- | | |
|--|---|
| | <ul style="list-style-type: none">• (Not started) Student mentoring program to support students academically and socially & emotionally, while simultaneously building student mentors' leadership capacity |
|--|---|

Tags:CBE: SEL Integration

Action Plan

Strategy 1

Small Group Instruction implemented school wide that differentiates instruction and builds students' capacity. Provide each student with a personalized learning plan.

Mar 19, 2020 to Apr 01, 2022 - ILT Admin Teachers

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

Mar 19, 2020 to Apr 01, 2022 - Cluster Teams Teachers Admin

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

Mar 19, 2020 to Apr 01, 2022 - Teachers Interventionist

Teachers will engage in ongoing professional development via ELEVATE and peer learning walks to provide concrete feedback on implementation of best practices to improve instruction.

Mar 19, 2020 to Apr 01, 2022 - Teachers Admin

Strategy 2

Teachers incorporate levels of autonomy based on student performance indicators which allow student choice and decision making.

Mar 25, 2020 to Apr 01, 2022 - Teachers Students

Engaging students in weekly goal-setting conferences

Mar 25, 2020 to Apr 01, 2022 - Teachers Students

Clinicians assess students to determine supports and interventions based on teacher referrals, student surveys, and data.

Mar 25, 2020 to Apr 01, 2022 - Teachers Clinicians

Strategy 3

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

Mar 25, 2020 to Apr 01, 2022 - ILT Teachers Admin Students

Students partner with teacher to ensure learning task and assessments are a best fit for their learning styles and instructional levels

Mar 25, 2020 to Apr 01, 2022 - Teachers Students

Students engaging in self and peer assessments created in collaboration with peers and teacher via rubric, reflection and conferencing

Mar 25, 2020 to Apr 01, 2022 - Teachers Students

Strategy 4

Utilizing brain breaks, whole school meditations and Zen Zones to address SEL needs of students

Mar 25, 2020 to Jun 22, 2022 - Teachers Staff Admin Students

Provide teachers and staff with professional development around classroom management and strategies to support student behaviors.

Sep 08, 2020 to Jun 22, 2022 - Admin Climate & Culture Team Staff

Strategy 5

Create a student council that allows students to provide feedback and input around school decisions and be vested in the success of Sherman

Mar 25, 2020 to Jun 22, 2022 - Teachers Admin Students

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)

Sep 08, 2020 to Jun 22, 2022 - Teachers Community Stakeholders Students

Student mentoring program to support students academically and socially & emotionally, while simultaneously building student mentors' leadership capacity

Oct 05, 2020 to Jul 22, 2022 - Teacher Student

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

The NWEA assessment is used as a schoolwide tool to measure student achievement over the course of the school year. We utilize the beginning and middle of the year data sets to drive our instructional focus. The data provided by the NWEA gives us insight as to how scholars achieve on the common core state standards. In addition to the NWEA, we also administer frequent benchmark assessments and engage in a continuous cycle of data analysis to update student goals.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Teachers create fluid and flexible, data-driven small groups aligned to student achievement levels. As students' academic levels change throughout the course of the year so do the groups and levels of mastery. Sherman is also a personalized learning school, where students have the autonomy to select how they learn to promote independence. When students are given the opportunity to learn in an environment that accommodates their personal needs, higher achievement levels are reached.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

The entire Sherman school utilizes the research-based curricular resource Engage NY, which includes (CKLA, and Eureka Math). This resource is standards-driven and designed to push student to student discourse. The curricular resources are designed to provide an equitable educational experience with high levels of rigor to increase student outcomes. To ensure effective execution of the resource, our teachers are provided with weekly coaching, peer learning walks, and feedback cycles to improve their practice which in turn, increases the amount of quality learning time.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

All Sherman scholars are guaranteed opportunities to engage in Social Emotional Learning, which includes morning meetings, one-on-one academic conferencing and personalized learning plans. This allows students an opportunity to set goals for themselves, and engage in meaningful conversations regarding progress made, or barriers to reaching their goal. Targeted students at risk of not meeting the state's standards have the opportunity to participate in after school tutoring through City Year. The academic software IXL is utilized to provide individualized instruction to all scholars based on their instructional level. Students in need of Tier 2 or Tier 3 support get small group or individual counseling to focus on social-emotional/and or academic growth. All students in grades 6-8 participate in Success Bound classes to prepare them for high school and college and career awareness.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

Sherman implores a variety of strategies to attract high-quality teacher candidates. Such strategies include but are not limited to social media marketing, referrals, job fairs, and pulling from teacher residency programs. We strive to create a welcoming and supportive environment in which quality teachers want to be apart of team Sherman. We use a three-step interviewing process that includes a panel interview, and a mock lesson, which allows for teacher and student voice in the selection process.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

Our staff engages in continuous professional development aligned to their specific practice. We use the results from the SQRP and the CIWP to make informed decisions on which learning opportunities would be most beneficial and effective to meet Sherman's needs. Some of these topics include trauma-informed training, PBIS, navigating curricular resources, coaching, and feedback provided by National Teacher Network, small group instruction, and adult SEL.

Strategies to increase parent involvement, such as family literacy services.

Sherman ensures that we have an open-door policy in which all stakeholder's feedback is encouraged and welcomed. We continue to build relationships between parents and the school staff by hosting monthly family engagement nights, which has increased participation in PAC, and LSC. The PAC workshops are planned according to their interest and needs. We utilize various methods of social media to communicate with families and allow the teachers to practice to become shared with families.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

To ensure all Pre-K students are prepared for Kindergarten we offer a summer step up program to assist with the transition. Additionally, the PreK and Kindergarten teachers engage in weekly collaboration meetings to vertically align instruction.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Sherman teachers take an assessment plan vote to determine what will best measure student achievement. Throughout the year teachers provide feedback on the effectiveness of the assessments. Sherman uses this data to inform decisions on the overall instructional program.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

We follow MTSS protocols to track student progress, which ensures that student deficits are being addressed and wrap-around support services are provided. Small group instruction and personalized learning plans are utilized to provide differentiated instruction. Afterschool programming is targeted to support all students that are not performing at grade level. City Year and the math interventionist work with a select group of students that need additional support to close the learning gaps.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

We believe in supporting the whole child, which includes family engagement and supports. We use grant writing to acquire additional support and resources to meet the needs of our families. We have built long term partnerships with Chicago Youth Center, James Jordan, SGA Youth and Family Services, Catholic Charities, and Communities in Schools. The aforementioned partnerships allow us to educate parents and provide resources on an array of topics that support the family and change the trajectory of their lives. We are always looking forward to securing additional grants in order to provide the equitable educational experiences our students deserve.

ESSA Targeted Assistance Program

Parent Involvement 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. We will provide monthly parent workshops with topics of their choice based on their survey results of topics that interest them. We will also engage our families in 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 1 meeting with our parents in September 2020. 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. The State Report shows results regarding student progress and growth areas for both reading and math. Teachers also share Interim Assessment Data with students and parents quarterly. Furthermore, parents are encouraged to collaborate with the teacher 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 who 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 in 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 of their evaluations, 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. It is essential that we look at the child as a whole, which incorporates building relationships with family members.

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 student's and family's 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 valuing their personal experiences. We will create an environment conducive to learning by ensuring the safety of our students, involving the community, and 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 to 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 on an ongoing basis.

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. The Know Your Number reports, which highlights students' attendance, on-track status, and grades, are shared on a weekly basis. 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. Teachers and staff will be encouraged to contact the parents within 48 hours of the notice. Staff members will communicate a dedicated time to meet with parents weekly.

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 for events and other schoolwide activities. 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 weekly homework logs, and making certain that they sign their child(ren) up for after-school programs. Parents also are collaborators with their children and teachers to monitor the student's Personal Learning Plans (PLPs). All stakeholders work together to help the child meet educational, academic, and attendance goals. The parents will be provided with detailed attendance and academic reports weekly through the Know Your Numbers reports, Aspen parent portal, and progress reports.

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. We recognize that parents are an integral part of their child's academic success and their input is encouraged IEP meetings, face to face conferences or through email/Class Dojo. If necessary these conferences will take place privately with the teacher, counselor and an administrator. 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. Parents are invited to consult with the school in a variety of ways specifically through the PAC, and LSC meetings. Sherman holds an open door policy so parents are always encouraged to share ideas and or concerns.

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 and they 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 the parent portal, Class Dojo, IXL, and remote learning. Parents will also engage in a workshop tied to how to use technology and 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.	\$300.00
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.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
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)	\$300.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$0.00
54205	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.	\$0.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid	\$0.00

	from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	
53510	Postage Must be used for parent and family engagement programs only.	\$0.00
53306	Software Must be educational and for parent use only.	\$0.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$400.00