

Mark Sheridan Elementary Math & Science Academy 2020-2022 plan summary

Team

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Team Meetings

Date	Participants	Topic
01/27/2020	CIWP Team	Initial planning meeting
01/29/2020	CIWP Team	Continue SEF Process
01/31/2020	All Staff	SEF Review and narrowing of goals.
02/19/2020	LSC members, Mrs. Creed	Updated the CIWP process with the LSC and discussion of goals

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

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 3 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)
 - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 4 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make ?safe practice? an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** At the beginning of the year, the staff discussed observing in each other's room to improve our teaching practices. We discussed using the pineapple process beginning during third quarter.
- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 2 Design and implement school day schedules that are responsive to student needs
- 3 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
- 3 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)
- 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** The staff overwhelmingly chose to rework our schedules to maximize instruction. Some staff members have already committed to being on the team to rework student schedules.

Depth and Breadth of Student Learning and Quality Teaching

- 2 - 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
 - 2 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:** Our NWEA scores are low for certain groups of students, particularly African American 6-8 math growth, and diverse learners.
- 2 - Instruction
 - 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 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
 - 3 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:** We do not see differentiation listed on lesson plans weekly. We also do not ask students to reflect on their learning and create their own goals.
- 3 - Balanced Assessment and Grading

- 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 3 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
- 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 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:** Team meetings do not focus on formal assessments and how we can use them to guide the teaching.
- 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)
 - 3 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)
 - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
 - 2 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)
- 2 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)
- 3 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)
- 2 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)
- 3 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)
- 3 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)
- 3 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)
- 2 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)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 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:** We have an MTSS team that meets regularly, but we do not report back to the grade level teams to share progress monitoring often enough. We also need to work more closely with families and the community engagement portion of MTSS.
- 3 - 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
- 3 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:** We set up career day in the spring. We also have "Move Up Day" in June. This is when the students move to the grade level they will be promoted to in the fall and the students and "new" teachers have a chance to interact.

Quality and Character of School Life

- 2 - 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)
 - 2 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 2 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** We had a great PD session in the beginning of the school year, but we did not sustain the message. We need to find a way to make the staff relationships more positive.
- 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)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 3 Authentically interact with community and civic leaders
 - 3 Engage with their community
 - 3 Take informed action where they work together to propose and advocate for solutions
 - 3 Experience a schoolwide civics culture
 - **Evidence:** We have been partnering with the Civic Leadership Foundation for 6 years. We have included students in the school safety committee. We are looking forward to having students help with the CIWP process.
- 3 - Physical and Emotional Safety
 - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 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:** We meet twice a month to discuss school safety but we need to change all the staff mindset to include reconstructive conversations.
- 2 - Supportive and Equitable Approaches to Discipline
 - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 2 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)
 - 2 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** Not all staff have made the shift to avoiding power struggles with students. Teachers want to teach, which is recommended, but need to be trained in minimizing the use of punitive responses.
- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 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).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 3 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)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 2 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:** We have increased communication with families but need to work on reaching out to the families that speak Cantonese and Mandarin by having monthly meetings in a second language.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	5
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	3
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	1

Score	Framework dimension and category	Area of focus
2	Quality and Character of School Life: Relational Trust	4
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	2
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	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	NWEA Math Growth 3-8 among African American students
Root Cause 1	Schedules and staffing that is not responsive to student needs
Area of Critical Need 2	NWEA Math Growth 3-8 among students with IEPs
Root Cause 2	Lack of differentiated lessons and assessments for students with diverse needs.
Area of Critical Need 3	% of EL students making sufficient annual progress on ACCESS 2.0
Root Cause 3	Lack of schedules that prioritize EL supports for students who speak mandarin.

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 Growth Percentile - Math (Grades 3-8)	African American		50.00	70.00
We chose the SQRP metric because we had a significant decrease in NWEA math growth 3-8 for African American students from SY18 to SY19. We went from 81%tile to the 39%tile.				
Vision: NWEA Growth G3-8 (Math)	Students with IEPs		50.00	54.50
We chose the Vision metric for students with IEPs because the math growth is not up to our expectations and we want to focus our efforts on improving the % of students with IEPs that meet their growth targets.				
SQRP: % of Students Making Sufficient Annual Progress on ACCESS	EL		35.00	45.00
We chose progress on Access due to the significant decrease we experienced when Access 2.0 became the metric. We fell from 44.8% to 26.7% of our EL students making sufficient annual progress.				
(Blank)				
(Blank)				

Required metrics (Elementary) (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey (Blank)					

Custom metrics (0% complete)

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

Strategy 1

If we do...	Develop a scheduling committee to research and create schedules for the students based on academic need and staffing strengths
Then we see...	an increase in differentiated lessons and supports for all our students but especially our diverse learners, EL learners, and Africa American students
which leads to...	an increase in our NWEA growth for our 3-8 African American students and students with IEPs, and also an increase in the percentage of EL students making sufficient annual progress on ACCESS2.0.
Budget Description	Set up after school committee to work on scheudling, research hiring a consultant to help set up new schedules, add after school programing designed for extra support of our targeted students
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, CBE: Supports, Interventions, or Extensions, Equity: Resource Equity, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) form a scheduling committee <p>Tags:</p> <ul style="list-style-type: none"> (Not started) hire a consultant who specializes in settling up school daily schedules <p>Tags:</p> <ul style="list-style-type: none"> (Not started) have meetings to create schedules <p>Tags:</p>

Strategy 2

If we do...	Assess the root cause of the behavior AND Assess if adult behavior or trauma contributed to the behavior AND Use trauma sensitive approaches to behavior AND Utilize a menu of interventions AND Devise a re-entry plan
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Then we see...	Less repeat offenses More relational trust between student/student, staff/student Early and swift intervention with restorative conversations
which leads to...	Less punitive responses Fewer behavior referrals Student Self Disciplining
Budget Description	Professional development for staff Committee to develop menu of interventions, classroom management vs. behavior interventions, flow chart for strategies Time for restorative conversations between staff/student, student/student
Tags	Leadership for Continuous Improvement, Relational Trust, Supportive and Equitable Approaches to Discipline, Equity: Fair Policies and Systems, ODLSS: Behavior Support, OSEL: SEL Instruction, OSEL: Supportive and Equitable Discipline Practices, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment, OSSE: Out of School Time
Action steps	<ul style="list-style-type: none"> (Not started) Assemble a discipline committee Tags: (Not started) Develop menu of interventions, Chart Classroom management vs. behavior interventions Develop Flow chart of Strategies Tags: (Not started) Plan PD for staff and present PD Tags:

Strategy 3

If we do...	Utilize pre-assessments or entry slips
Then we see...	what students need to learn what lessons would be relevant to each student groupings of students with same skill levels ways to differentiate lessons
which leads to...	more personalized learning less "review" time relevant lessons student goal setting and student input
Budget Description	Professional Development for Check Point Professional Development to design quick effective entry slips/pre-assessments Time and Funding for before/after school paid time
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Checkpoint Student Assessment System, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation
Action steps	<ul style="list-style-type: none"> (Not started) Staff complete training on Checkpoint during principal directed preparation periods

	<p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Develop PD for creating quick effective pre-assessments and present PD <p>Tags:</p> <ul style="list-style-type: none"> • (Not started) Once a month team meetings to review and discuss pre-assessment and entry slips <p>Tags:</p>
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Action Plan

Strategy 1

form a scheduling committee

May 11, 2020 to Jul 31, 2020 - administration PPC/PPLC/ILT all staff

hire a consultant who specializes in settling up school daily schedules

May 11, 2020 to Jun 30, 2020 - scheduling committee

have meetings to create schedules

Jul 01, 2020 to Jul 31, 2020 - scheduling committee consultant

Strategy 2

Assemble a discipline committee

Aug 31, 2020 to Sep 04, 2020 - AP and staff

Develop menu of interventions, Chart Classroom management vs. behavior interventions
Develop Flow chart of Strategies

Sep 07, 2020 to Oct 09, 2020 - Discipline Committee

Plan PD for staff and present PD

Oct 12, 2020 to Nov 06, 2020 - Discipline Committee

Strategy 3

Staff complete training on Checkpoint during principal directed preparation periods

Aug 31, 2020 to Oct 02, 2020 - Staff

Develop PD for creating quick effective pre-assessments and present PD

Oct 05, 2020 to Nov 06, 2020 - Various staff members

Once a month team meetings to review and discuss pre-assessment and entry slips

Nov 09, 2020 to Dec 18, 2020 - staff

Fund Compliance

ESSA Program

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.

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.

(Blank)

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

(Blank)

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.

(Blank)

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).

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

(Blank)

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.

We are not a Title I school and do not receive any Title I funding.
We engage parent and families as often as possible. Administration is present at arrival and dismissal and helps supervise the processes. A weekly newsletter is sent by administration. Our parent organization monitors a Face Book page and sends school notices. We link our online calendar to our website and post other pertinent information there. Many of our teachers send weekly emails to their families or the teacher maintain a website to provide information and homework assignments.

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 do not have a PAC since we do not receive Title I funding.

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 LSC meetings are listed on the calendars and parents are encouraged to attend. Our parent group holds meetings to discuss activities for families and students. Once activities are planned, they encourage volunteers to come to meetings to help plan and brainstorm the events. Our counselor holds meetings during the day and night when application processes begin. Our BAC holds monthly meetings as well.

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.

NWEA reports are sent home to the parents. A copy is also placed in the student's cumulative folder.

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.

All of our staff is Highly Qualified. In the event that a new hire is not HQ, communication will be provided to the 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.

Although we do not get Title I funding, we share subject yearly overviews at the Open House. This typically occurs in the first month of school. Information about state testing will be shared in a timely fashion.

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 technology teacher and the AP provide support to parents for parent portal. During our orientation sessions, teachers explain the technology that they use and help parents get connected. During the year, our BAC holds meetings and discusses how to help children. Our teachers were very instrumental in helping parents with technology this year and will continue to be. Our bilingual staff did a wonderful job helping our parents navigate technology as well. Our staff also sends our resources for parents and tailors resources to meet the needs of the students.

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.

At our opening PD, we make a strong case for using parents as partners in the education of their children. We stress communication with families and ask teachers to make contact as often as needed. Our teachers use weekly emails, newsletters, Class Dojo, weekly grading, and various other communication tools to stay connected to our parents. As a school we send weekly emails to our families and to our staff.

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.

We do not have pre-school.

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.

Administration sends our weekly emails to families to encourage participation in school events. The weekly newsletter also shares good news with parents. Our communication system also is used for quick

reminders throughout the week.
Our bilingual teachers help translate messages and sends out information to parents as well.
We have a parent organization that sets up tables at various events like Open House, or Supply Drop Off.
During these events the parents recruit parents to help volunteer for various events. The parents also walk people through the CPS volunteer process. The parent group also monitors a parent Face Book page where they blast out information.

Policy Implementation Activities

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

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

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

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

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.)

Mark Sheridan Academy (MSA) is a Level 1+ magnet school that values our rating and strives to keep it. We embrace the diversity of our student body and provide a curriculum that is aligned to the Common Core Standards. We strive to provide a rich, rigorous, well rounded curriculum to all of our students. Our mission is to provide a math, science, and social studies curriculum that has a literacy approach so that we can prepare our students to be college and career ready. Providing our students with a safe and nurturing environment so that we can meet every students unique learning needs while supporting their intellectual, social, and emotional learning. Our teachers and staff are committed to providing high quality instruction through structured learning experiences. Our cohesive curriculum includes the opportunities for students to make real-life connections while emphasizing technological advancements within a supportive school community.

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.

Sheridan holds the parent-teacher conferences on the scheduled CPS days, which are after the first and third quarters. This is an opportunity for the staff and parents to meet face to face and discuss any celebrations or concerns. The teachers are also prepared to offer any resources that may help a child. Our entire staff is available to support any parents and families. During these days, we try to make sure that we

have resources on hand from community organizations, computers ready for parent portal sign up, and staff ready to help ordering PE uniforms.

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

Every five weeks the parents get an official report on their child's progress. During the fifth week of every quarter, progress reports are printed and sent home with the students. This gives the student ample time to improve their grades if needed. At the tenth week of each quarter, report cards are printed. After the first and third quarters, parents are required to come to the school to pick up the report cards. After the second and fourth quarters, students are given the report cards to take home. After NWEA testing, reports are sent home. These reports explain the test scores and give examples of what a student can do to improve their scores while increasing their learning.

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

During the school year, we encourage parents and teachers to meet in person if needed. Our teachers will call or email and ask to set up a conference. Parents can also call or email and request a conference. Teachers have daily preparation periods that can be used for this purpose. Occasionally, we have teachers offering before or after school time for conferences. This is not part of their regular school day but if a teacher suggests it and is available, that is also an option.

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.

All parents are encouraged to complete the CPS Volunteer application. Once a parent has been cleared, they are able to go on field trips, help with special projects in a classroom, volunteer for whole school activities, or be special guests in the classroom. Parents are allowed to shadow their child in classes. These types of visits must be pre-arranged, mutually agreed upon by teacher and parent, and have a clear focus for the visit. Parents requesting these visits should also be cleared as volunteers with CPS since they will be with other children during the day.

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

There are many ways that parents can support their child's learning. During Open House, teachers communicate ways in which they would like parent involvement according to the grade level. Many of our primary teachers communicate during the week to help parents get involved with their child's assignments. As the students get older, many teachers ask parents to check student's work and encourage family projects. In our upper grade, teachers utilize parent involvement with homework to a lesser extent unless needed. We are encouraging parents to be aware of homework completion through parent portal, but by 6th grade we are putting the responsibility more on the student. We encourage and expect all students to write down and organize their homework in a planner that we provide. This gives the students, parents, and teachers one place to easily check homework needs.

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 encouraged to attend LSC meetings and ask questions about curriculum. My Voice, My School survey is also a place where parents can voice their concerns. Parents are always welcome to ask teachers

and administration about the education of their child. Our ILT will take any input provided by parents and teachers and align concerns with professional development where appropriate.

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).

At Sheridan we instill the need for good attendance, student responsibility, and positive kind attitudes. Our students know that in order to be prepared for future academic opportunities that they need to stay On Track. Our counselor meets with our upper grade students weekly and helps them navigate student portal. Our teachers set goals with students and are constantly helping them revise goals and set new ones. Administration meets with students every 5 weeks and help impress that student responsibility is the key to success.

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.

We do not receive Title I funding so this section does not apply to us.

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.	\$0.00
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)	\$0.00

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 from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$0.00
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.	\$0.00