Jesse Sherwood Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Alice Buzanis	Principal, Case Manager	abuzanis@cps.edu	Has access
Kimberly Easter	Assistant Principal, Dean of Students	kacarter-easter@cps.edu	Has access
Danielle Beal	Counselor, SEL Lead	DLBEAL@CPS.EDU	No Access
Markita Anderson	LSC Member, Teacher	mlanderson4@cps.eu	No Access
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Rosalind McGehee	Paraprofessional, Attendance Coordinator	ramcgehee@cps.edu	No Access
Mazie Daniels	Parent, LSC Member	danielsmazie@yahoo.com	No Access
Alisa Johnson	Parent, LSC Member	johnsonalisa0415@gmail.com	No Access

Team Meetings

Date	Participants	Topic
01/30/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn Perry.	CIWP members, outline of responsibilities, overview of data
01/31/2020	Alice Buzanis, Danielle Beal, Markita Anderson, Kimberly Easter	Data Review, self assessment.
02/10/2020	Alice Buzanis, Danielle Beal, Kimberly Easter, Mazie Daniels	Focus on Goals and Priorities
02/24/2020	Alice Buzanis, Danielle Beal, Kimberly Easter, Mazie Daniels, Carolyn Perry	Goals and Priorities
03/02/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn Perry.	Overview of root cause analysis

Date	Participants	Topic
03/16/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn Perry.	Continue discussions on root cause analysis and overview.
03/30/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn Perry.	Continue areas of need and focus.
04/06/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn Perry.	Meet to assess where we need to focus on and complete.
04/20/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn Perry.	Theory of Action
04/27/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn	Finalize all areas before the budget.
05/18/2020	Alice Buzanis, Kimberly Easter, Danielle Beal, Mazie Daniels, Alisa Johnson, Carolyn	Budget approval and review of CIWP.

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
  - o 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - o 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)
  - o 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - o 3 Enable staff to focus and prioritize what matters most
  - o 4 Employ the skills to effectively manage change
  - o 3 Make ?safe practice? an integral part of professional learning

- o 3 Collaborate, value transparency, and inform and engage stakeholders
- o **Evidence**: The school has a clear vision for continuous improvement and engages staff parents and students with a clear message during all meetings and school wide events. In the Five Essentials Survey, Sherwood was strong in the Effective Leaders classification. Sherwood focuses on building college and career ready students. Students that are on the honor roll receive recognition and outside opportunities to increase their knowledge and engages them in experiences to increase their knowledge and opportunities that are available to them. Students have a voice and a committee has been formed to allow them to express their concerns and to focus on strategies to improve their school and community. The school leaders visit colleges, high schools, meet with the counselor weekly and discuss their focus, concerns and future. On Thursday?s the staff and students are encouraged to wear college gear and each classroom engages in college research projects and awareness. The principal is involved in leadership classes and works with the staff and students to share information and engages them in dialogue in ways to improve the school?s academic outcomes and student?s voice and social emotional focus. Five Essentials Survey the teachers received a Very Strong rating in ambitious instruction and strong in effective leaders. Teachers were also categorized as strong in collaborative teachers.
- 3 - Structure for Continuous Improvement
  - o 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - o 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - o 3 Design professional learning (PL) to achieve school-wide improvement goals
  - o 4 Design and implement school day schedules that are responsive to student needs
  - o 4 Align the budget to the CIWP priorities and the mission of the school
  - o 4 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
  - o 4 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)
  - o 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - o **Evidence**: Grade level team meetings are conducted weekly to monitor the progress of students and successful implementation of curriculum and small groups. Teacher inform administration of when they have provided re-teaching opportunities to students. During grade level meetings teachers use attendance data, intervention data and teacher made assessments to review the status of student growth. Protocols are used to ensure that team are reviewing student work samples and analyzing work products. Principal distributes scope and sequence to staff. Staff present evidence of data review and analysis their data to determine if they can adjust the scope and sequence to address the learning needs of her students. The Instructional Team works with the teacher to modify the scope and sequence to ensure that all skills are taught. Principal conduct formal and informal observations to monitor instructional practices. Constructive feedback to teachers in a timely manner that is designed to improve instructional practice.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - o 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - o 4 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
  - o 4 Curriculum connects to real world, authentic application of learning
  - o 4 Curriculum is aligned to expectations of the standards
  - o 4 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 4 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
  - o **Evidence**: Teachers have been trained and have been utilizing the instructional materials and teaching objectives that are aligned to the Common Core Standards in reading and math. Year long plans are being developed to show when the standards are being taught. In reading, math and science, common grade level assessments are given to gain a clear understanding on what was taught and where reteaching is necessary. Progress monitoring is on-going with data analysis in teacher team meetings and sharing student work. Instructional action plans are on-going in reading and math and science and specific interventions are discussed and documented. Teachers communicate with the students on an on-going basis, the learning objectives and the importance of student growth. Teachers continue to use Teach like a Champion strategies that promote deep thinking and understanding. Teachers work in teams to plan and implement purposeful lessons aligned to the common core standards. Teachers develop individual student plans using to data to ensure that all students are learning. Students with disabilities use complex and age appropriate materials and are taught with their peers as frequently as possible. Teachers use assessments and monitor student progress by questioning students and working one on one with students in the classroom.
- 3 - Instruction
  - o 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 3 Engage students in learning and foster student ownership
  - o 3 Use questioning and discussion as techniques to deepen student understanding
  - o 3 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 3 Provide students frequent, informative feedback
  - o 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**: Teachers have been trained and have been utilizing the instructional materials and teaching objectives that are aligned to the scope and sequence in reading and math. Year long plans are being developed to show when the standards are being taught. In reading, math and science, common grade level assessments are given to gain a clear understanding on what was taught and where reteaching is necessary. Progress monitoring is on-going with data analysis in teacher team meetings and sharing student work. Instructional action plans are

on-going in reading and math and science and specific interventions are discussed and documented. Teachers communicate with the students on an on-going basis, the learning objectives and the importance of student growth. Teachers use Teach like a Champion strategies that promote deep thinking and understanding. Teachers work in teams to plan and implement purposeful lessons aligned to the common core standards. Teachers develop individual student plans using to data to ensure that all students are learning. Students with disabilities use complex and age appropriate materials and are taught with their peers as frequently as possible. Teachers use assessments and monitor student progress by questioning students and working one on one with students in the classroom.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 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
  - o 4 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
  - o 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
  - o 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 3 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: Assessments are given to students throughout the school year in order to make appropriate classroom decisions when instructing. Differentiating instruction is the key to classroom success that is why these assessments are so important. Kindergarten through second grade students is assessed in reading and math using Dibles and MClass. Second through eighth grade students engage in the NWEA assessment in the Winter and Spring. The students are tested in reading, and mathematics. Third through eighth grade students also take a reading exam created by the staff focused on the standards and a aligned to the scope and sequence. These exams occur once a week. Once these exams are completed and the results become available, the staff meets with the administration and create plans for their students using the data as a guide. Teachers engage in meaningful conversations at their meetings and discuss and devise a plan to address the needs of the students in their classrooms.

- 3 - MTSS
  - o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)

- o 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)
- o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 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)
- o 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)
- o 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)
- o 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)
- o 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)
- o 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 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)
- o 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)

- o 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)
- o 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)
- o 4 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 4 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)
- o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Weekly meetings are held to review data and to discuss strategies to support students. Learning environments are engaging, focused and aligned to lessons being taught. Intervention time is embedded in the time distribution for every grade level and students are provided individual supports by teachers and support staff.
- 3 - Transitions, College & Career Access, & Persistence
  - o 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)
  - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 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
  - o **Evidence**: Students engage in college visits and high school visits to promote readiness for high school and career. Counselor meets with students daily and discusses jobs, careers and engages them in opportunities to meet various college students to explore careers and life as a college student.

Quality and Character of School Life

- 3 - Relational Trust
  - o 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**: Students are attached to staff to provide support and encouragement. Teachers meet with students the first 15 minutes and engage in

group talk using Second Step and counselor led meetings. Staff have established relationships with students by providing after school and before school availability for extra support and assistance for instructional and SEL purposes.

- 3 - Student Voice, Engagement, and Civic Life
    - o 3 Study politics
    - o 3 Become informed voters and participants in the electoral process
    - o 3 Engage in discussions about current and controversial issues
    - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
    - o 3 Exercise student voice (REQUIRED: OSEL)
    - o 3 Authentically interact with community and civic leaders
    - o 3 Engage with their community
    - o 3 Take informed action where they work together to propose and advocate for solutions
    - o 3 Experience a schoolwide civics culture
    - o **Evidence**: Sherwood focuses on building college and career ready students. Students that are on the honor roll receive recognition and outside opportunities to increase their knowledge of the world and opportunities that are out there for them. Students in the honor roll have a voice and are considered the student leaders to the school. These group of students have visited colleges and high schools to expose them to what awaits them in the near future. In addition, all 8th grade students visit numerous colleges throughout the school year. On Thursday's all staff and students are encouraged to wear college gear to promote and establish a college ready environment for our students.
- 3 - Physical and Emotional Safety
    - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
    - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
    - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
    - o 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)
    - o **Evidence**: The administrators engage in a daily walk through to ensure that the building is safe, clean and orderly. Principal meets with the custodial staff daily to ensure that the grounds and building are clean and safe. Principal and Assistant Principal meet with parents to discuss antiviolence strategies for children and also to discuss any issues that arise. CHAMPS is utilized in the classroom to ensure all of the students feel safe and to create an orderly and positive classroom environment. FOUNDATIONS is used in the hallway for a safe and orderly building in the common areas as well.
- 4 - Supportive and Equitable Approaches to Discipline
    - o 4 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
    - o 4 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
    - o 4 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)
    - o 4 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)

- o **Evidence**: The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 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)
  - o **Evidence**: There is a strong partnership between parents and the school community. Parents meet each quarter and review school wide data and the state of the school. Parents meet monthly and discuss different topics of interest in order to increase student achievement. The five essentials survey shows that the school overall is well organized. Parents have a website to view, facebook, instagram and twitter in order to get information quickly and on time.

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	2

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	**1**
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	**4**
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	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	**0**
3	Quality and Character of School Life: Physical and Emotional Safety	**0**
3	Quality and Character of School Life: Relational Trust	**0**
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	**0**
4	Quality and Character of School Life: Family & Community Engagement	**0**
4	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	**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	Math attainment 3-8 grade students.
Root Cause 1	Consistent interventions for students with targeted focus on data.
Area of Critical Need 2	Reading attainment 3-8 grade students.
Root Cause 2	Consistent interventions for students with targeted focus on data.
Area of Critical Need 3	DL students attainment in math.
Root Cause 3	Additional planning time between DL and gen ed teachers.

Area of Critical Need 4	DL students attainment in reading.
Root Cause 4	Additional planning time between DL and gen ed teachers.

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 with IEP's are lagging behind their peers in both reading and math.	Overall		72.00	75.00
	Students with IEPs			
SQRP: National School Attainment Percentile - Reading (Grades 3-8) Our goal as a school community is to ensure all of our students are at grade level. This focus will allow us to channel our energies on ensuring all of our students are at grade level.	Overall		70.00	75.00
	Students with IEPs			
Vision: Attendance Rate Students with IEPs lag behind our students with their attendance. Several of our students are provided with bus services and still have an issue with arriving to school on time and consistently.	Overall		95.00	96.00
	Students with IEPs		95.00	96.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8) Our students have been struggling overall in the last three years with meeting the national norms for growth. This focus will allow us to look at the level of rigor in order to move our children to the next level.	African American		70.00	75.00
	Overall		70.00	75.00
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey Currently our school is receiving the highest mark in this area and we want to continue to be a well development school for our school community.				4.00	4.00

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...	If we provide clear expectations on grading and assessments to the teachers, parents and students with monthly meetings and communication to all stakeholders,
Then we see...	an increase in our on-track data
which leads to...	better attendance and better grades resulting in an increase in students being on-track.
Budget Description	In order to provide teachers, parents and students the necessary support, our technology coordinator will be utilized to provide support to parents, teachers and the community on grading practices and how to monitor their grades on ASPEN and engage in parent portal.
Tags	Balanced Assessment and Grading
Action steps	• (Not started) Aspen training and support will be provided to all staff and assistant principal in an on-going manner to ensure grading practices are fair and congruent with actual student data Tags:Balanced Assessment and Grading • (Not started) Summer and after school professional development lead by the counselor, administration to improve grading practices and provide support to the teachers Tags:

Strategy 2

If we do...	provide all stakeholders with appropriate supports to effectively implement data driven learning cycles around differentiated instruction and interim assessments
Then we see...	targeted professional learning developing our stakeholders to become more efficient in using on track data to meet the needs of our students.
which leads to...	an increase to our 3-8 on-track index score to ensure that over 70% of our students are on-track.
Budget Description	Assistant Principal and Clerk will oversee the on-track measures weekly and discuss and plan meetings with parents, incentives and collaboration with all stakeholders.
Tags	Leadership for Continuous Improvement
Action steps	• (Not started) Teachers and administration will meet weekly to focus on the on-track data and begin one on one interventions for students lagging behind. Tags:

Strategy 3

If we do...	have shared leadership that ensures high quality school specific and district aligned instructional and social emotional professional development with the necessary resources for implementation, collaboration and transparency.
Then we see...	teachers engaging in a collaborative data driven professional development structure focusing on increasing social and emotional wellness, academic growth and student ownership.
which leads to...	on an annual basis we will see over 75% of our students exceeding their expected growth targets and increasing their attainment percentiles in both math and reading in NWEA.
Budget Description	Assistant Principal will oversee the implementation of MTSS and it's components.
Tags	MTSS
Action steps	• (Not started) Professional development for staff to receive additional training on the process overall. Tags:MTSS

Action Plan

Strategy 1

Aspen training and support will be provided to all staff and assistant principal in an on-going manner to ensure grading practices are fair and congruent with actual student data

Jul 01, 2020 to Aug 31, 2020 - Assistant Principal

Summer and after school professional development lead by the counselor, administration to improve grading practices and provide support to the teachers

- Administration

Strategy 2

Teachers and administration will meet weekly to focus on the on-track data and begin one on one interventions for students lagging behind.

Jul 01, 2020 to Aug 21, 2020 - Assistant Principal

Strategy 3

Professional development for staff to receive additional training on the process overall.

Jul 01, 2020 to Sep 05, 2020 - Assistant Principal

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.

[ ]

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.

During our Instructional Leadership Meetings we analyze student data using various tools and methods We analyze the IAR test, NWEA test, Interim Assessments to determine the targeted program and needs for each child.

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

We have engaged in work around unit planning aligned to the common core standards We also designed Multii Tiered Systems of Support for our struggling students using research based intervention programs in order to help our students reach their grade level and to meet all of the standards in their grade.

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.

Multi Tiered Systems of support have been put in place to focus on big areas of reading Research based programs are being used for interventions. We use the leveled literacy intervention, IXL and Compass Learning Our tier 1 instruction for all uses research based instructional strategies including gradual release of responsibility, guided reading, ample time for self selected reading from organized classroom libraries, use of manipulatives in math instruction, accountable talk strategies, goal setting and choice

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).

We have targeted mentoring from kindergarten through 8th grade. .We support college and career awareness through college visits, speakers and engagement from various universities. Our 8th grade students attend a trip to Springfield, Illinois. Through various partnerships our students engage in finance and banking programs to learn about personal finances, Innovative teaching strategies immersed with accountable talk, student self and peer assessment, small group strategies and differentiated instruction Classrooms have libraries organized by level and genre Students goals set with their teachers and parents and data walls are in each classroom.

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

When positions become vacant or are opened, we immediately advertise with various universities, periodicals and newspapers. We also have a website that encourages teachers to visit by having openings showcased on our website. Our counselor, principal and assistant principal attend job fairs and hold open houses for new teacher graduates yearly.

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.

High quality professional development is offered monthly to staff with teacher leads teaching and engaging teachers in methods to improve their craft. Paraprofessionals engage in relevant professional development through the district and ODLSS

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

We hold monthly events with parents focused on important topics that affects their child's learning and future. We engage parents in hot topic meetings and also host reading, math, technology and science nights and fairs with our families .We have a monthly newsletter, weekly engagement and an up to date website.

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.

We have monthly meetings with our pre-school parents and engage them in various programs that focuses on entering kindergarten.

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.

Teachers are included in decision making regarding assessment through a yearly vote on what assessments they would like to utilize school wide. Assessments are discussed through grade level meetings, staff meetings, the MTSS committee and the ILT These teams of teachers work to not only analyze the data we do have, but determined what kinds of assessment measures needs to added or taken away to our overall school program The ILT provides teachers with a structured data cycle and standards aligned quarterly assessments.

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.

At Sherwood we implement a multi-tiered system of support program. We ha tiers of interventions in literacy, math social emotional supports for each child. We have a team of teachers and specialists that meet weekly to determine interventions needed to support each child. Our assistant principal monitors the data to ensure that the interventions are working and reports weekly areas that should be changed and different approaches are considered.

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 provide parents opportunities through our partnership with Communities in Schools and various agencies. On a monthly basis parents are engaged in job training, speakers on supporting their children and other topics to assist them with their children and personally.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Parent Compact and policy reviewed, adjusted and finalized in PAC, and LSC meetings
? Final compact and policy posted on school website
? Parent compact and policy reviewed annually at each PAC, LSC and organizational meetings
? Parent compact and policy will be revised, if necessary, following annual organizational meetings
? Adjustments are made based on parent feedback

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

The PAC Annual Title I meeting is scheduled for Thursday, September 13 at 6:00 p.m. in the Sherwood gymnasium.
? The PAC Annual Organizational meeting is scheduled for Thursday, October 11 at 6:00 p.m. in the Sherwood gymnasium.
? The Annual Meeting will focus on necessary Title I documents and explanation of key policies.
The Organizational Meeting will focus on explanation of Title I parent funds, PAC elections, explanation of Title I program/curriculum/school data
? Survey parents to identify alternative meeting times and dates that accommodate a variety of parents.

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.

This will be accomplished during our yearly Title I PAC Organizational and feedback session in the first quarter of the school year. Included in this meeting will be grade level expectations and standardized assessment expectations.
? At the request of parents, the PAC will form a communications subcommittee charged with creating an

inventory of structural, cultural and attitudinal barriers to full parent participation;
and developing a comprehensive plan to improve family engagement and build parent capacity.
? Employ low-cost, high-impact offline and online digital and social media tools, including Facebook, school website and instant messaging platforms to create robust,
culturally-responsive and accessible two-way channels of communications for parents and school community.

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.

Parents will receive their child?s results on the following exams:
? NWEA Reading and Math (beginning of year, middle of year, end of year)
? ACCESS for English Learners, results from previous school year in fall of current school
year
? PARCC for third and fourth grade students (whenever possible)
? Parents will also receive school-wide results through the annual State of the School presentation and via the CPS School Report Card. School will provide information to parents
that explains each assessment.
? One PAC and LSC meeting each year is dedicated to explaining the assessment policies, methodologies, test structure and methods to prepare for testing success and how it works
within the inclusive model at Sherwood.

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 teachers are highly qualified at Sherwood. Letters are sent home to parents if, for whatever reason, a teacher is not highly qualified.

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.

During Open House in September, parent-teacher conferences, and specific needs based conferences, teachers will explain both the expectations and assessment results to parents.
This will include how parents can support their child at home.
? PAC and/or LSC meetings focus on building parent understanding of grade level expectations, assessments, and inclusive practices. PAC and LSC meetings regularly enlist parents in
developing and implementing strategies for meeting grade level expectations at home

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.

Parents will be able to participate in ESL and computer classes Sherwood, Chicago Public Library, Howard Area Community Center).
? Parents will have access to onsite courses such as free GED or ESL programming
? Parents have access to literacy, skills-based, occupational and academic programming offered through Parent University.

? Parents will also have access to computers and printer in the Parent Room. Take steps to increase parental awareness and use of this resource.There will be a minimum of one PAC and LSC teacher-led, workshop-based meeting that focuses on strategies for supporting student growth in literacy and math at home.
? A minimum of one PAC and/or LSC meeting will focus on opportunities after 4th grade at Sherwood as well as other options within the district..
? A minimum of one PAC and/or LSC Meeting will focus on supporting Sherwood's Social Emotional Learning, Cultural Competence and Restorative Justice standards and expectations.
? Parents will have access to a parent-run lending library to check out resources for supporting academic achievement and increased parent involvement .
? Parents will have access to bilingual grade-level Eureka Math homework helpers through the parent-run lending library.
? Parents will have access to online supports and will have opportunities to receive training for programs such as Compass Learning, Parent Portal, Class Dojo, Raz Kids, Brain Pop Jr and
more. PAC will explore strategies to ensure all parents have full access and understanding of online supports.

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.

Monthly and special PAC and LSC meetings are promoted by staff and announced to the community through handouts and across digital channels.
? Sherwood staff will create a list of volunteer opportunities throughout the building. List will be sent out to parents and promoted by staff. Parents will be able to sign up for a variety of
volunteer opportunities.
? Create an ongoing dialogue between parents and staff in order to better understand what parent engagement means. Identify specific parent volunteer opportunities.
? Training and Professional Development time to build school-wide teacher-staff investment in supporting meaningful and robust parent engagement.

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.

Pre K parent meetings and Pre K parent workshops will encourage parent participation and increase parent capacity.
? The PAC together with the LSC will schedule a minimum of one meeting focused on programs and activities relevant to early education parents.

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 communication to parents is sent in English,Spanish including a reminder that the school will endeavor to provide translation of all communication to parents into other high incidence
languages.
? All communication to parents is sent with as much notice as possible in multiple channels both online and offline.
? All meetings will be conducted in English and Spanish. We will work to add support for all high incidence

languages.
? Newcomer parents will have access to translators or telephonic translation during report card pick up.
? Important school documents such as the parent handbook, promotion policies, Healthy Student Market notices, parent/teacher conference notifications and more will be translated into high incidence languages
? Parents are encouraged to request assistance with language needs.
? Publicize the availability of translation services and explore other avenues for meaningful, two-way communication for all parents.

Policy Implementation Activities

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**

[X] **<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>**

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

[X] **<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.)

We will hold our Parent-Teacher Conferences in November and April.
? Parents will be informed of the event through our monthly calendar, website, facebook and robocalls
? Teachers will discuss grade level expectations, assessments, and students' social/emotional well-being.

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.

Pre Kindergarten students will receive reports of how their child is doing with Teaching Strategies Gold report.
? Kindergarten parents will receive math and literacy snapshot.
? 1st-8th grade parents will receive mid-quarter progress reports at 5 week march of each grading period.
? Students not making adequate progress will receive notification of MTSS (multi-tiered systems of support) Tier 2 or 3 interventions
? The school will also send out NWEA (beginning of year, middle of year, end of year) reports, BAS

(beginning of year, middle of year, end of year) reports, ACCESS reports (when possible), PARCC (when possible). Parents will also be instructed how to access the Parent Portal.

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

Staff are usually available between 8:30-9:00 a.m. and 3:45-4:00 PM Monday through Friday to meet with parents. Other times may be during teacher preparation periods.

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

Parents will be provided opportunities to volunteer within the classroom and outside the classroom.
? Schedule a minimum of one PAC and/or LSC meeting to explore parent volunteer opportunities
and strategies.
? All parents are invited to volunteer during the school day.
? Staff will create a list of volunteer opportunities and send out to parents to sign up.
? The school will attempt to bring an agency to the school that can provide fingerprint test.

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 made aware of homework by the teacher and the monthly grade level newsletters.
? Teachers are encouraged to engage in an ongoing, two-way conversation about homework policy and the needs of their children.
? The school will send out reminders regarding attendance policies, parents will receive 5/10 day absence letters as well as attendance ?nudge? letters. Parents will monitor attendance to ensure student attendance stays at or above 95%.
? Parents will be trained to effectively monitor homework and attendance via Classroom Dojo and/or Parent Portal
? Workshops will be provided for parents on ways to support their child's academic needs.

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

? The principal and assistant principal are available daily with parents.
? Parents are invited to the LSC, PAC, and Coffee with Principal meetings to participate in decision-making regarding the education of their children. Communication subcommittee will
explore ways to increase parent participation.
? All parents will have the opportunity to run for LSC, PAC,
? Parents will serve on CIWP committee and explore a longer time frame for the development of the next CIWP.

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

? Students will set goals for grades, homework, NWEA assessment and track progress towards such goals
? Students are expected to commit to being respectful, responsible, and collaborative in the classroom, in the hallways, in restrooms, and on the playground.

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).

Parents and students are responsible for arriving to school on time every day with appropriate materials.
? They are expected to commit to being respectful, responsible, and collaborative in the classroom, in the hallways, in restrooms, and on the playground.
? Teachers and students will work together on developing academic and behavior goals.
? The school sends out the Parent Handbook to communicate expectations for students and parents.
Students will receive recognition for perfect attendance and honor roll quarterly.

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.

Sherwood's goal is to reduce student absenteeism and truancy and to increase and sustain students' daily attendance. In addition, our goal is to increase parental engagement in their child's academic success, which includes their social emotional learning. We believe that all of these goals will work collaboratively to bring about increased student academic achievement. Another focus is to increase student achievement by focusing on on-track overall and providing monthly meetings to parents to learn strategies to monitor their children's data in order to work hand in hand with the teachers and administration to support their children's learning habits overall.

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.	$2100.00
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