

**School Improvement Plan**  
**Narrative Overview**  
**Sheridan Elementary School**  
**2013-2014**  
**Overview of Neighborhood and School Culture**

Sheridan Elementary School is located on Tacoma's eastside. It's composed of a diverse group of students with 39% Hispanic, 19% Asian, 16% Black, and 15% White. Sheridan values the contributions of such a diverse population. One of the largest elementary schools in Tacoma, Sheridan has 24 classrooms, Kindergarten through 5<sup>th</sup> grade, as well as an ECEAP and ELL preschool. We work to provide for our diverse population with the services needed which include two ELL teachers, two full time special education teachers, a 2 title teachers, a full time counselor, and an instructional coach. In addition, Sheridan provides 89% of the population with free and reduced lunch a federally funded fruit and vegetable snack program, and 18 weeks of a 3 day of the week afterschool program until 5:00.

This year, Sheridan has two new administrators, Rebecca Owens, Principal, and Kim Messersmith, Assistant Principal. The new administrative staff has led the work of creating a mission and vision statement that reflects the common agreements set forth by the staff:

**Vision:** Provide a foundation for which all children will become college or career ready.

**Mission:** The Sheridan staff will provide a system of collaborative support that provides all students with the opportunities to be successful academically, emotionally and socially in a safe learning environment through hard work and perseverance.

**Curriculum & Pedagogy**

- We will participate in professional development to improve our practice including:
  1. staff meetings
  2. district trainings that support current district initiatives
  3. building PLCs (professional learning communities)
  4. book studies
  5. Professional classroom walkthroughs
  6. Data Review

**Environment & Culture**

- All students will have a safe and well managed environment where instruction takes place from bell to bell. (Environment)
- We will provide opportunities for families and the community to take an active role in their child's learning.
- "Parent University"- We will offer parenting classes for all parents interested for 10 week periods of time

**Teaching & Learning**

- Teachers will have plans that include targets and intentional teaching in all core subject areas of reading, mathematics, written language and science.
- Students will be provide an extended learning opportunity 18 weeks of the school year which will include enrichment and academics
- Student progress is monitored and supported using:
  1. formative and summative assessment
  2. differentiated instruction
  3. student self-assessment
  4. active engagement strategies

## Overview of School Improvement

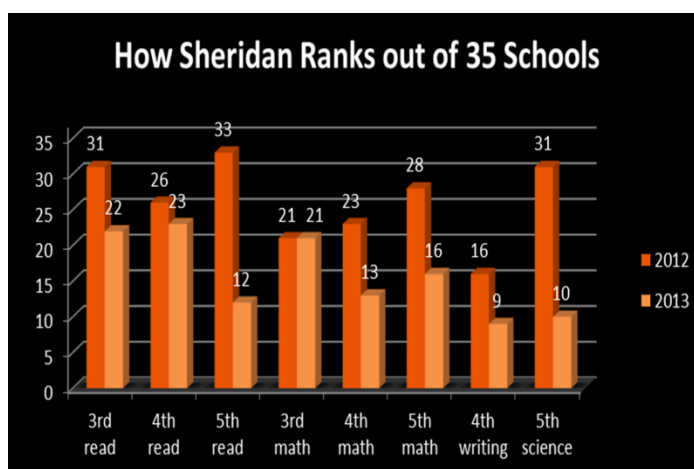
In the last two years, many changes have taken place with a focus on more time on task for essential learning. This includes “bell to bell” instruction, leaving no wasted time and no interruptions to classrooms. In addition, there is a redefined emphasis on professional development which includes opportunities for staff to observe one another in the areas of reading, math, written language, and science as well as data driven collaboration. In addition, staff are released at least two times per year to observe each others practice or the instruction of exemplary teachers from other buildings. Staff meetings include instruction on best teaching practices. Sheridan Elementary has the highest number of ELL students in Tacoma’s elementary schools. With this in mind, we have placed an emphasis around professional development in academic vocabulary and best practices around teaching English Language Learners. We have embraced the UWT TELL grant that emphasizes instruction geared to improving the learning of English Language Learners.

The most recent climate surveys indicate overall improvements in staff’s feeling of overall safety. This has improved by 20% over the past year. Attendance has also improved from 94.4% to 98.7%. This is due to an emphasis on the importance of education, parent outreach and education and our afterschool program which includes academics and enrichment. Many of these improved outcomes are due to school wide changes in routines, discipline, and reducing of student movement throughout the school without an escort.

## Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2013-2014 year. The goals and strategies in this plan represent and are influenced by the ongoing work of our staff members within grade level teams and as a part of whole-staff work sessions. The specifics of our attached Action Plan set forth our school-wide reform efforts and are a result of our staff’s review of student assessment data, the prioritization of staff and team goals, and the articulation of specific next steps in our work toward student achievement. The establishment of goal and focus areas for our school’s work is also established in partnership with our SCDM and/or SIP team.

While we have significant work to do in the areas of math, reading, written language, and science, we had overall improvement in all areas on our latest MSPs. With our professional development and school wide focus for these essentials, we expected our students’ test scores to improve in every area and they did with most notable gains in reading overall, 4<sup>th</sup> grade writing and 5<sup>th</sup> grade science.



The lower numbers represent the overall ranking of Sheridan out of 36 elementary schools.

Math: We see a significant area of improvement needed. Students in grade 3 performed at 53% of students meeting standard on the MSP. In grade 4, students performed at 48% in 2012 and 63% were meeting standard in 2013. Students at grade 5 performed at 49% in 2012 and in 2013, 67% were at standard. As a building, our teaching staff is engaged in learning about mathematical practices which includes peer observations and increased engagement strategies using Math Expression curriculum materials. We have focused our professional development around habits of mind. In addition, we are providing students with an extended learning opportunity after school that includes math and small group instruction and intervention for those students not meeting standards. We have adopted the Think Through Math program to reach those students not meeting standard. This will be conducted at the child's own level at our 18 weeks of afterschool programming. Students may work at home on this program and receive instruction via an online teacher in English or Spanish.

Reading: We saw a significant area of improvement needed in reading as is indicated by our 2012 data. 61% of our second graders reached the benchmark on fluency measures in 2012. In 2013 91% of our 2<sup>nd</sup> graders were at benchmark for oral reading fluency. On the 2012 MSP, 48.8% of our third graders met standard in reading, while in 2013 60% of our third graders met standard. 66% of our 4<sup>th</sup> graders met standard in 2012 and in 2013 54% met standard. Finally, 54% of our 5<sup>th</sup> graders met the standard for reading in 2012 and in 2013 81% met standard. In kindergarten three of our classes all made benchmark on early indicators reading readiness. While we have work to do, reading instruction continues to be an area of strength for our school. We will continue to use a variety of methods to reach our students which include a new push-in model for delivering service ( two teachers in every room for reading instruction) and by using data to determine how to work with students to teach them to read.

We continue to reflect as a staff about our practice and have determined that having any less than 100% at standard is an emergency. Therefore, we are putting every resource possible into extended learning opportunities for students and increased time on task which includes both enrichment and academics.

## Review of Data to Establish Improvement

### Achievement

Spring, 2011 MSP Data (expressed as percentage of students meeting standard):

Grade 3	2007	2008	2009	2010	2011	2013
Reading	58.6	41.9	48	61.1	57.7	60
Mathematics	55.6	43	35.4	49.1	45.3	53

Grade 4	2007	2008	2009	2010	2011	2013
Reading	64	56.6	41.7	46.5	41.7	59
Mathematics	29	36.4	33.3	17.2	29.8	63
Writing	37	52.5	65.5	37.4	35.9	68

Grade 5	2007	2008	2009	2010	2011	2013
Reading	61.8	51.1	49.5	56	41.3	81
Mathematics	58.4	38	37.4	33.3	41.8	67
Science	14.6	14.1	29.3	10.7	25	68

### Attendance

(Average Daily Attendance)

2009-2010	2010-2011	2011-2012	2012-2013
94.7	95.4	94.4	98.7

Attendance is an area that we would like to improve. We talk with parents whenever possible about the importance of regular and timely attendance. However, we struggle with obtaining accurate contact information for parents. We are working as a school to educate parents and students about the importance of school attendance. This year the school compact meeting had an emphasis on attendance and data was shared with parents about failure rates for students with poor attendance and tardies. In addition, each parent who chronically brings their child late or picks them up early are met with first the attendance secretary and then the principal. We never call into classrooms to remove students, instead causing parents to wait for their children so that the emphasis is on more instructional time rather than convenience.

### Transitions Between Grade Levels

In an effort to improve transitions from 5<sup>th</sup> grade to middle school, our school uses Title I funds to support AVID study skills strategies. This includes the use of planners, three column notes and interactive notebooking. Transition meetings have been scheduled between the middle schools and Sheridan to begin the process in January. 5<sup>th</sup> grade teachers will visit the middle school to standardize language and requirements for our students moving to the middle school. 5<sup>th</sup> graders will visit middle schools in the area and middle school staff will come to the elementary. In addition, transitional walkthroughs are taking place to be sure those who left Sheridan are successful in their new middle school setting.

The articulation between grades preschool through 5<sup>th</sup> grade happens throughout the year and includes reading buddies, staff development between grade levels, and collaboration/data meetings. These activities promote success for students as they move from one grade level to another.

## **Characteristics of High Performing Schools-**

The focus of our work together centers around these characteristics. The staff reviewed our data at our school Waiver Day through the lense of how we are doing around each characteristic. Each staff was asked to reflect and journal on each area and our progress in the last school year.

(The School Improvement Plan for 2013-14 is based on the following study.)

1. Cleared and Shared Focus
2. High Standards and Expectations for All students
3. Effective School leadership
4. High levels of collaboration and communication
5. Curriculum, instruction, and assessments aligned with State Standards
6. Frequent monitoring of teaching and learning
7. Focused Professional development
8. Supportive learning environment
9. High levels of family and community involvement

## **Professional Development Opportunities**

**Math Professional Learning Communities-** Sheridan staff participates in bimonthly meetings to discuss the habits of mind, habits of interaction and the five core structures of the Math Expressions curriculum. Staff are videotaped and observed while teaching math.

**Literacy PLCs-** Sheridan staff participates in bimonthly meetings to discuss the district literacy framework and review the common core state standards. Staff are videotaped and observed while teaching reading. This year we have added DRA and RBA reading data. Training has ensued. In addition, a literacy coach is working with our trainer of trainers to create literacy studio classrooms. All classrooms have libraries that are leveled. Each teacher is working to keep a notebook of data on each student and has been trained on conferring with them in a workshop model format.

**Writing-** Sheridan staff participates in waiver day meetings to discuss writing instructional strategies and review the common core state standards. Staff are videotaped and observed while teaching writing. In addition, Sheridan is part of a UW T grant where we are working on using writing in the classroom as a reflective tool around common core standards and learning.

**Walkthroughs-** Each team of teachers is encouraged and given sub time to visit one anothers classrooms, watch teaching practices and work on incorporatting 5D strategies.

## **Highly Qualified Teachers**

Provisions for staff training in Tacoma include opportunities, incentives and compensation. The district provides a broad spectrum of classes on assessment, standards-based instruction and best practices in the content areas. Staff members receive extra pay to attend these classes and clock hours/university credits are frequently offered. The district also supports and encourages school-based training that support the school's SIP goals with building-based optional day pay for certificated staff. In addition to classes, instructional facilitators at each Title I school provide ongoing, job embedded staff development. Para educators and other staff receive workshop pay to attend both district and school workshops. Para educators and other staff are encouraged to participate in all Reading and Math curriculum and assessment professional development.

Parents are informed in the Parent Handbook of their right to know their teachers and para-educators qualifications

HQ Para-educators meet a rigorous standard of quality and can demonstrate knowledge and ability in instructing reading, mathematics and writing.

Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire and applicant searches. We seek to attract and keep highly-qualified staff at our school by providing opportunities for quality staff development and professional growth.

All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources send each school a list of the teachers with their teaching qualifications. Sheridan's principal signs an attestation form to confirm all staff are highly qualified. In the event that a staff member does not meet the highly qualified requirements, a NCLB HOSSE Plan of Assistance is developed for the teacher. To support teachers working to achieve highly qualified status, along with all staff striving to provide excellent instruction, our school's professional development/training is focused on best practices in reading and math.

### **Safe and Supportive Learning Environment**

Prior to the 2012-13 school year, Sheridan's SCDM met to discuss concerns regarding safety and student behavior which resulted in loss of learning time. In an effort to create more time on task and a safer environment, a new plan was put into place. All student movement in and around the school is supervised by an adult. Administrative presence is in the hallways, cafeteria, and playground before and after school. Administrators are called to classrooms to handle disruptive conduct. Students are placed back into class whenever possible or complete their learning in the office area. Additional supervision has been provided on the playground during recess and before school. Every effort is made to contact parents and keep the communication lines open. No discipline data exists for the 2011-12 school year. For the 2012-13 school year, every effort is made to keep students in school and suspensions have been kept to a minimum. In 2012-2013- six suspensions took place and were the same child in two of the instances. We continue the work of keeping our school safe in 2013-2014. We have reduced the numbers of students in the lunchroom and at recess from 200- 100 which helps both discipline to decrease at recess and in the lunchroom.

### **Equity Issues**

Sheridan staff continues to examine the role that environment and life experience play in the academic success of students. Sheridan has participated in the "Compassionate Schools" model and has been trained in the "ACES" awareness concepts. Sheridan staff has reviewed achievement gap data, behavior data, and classroom routines in order to provide an equitable learning environment/climate for all students.

As we better understand our population, we are now implementing programs such as mentoring, "the brotherhood" through the YMCA, extended learning opportunities, book studies for staff and students, and actively participating in the "Friends of the Eastside Community Activism Group". We have begun to have STAND university in place for parents in 10 week sessions. These classes help parents to better navigate the school system and work with their child's educational program.

All newsletters are in English and Spanish and we have all parent activities translated.

### **Parent, Family and Community Involvement**

We have established community and parent partnerships. Sheridan Elementary continues to have an evolving PTA. They have a new partnership with Stand for Children and Stand University for Parents. Friends of the Eastside Principal and Community Group is working in conjunction with the school, parents, and faith based organizations to bring focus on concerns specific to the eastside of Tacoma.

Many Bellarmine Prep students volunteer in our classrooms as well as church and community members. Between Catholic Community Services, St. Luke's Episcopal Church, and other community organizations, we provide weekend food for nearly 100 students in need. We have a grant with Safer Streets which allows us to have walking and bike clubs. They provide helmets for our students in need. In addition, they have improved sidewalks and pedestrian safety around our school.

TPSD installed a track at our school which is used daily by community members and has helped us build connections with our neighbors.

**Title I School Attachments:** (Updates will be submitted at they become available)

- Professional Development calendar
- Parent Involvement Calendar
- Parent Involvement Policy and Compact
- Budget Page
- Budget Matrix (Title I office provides)

## Professional Development Calendar

**School: Sheridan Elementary    Title I/LAP PD Allocation: \$9,000**

	Activity/Event
September	TELL training
October	Collaboration Days/ Walkthroughs (review data & collaborate in grade level groups) k-5 teachers visit classrooms.
November	Math PLC Literacy training Common Core Training
December	TELL training Literacy training
January	Collaboration Days/Walkthroughs Waiver Day Math PLC TELL training
February	TELL training
March	Collaboration Days/Walkthroughs
April	TELL training Math PLC Literacy Training
May	Collaboration Days/Walkthroughs
June	CAFÉ/Daily 5 Training for k-2
July	
August 2013	Waiver Day Black Male Learners Training IBD for 3 <sup>rd</sup> 4 <sup>th</sup> and 5 <sup>th</sup> grade teachers



**Parent Involvement Calendar**  
**School: Sheridan      Title I/LAP PI Allocation: \$4,137**

	<b>Activity - Event - Amount Allocated per Event</b>
September	Meet and Greet/Ice Cream Social Open House/Title 1 Night PTA Board /General Meeting
October	Book Fair PTA fund raiser PTA Trunk or Treat Stand University for parents
November	PTA Board Meeting Stand University PTA Board/General Meeting
December	PTA Board Meeting and General Meeting Partnership Conferences Stand University Holiday Shop PTA mosaics Evening Performance Science Center comes
January	Stand University
February	Stand University
March	Science Fair/Dinner Partnership Conferences PTA General Meeting Book Fair Stand University
April	Stand University Sheridan Clean Sweep/Bike Rodeo
May	Coffee with the Principal Literacy Family Night/Dinner June – Marathon Race End of Year Children's program 5 <sup>th</sup> grade moving on/ parent night

# **Sheridan Elementary Family, Parent, and Community Involvement Policy**

## **Home, School, and Community – We work together**

As a school, Sheridan Elementary relies on a strong connection with families and the community for student success. Parents and community members provide valuable resources to our students as role models, tutors, classroom volunteers, and mentors.

We actively recruit volunteers and provide orientation, training, and support through our volunteer coordinator, Jamie Kelly, and the entire Sheridan staff.

We encourage you to offer comments and suggestions about our School Improvement Plan and our Involvement Policy. Rebecca Owens Sheridan Principal, at 571-5900 or email at rowens2@tacoma.k12.wa.us.

## **Our School Improvement Plan Involvement Goal**

Sheridan Elementary School is a comprehensive, school wide “learning community.” Collaborative partnerships among and between teachers, parents, and volunteers will be established, monitored for efficacy, and adjusted based on best practices and procedures.

## **Sheridan Parent and Community Involvement Plan**

- An annual Title I Informational Meeting will be held to inform parents and the community about Title I program requirements, school Adequate Yearly Progress (A.Y.P.), our school improvement plan (SIP), and budget.
- The School/Parent compact (shared responsibility for student achievement) will be revised, reviewed, presented, and distributed to all parents annually as part of the Sheridan Student Handbook. It will also be available for viewing online.
- A parent representative will participate with the school’s SIP team to review, revise, evaluate, and share the plan annually.
- A parent involvement evaluation process will be established to evaluate the effectiveness of the school’s plan.
- Notifications will be sent to parents informing them of their right to know the qualifications of their child’s teacher and Para educator or if they do not meet the highly qualified standards.
- Parents will be informed in a timely manner about student achievement and assessment including the dates for administration of standardized tests and the results of those tests.
- Curriculum nights will be held to inform parents of reading, writing, and math grade level expectations, curriculum alignment, and strategies to support student achievement at home.
- An activity calendar will be provided to parents at the beginning of the year and updated regularly through the “Paw Prints” newsletter. Information will also be posted online.
- Parents will receive communications from the school in the language spoken in the home whenever possible. They will also be advised of translation services available through the district.

The Sheridan Elementary School Improvement Plan (SIP) can be reviewed by going to the Tacoma Public School District Web Page at [www.tacoma.k12.wa.us](http://www.tacoma.k12.wa.us). Click on Academics (green tab), curriculum, Schools (green tab), School Improvement Plan, and finally select Sheridan Elementary.

## Sheridan Elementary Student, Parent, and Teacher Compact

Please read this compact, discuss it with your child, and sign below to indicate your acceptance. By signing below you agree to abide by the Sheridan Elementary School Student Parent Handbook as well as the Home/School Involvement Compact and acknowledge that you have read the Sheridan School Student and Parent Handbook and have made your child aware of the rules and procedures of Sheridan Elementary.

We as parents, students, and teachers of Sheridan School realize the importance of education and the efforts required by everyone involved to help maximize student learning. Therefore, we will make the following commitments.

### TEACHER

I agree to carry out the following responsibilities to the best of my ability:

- 1 Be aware of the individual strengths and needs of each child.
- 2 Maintain open lines of communication with parents and school staff.
- 3 Show respect for each child and his/her parent(s).
- 4 Be available for scheduled conferences.
- 5 Make our school a friendly and welcoming place to parents and students.

Signature\_\_\_\_\_ Date\_\_\_\_\_

### STUDENT

I agree to carry out the following responsibilities to the best of my ability:

- 1 Follow school and classroom rules and be responsible for my behavior.
- 2 Be on time with the necessary supplies, and ready to learn.
- 3 Complete and return homework assignments on time.
- 4 Make an effort to read at least 20 minutes daily.
- 5 Show respect toward all teachers, adults, and other students at school.

Signature\_\_\_\_\_ Date\_\_\_\_\_

### PARENT/CAREGIVER

I agree to carry out the following responsibilities to the best of my ability:

- 1 See that my child attends school regularly with supplies, and on time.
- 2 Make an effort to read with my child daily and monitor assigned homework.
- 3 Communicate and work with teachers and school staff to challenge my child.
- 4 Read School-to-Home communications and attend scheduled parent conferences.
- 5 Support the district policy that encourages voluntary service at home or school.

Signature\_\_\_\_\_ Date\_\_\_\_\_

## Sheridan Title I Preliminary Budget Plan

Average FTE Cert Salary		Average FTE Para Salary	**Hourly Rates w/ benefits
1.0 - \$90,700	0.5 - \$45,350	1.00 – 8hrs- \$41,600	Cert Extra Work - \$46.00
0.9 - \$81,630	0.4 - \$36,280	.875 – 7hrs- \$36,400	Cert Workshop Pay - \$35.00
0.8 - \$72,560	0.3 - \$27,210	.812 - 6.5hrs- \$33,800	Class Extra Work - \$17.50
0.7 - \$63,490	0.2 - \$18,140	.750 – 6hrs- \$27,300	Class Workshop Pay- \$17.50
0.6 - \$54,420	0.1 - \$9,070	.625 – 5hrs- \$22,750	Hourly Employee - \$12.20 <b>This is NOT the actual pay rate! For budget purposes only.</b>
Avg. Sub Full Day rate - \$150		Avg. Sub Full Day rate - \$80	<b>**2012-2013 Hourly Rates</b>
Avg. Sub Half Day rate - \$90		Avg. Sub Half Day rate - \$48	

**Enter  
amounts  
here**

Total Allocation:

\$

Staffing: (Please include full name/Vacancy, FTE, Cert/Class, Salary)

Howie Guy, Cathleen Johnson—2.0 certs

Julie Frings, Barbara Burke—7 hours daily, paras

\$

Discretionary Allocation: (Total Allocation – Staffing Total) \$19,000

GENERAL Supplies/Materials:  
CIS- \$5000

\$

Professional Development:

- Supplies:
- Staff Pay:
- Materials/Books:
- Printing:
- Substitutes: Release time for collaboration days
- Consultants:
- Conferences/Workshops:

\$

Additional Staffing/Extended Day:  
Extended Learning Opportunities

\$

\$