# SHERIDAN EL SCH

521 N 2nd St

Schoolwide Title 1 School Plan | 2021 - 2022

# Steering Committee

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| --- | --- | --- | --- |
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# Vision for Learning

At Sheridan, we build community through leadership, growth, and achievement.

# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| 4th Grade, number of students proficient on STAR Reading increased from 16 students at the first administration to 31 at the Feb/March administration (SY 19-20) | No |
| Growth for EL subgroup exceeded state growth standards in Math and ELA. | Yes |
| Economically disadvantaged subgroups increased performance in Math, ELA, and Science to meet growth benchmarks. | No |
| The CDT offers teachers opportunities to drill down to specific standards and eligible content, which was the focal point of PD sessions during faculty meetings this past year. | No |
| Inquiry-based methods of learning, such as the Rube Goldberg experience with the Da Vinci Science Center, equipped teachers with tools and strategies for addressing specific deficiencies in science performance in grades 4 and 5. | No |
| ELA- All subgroups either met or exceeded the growth standard. | Yes |
| Math- subgroup performance increased from previous year. | No |
| In 3rd grade, the percentage of students advanced on STAR math increased from 7% at the first administration to 14% at the Feb/March administration. (SY 19-20) | No |
| Career Readiness- All student group met the performance target | No |
| Alignment of curricular materials and lesson plans to PA standards | No |
| Variety of Assessments | No |
| Resources aligned with school improvement plan | No |
| Promote and sustain a positive school environment | Yes |
| Partner with local businesses and community organizations | No |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| ELA- performance decreased from previous year for two subgroups | Yes |
| Math- subgroups met or exceeded growth standard but performance decreased from previous year | No |
| Lack of growth- no significant number of students moving up toward proficiency. (SY 19-20) | Yes |
| Career Readiness- English Learner population did not meet the performance target | No |
| Lack of systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based | No |
| Identify and address individual student learning needs | Yes |
| Continue to promote positive school environment | Yes |
| STAR- ELA and Math- Lack of growth- no significant number of students moving up toward proficiency. (SY 19-20) | No |
| Students with disabilities fell in performance for ELA and Math, and didn't meet growth expectations for Math while maintaining growth standards in ELA. | No |
| Black subgroup fell in performance in ELA. | No |
| Improving performance in every science area requires consistent administration of the CDT and subsequent collaborative data dialogues to identify patterns and best practices for improving growth and achievement. | No |
| The virtual learning environment of the 20-21 school year impacted all groups of students | No |

## Most Notable Observations/Patterns

Collaborative Planning processes- To support consistency of instruction as we move into a changing learning environment with the addition of blended learning, it will be important to establish and support clear processes for quality collaborative planning

# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| Growth for EL subgroup exceeded state growth standards in Math and ELA. | Intentional coordination and planning between classroom teachers and co-teachers |
| ELA- All subgroups either met or exceeded the growth standard. | Growth was a result of deliberate, standards-aligned instruction. Reading specialist support contributed to improved teacher capacity. |
| Promote and sustain a positive school environment | Leader in Me serves as foundation for meaningful engagement in the school community. Increased opportunities for student leadership, celebration, and positive connection with other students and adults. Early adoption of restorative practices by staff. |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| ELA- performance decreased from previous year for two subgroups | Hypothesis: A lack of coordinated, standards-aligned instructional best practices contributes to inconsistent growth | Yes | Effective PD is content focused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/ expert support, offers opportunities for feedback and reflection and is of sustained duration. |
| Lack of growth- no significant number of students moving up toward proficiency. (SY 19-20) | Hypothesis: A lack of coordinated, standards-aligned instructional best practices contributes to inconsistent growth Notes: Need for more timely response to individual student needs? Using assessments to determine next steps for instruction? Is the assessment cycle clear for teachers? Are teachers using common assessments? Are teachers discussing results of diagnostic assessments and using that to identify standards that students are struggling with? Are teachers ensuring that their instruction is aligned to standards and eligible content? Lack of consistency in best practices from classroom to classroom? Do teachers understand the standards and what is required of students to master them? Are grade level data meetings purposeful enough? Are outcomes clear enough to lead to measurable change? | Yes | If we provide effective professional learning support, including the support of a full-time reading specialist and full time math intervention specialist, as well as resources and supports aligned to standards based instruction, then teachers will implement effective instruction using a variety of aligned resources, and students will meet their growth targets. If we provide effective resources and supports aligned to standards-based instruction, including the professional learning supports of a full-time reading specialist with an emphasis on phonemic awareness, then teachers will implement effective instruction using a variety of aligned resources, and students will meet their growth targets. |
| Identify and address individual student learning needs | Hypothesis: Existing site-based supports in conjunction with classroom instruction are insufficient to adequately address individual student learning needs. How can child study better support a change in instruction/intervention for teachers? Do teachers have the necessary tools to identify potential child study needs? Do teachers know how to identify/address students who need more intervention within core instruction? Are teachers utilizing the gradual release model? Using assessments to determine next steps for instruction? Is the assessment cycle clear for teachers? Are teachers using common assessments? Are teachers discussing results of diagnostic assessments and using that to identify standards that students are struggling with? Are teachers ensuring that their instruction is aligned to standards and eligible content? Lack of consistency in best practices from classroom to classroom? Do teachers understand the standards and what is required of students to master them? Are grade level data meetings purposeful enough? Are outcomes clear enough to lead to measurable change? Are students receiving adequate and coordinated support through co-teaching (EL and Special Education)? | Yes | If we use systematic, collaborative planning processes and building level supports to ensure instruction is coordinated, aligned, and evidence-based, then teachers will develop clear plans to impact student learning and address specific individual learning needs and achievement will improve. |
| Continue to promote positive school environment | Hypothesis: Continued emphasis is needed in order to sustain and build upon current successes | Yes | If we provide professional learning in an Introduction to Restorative Practices and Restorative Circles, and alongside Leader In Me principles, then teachers will implement circles and practices to increase student sense of belonging in school. |

# Goal Setting

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| **Priority:** Effective PD is content focused, supports collaboration in job embedded contexts, provides modeling of effective coaching through coaching/ expert support, offers opportunities for feedback and reflection and is of sustained duration. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Professional learning | With a focus on reading by grade 3, all primary teachers, including EL and IEP teachers, will participate in all LETRS professional development | ELA Professional Development | 90% of 1-3 teachers participate in 1 Unit of LETRs training (pending district PD calendar) | 90% of 1-3 teachers participate in 2 Units of LETRS training (pending district PD calendar) | 90% of 1-3 teachers participate in 3 Units of LETRS training (pending district PD calendar) | 90% of 1-3 teachers participate in 4 Units of LETRS training (pending district PD calendar) |

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| **Priority:** If we provide effective professional learning support, including the support of a full-time reading specialist and full time math intervention specialist, as well as resources and supports aligned to standards based instruction, then teachers will implement effective instruction using a variety of aligned resources, and students will meet their growth targets. If we provide effective resources and supports aligned to standards-based instruction, including the professional learning supports of a full-time reading specialist with an emphasis on phonemic awareness, then teachers will implement effective instruction using a variety of aligned resources, and students will meet their growth targets. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | During the 21-22 school year, Sheridan will increase the number of students proficient or advanced on the STAR Reading Assessment by 12.5% to an overall proficiency score of . | STAR Reading Proficiency | Baseline | Winter 1- increase 4% from baseline | Winter 2- increase 8% from baseline | EOY- increase 12% from baseline |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | During the 21-22 school year, Sheridan will increase the number of students proficient or advanced on the STAR Math assessment by 10% to an overall proficiency score of . | STAR Math Proficiency | Baseline | Winter 1 | Winter 2 | EOY- increase of 10% |
| Parent and family engagement | ELA and Math sessions to engage families to support student learning at home will be offered a minimum of one time per quarter. | Family Engagement | 1 Family Engagement Session | 1 Family Engagement Session | 1 Family Engagement Session | 1 Family Engagement Session |

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| **Priority:** If we use systematic, collaborative planning processes and building level supports to ensure instruction is coordinated, aligned, and evidence-based, then teachers will develop clear plans to impact student learning and address specific individual learning needs and achievement will improve. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Essential Practices 1: Focus on Continuous Improvement of Instruction | During the 21-22 school year, Sheridan will increase the number of students proficient or advanced on the STAR Reading Assessment by 12% to an overall proficiency score of . | STAR Reading proficiency | Baseline | Winter 1- increase 4% from baseline | Winter 2- increase 8% from baseline | EOY- increase 12% from baseline |
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| Essential Practices 1: Focus on Continuous Improvement of Instruction | During the 21-22 school year, Sheridan will increase the number of students proficient or advanced on the STAR Math assessment by 10% to an overall proficiency score of . | STAR Math proficiency | Baseline | Winter 1 | Winter 2 | EOY- increase of 10% |

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| **Priority:** If we provide professional learning in an Introduction to Restorative Practices and Restorative Circles, and alongside Leader In Me principles, then teachers will implement circles and practices to increase student sense of belonging in school. | | | | | | |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target 1st Quarter** | **Target 2nd Quarter** | **Target 3rd Quarter** | **Target 4th Quarter** |
| Social emotional learning | During the 21-22 school year, Sheridan staff will be trained in Restorative practices when trainings are offered. teachers will implement restorative circles a minimum of one time per week. | Student Climate Culture Goal | 9 circles | 18 circles | 27 circles | 36 total |
| Social emotional learning | During the 20-21 school year, Sheridan teachers will attend a minimum of 8 professional development sessions focused on social emotional learning. | Teacher PD SEL | Teachers attend 2 sessions | Teachers attend 4 sessions | Teachers attend 6 sessions | Teachers attend 8 sessions |
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# Action Plan

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| **Action Plan for:** Engage instructional teams in developing standards-aligned units of instruction | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * STAR Reading Proficiency | | Grade level teams create standards aligned learning activities for focus standards; teachers post mastery criteria | | Walkthroughs and classroom observations; grade level data meetings | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Administrators, Intervention Specialists, and Reading Specialist will provide professional learning opportunities to build deeper understanding of concepts, skills, and vocabulary needed for mastery of standards, identify criteria for mastery of standards and planning for learning activities that are aligned to standards-based objectives | 09/07/2021 | 06/26/2022 | Principal, Assistant Principal | PDE SAS, Common Core Companion, Common Formative Assessment | Yes |
| Designated staff will analyze, along with grade level teams, focus anchor standards to coordinate alignment of learning activities and assessments | 09/07/2021 | 06/26/2022 | Principal, Assistant Principal | PDE SAS, Common Core Companion, Common Formative Assessment | No |
| Teachers will post criteria for mastery | 09/07/2021 | 06/26/2022 | Principal, Assistant Principal | PDE SAS, Common Core Companion, Common Formative Assessment | No |
| Reading Specialist and Math Intervention Specialist model effective practices for standards-aligned instruction | 09/07/2021 | 06/26/2022 | Reading Specialist, Math Intervention Specialist | Heggerty Curriculum PDE SAS, Common Core Companion, Common Formative Assessment | Yes |

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| **Action Plan for:** Engage Instructional Teams in assessing and monitoring student mastery | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * STAR Reading Proficiency | | Grade level action plans for adjusting instruction based on data | | Walkthroughs and observations | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Teachers, along with designated staff, will identify trends in data and adapt instructional practices based on SAS and Focus Standards | 09/07/2021 | 06/26/2022 | Principal, Assistant Principal | SAS, Common Formative Assessment, Common Core Companion | No |
| Grade level teams will create action plans for ELA and Math focus standards at team meetings. | 09/07/2021 | 06/26/2022 | Principal, Assistant Principal | SAS, Common Formative Assessment, Common Core companion | No |
| Administrators, Intervention specialists, and reading specialist will coordinate grade-level data analysis meetings for grade level teams and individual teachers to interpret multiple forms of data in ELA and Math (specifically STAR, Dreambox, Lexia). |  |  | Principal, Assistant Principal. Reading Specialist, Intervention Specialists | Lexia, Dreambox, STAR | Yes |
| Teachers create instructional action plans for focus groups of students based on data in ELA and Math | 09/07/2021 | 06/26/2022 | Principal/ Assistant Principal | STAR data | No |
| Through analysis of multiple forms of ELA and Mathematics data, students (including EL students and students with IEPs) will be identified for targeted extended learning opportunities including additional intervention during the school day or after school. | 09/07/2021 | 06/28/2022 | Intervention Specialists, Reading Specialist, Principal, Assistant Principal | STAR, Lexia, Dreambox, Heggerty | No |
| Provide family engagement sessions and resources for families to support student reading and mathematics at home. | 09/07/2021 | 06/28/2022 | Community School Coordinator, Principal, Assistant Principal | Phonemic awareness kits | No |

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| **Action Plan for:** Restorative Practices | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * Student Climate Culture Goal * Teacher PD SEL | |  | |  | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Teachers will attend Restorative Practices training and monthly SEL discussions | 09/07/2021 | 06/28/2022 | Principal, Assistant Principal | Restorative Practices Handbook/ Circles, LIM, SEL Calendar | Yes |
| Support and monitor regular student attendance through interventions and incentives. | 09/07/2021 | 06/28/2022 | Principal, Assistant Principal, Community School Coordinator |  | No |
| Teachers will incorporate Leader in Me principles and SEL calendar into instruction | 09/07/2021 | 06/28/2022 | Principal, Assistant Principal | LIM materials, SEL calendar | No |

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| **Action Plan for:** Effective PD | | | | | |
| **Measurable Goals** | | **Anticipated Output** | | **Monitoring/Evaluation** | |
| * ELA Professional Development | | Teachers will effectively implement standards aligned practices in the classroom | | Walkthroughs and observations | |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** |
| Reading specialist provides ongoing modeling, co-teaching, and feedback opportunities for use of the Heggerty Phonemic Awareness program in grades 1-3 | 09/07/2021 | 06/28/2022 | Reading Specialist, Principal, Assistant Principal | Heggerty Curriculum | Yes |
| Math Intervention specialist provides ongoing modeling, co-teaching, and feedback support for standards-aligned instruction in mathematics | 09/07/2021 | 06/28/2022 | Math Intervention Specialist, Principal, Assistant principal | Grade level focus standards | Yes |

# Professional Development Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Engage instructional teams in developing standards-aligned units of instruction | * Administrators, Intervention Specialists, and Reading Specialist will provide professional learning opportunities to build deeper understanding of concepts, skills, and vocabulary needed for mastery of standards, identify criteria for mastery of standards and planning for learning activities that are aligned to standards-based objectives * Reading Specialist and Math Intervention Specialist model effective practices for standards-aligned instruction |
| Engage Instructional Teams in assessing and monitoring student mastery | * Administrators, Intervention specialists, and reading specialist will coordinate grade-level data analysis meetings for grade level teams and individual teachers to interpret multiple forms of data in ELA and Math (specifically STAR, Dreambox, Lexia). |
| Restorative Practices | * Teachers will attend Restorative Practices training and monthly SEL discussions |
| Effective PD | * Reading specialist provides ongoing modeling, co-teaching, and feedback opportunities for use of the Heggerty Phonemic Awareness program in grades 1-3 * Math Intervention specialist provides ongoing modeling, co-teaching, and feedback support for standards-aligned instruction in mathematics |

# Professional Development Activities

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| Standards Aligned Instruction | | | | | | | | | |
| **Action Step** | **Audience** | | **Topics to be Included** | **Evidence of Learning** | | **Lead Person/Position** | **Anticipated Timeline Start Date** | | **Anticipated Timeline Completion Date** |
|  | Teachers | | Concepts, skills, and vocabulary needed to master grade level focus standards | Standards-aligned action plans | | Principal, Assistant Principal | 09/07/2021 | | 06/28/2022 |
| **Learning Formats** | | | | | | | | | |
| **Type of Activities** | | **Frequency** | | | **Danielson Framework Component Met in this Plan** | | | **This Step Meets the Requirements of State Required Trainings** | |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | | Monthly | | |  | | |  | |