



Saint Paul
PUBLIC SCHOOLS

School Continuous Improvement Plan

SCIP

SCHOOL CONTINUOUS IMPROVEMENT PLAN (SCIP)

Sheridan Elementary 05-06

Submitted by the Site Council

Description of School Program

TARGETED EDUCATION

Sheridan is a neighborhood school located on the East Side of Saint Paul. The school's mission focuses on self-respect and emphasizes high expectations and continuous improvement of academic achievement for each student. The dedicated and conscientious staff recognizes the richness within the student diversity and strongly believes that all students have different learning styles and strengths to be developed

Goals/Initiatives Matrix

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6
	NCLB MCA 95% Tested (All)	MCA 2 Year Growth (ES and MS)	NCLB MCA Index Rate (All)	NCLB Attendance 90%+ (All but HS)	SAT10 Growth Compared to District Average (SSI) (ES and MS)	SAT10 Percent Gaining Compared to National Sample (ES and MS)
Initiative 1 Sheridan will focus on attendance and tardiness issues.	Yes	Yes	Yes	Yes	Yes	Yes
Initiative 2 Sheridan will sustain the implementation of the CSR Model.	No	Yes	Yes	No	Yes	Yes
Initiative 3 Sheridan will market achievement gains to the community.	No	Yes	Yes	No	Yes	Yes
Initiative 4 Sheridan will transition preschool children into kindergarten.	No	Yes	Yes	No	Yes	Yes
Initiative 5 Sheridan will increase learning time with extended day.	No	Yes	Yes	No	Yes	Yes

Budgets/Initiatives Matrix

	General Fund	Referendum	Comp. Aid	Title I	ELL Aid	Integration Aid	Grants	Other Sources
Initiative 1 Sheridan will focus on attendance and tardiness issues.	Yes	No	Yes	Yes	No	No	No	Yes
Initiative 2 Sheridan will sustain the implementation of the CSR Model.	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes
Initiative 3 Sheridan will market achievement gains to the community.	Yes	No	No	Yes	Yes	No	No	Yes
Initiative 4 Sheridan will transition preschool children into kindergarten.	Yes	Yes	Yes	No	No	No	No	Yes

Initiative 5 Sheridan will increase learning time with extended day.	No	No	No	No	No	No	No	Yes
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Conclusions from Data Analysis

Fall 2004 Conclusions Based on 2004 Test Results

Sheridan data summary that compares 03-04, continues to show "no lo's" for any subgroup in either Reading or Math on either the MCA or the SAT 10. It was reported that this was one of the best profiles in the District. The Superintendent's Banner for Continuous Improvement will be again awarded.

The SAT 10 Growth Report for Sheridan reported one aggregate "lo" in 5th Grade Reading between years 03-04. This indicates growth significantly less than the District on the SAT 10 for Grade 5 students in Reading. However, the aggregate growth between '03 and '04 for all student groups within the school is average or hi in Reading.

In Math, by Grade Levels and by subgroups within the school, on the SAT 10 Growth Report, the achievement has improved from five averages and eight hi's in '03 to two averages and eleven hi's in '04.

Sheridan was well above the target to achieve AYP for all students and sub groups within the school in '04 on the MCA measure. In fact, the difference between the AYP target and the school's rate increased significantly between '03 and '04 on the MCA measure. The difference between the AYP target and the school's rate increased significantly between '03 and '04 for all students and subgroups except the African American students. With this group, there was a significant difference between the target and the school's rate, however, there was not a significant difference between the target and rate between the two years for this group.

Spring 2004 Conclusions Based on 2003 Test Results

Highlights of Sheridan's MCA Results: The percentage of students scoring at the proficient level (IIB and above) in third and fifth grade Reading and in fifth grade Math increased more than 20 percentage points from 2002-2003. The percentage of students scoring at the proficient level (IIB and above) in third grade Math increased by 14 percentage points. The school was above the target to achieve AYP in 2003-2004, the difference between the estimated target and the school score was the least for ELL students. Therefore, the school's achievement goal will give special attention to the ongoing achievement of ELL students in Reading, Math and Writing.

Sheridan's SAT10 Results: Sheridan demonstrated the highest level of standardized test achievement growth in St. Paul with each of the ethnic groups it serves for each of the past two years. Sheridan expects to continue an average to hi level of growth for each of the ethnic groups it serves for the next year.

Goals

Goal 1

On the MCA, 95% of all enrolled students in each NCLB student group will be tested.

Goal 2

The MCA two-year growth (2003 to 2005) will be in the average or above average range. This growth is calculated from grade 3 to grade 5 and from grade 5 to grade 7.

Goal 3

The index rate for each NCLB student group will be above the index target with special attention focused on the achievement of ELL students in the areas of Reading, Writing and Math.

Goal 4

The student attendance rate for each NCLB student group will be 90% or higher; and tardiness that is more than 30 minutes will decrease by 50%. Sheridan informs families of the District attendance/tardy policy and the steps involved in its enforcement.

Goal 5

The SAT10 growth score for [Which students?] compared to the district average (SSI) will increase from [x] to [y].

Goal 6

The percentage of [Which students?] making one-year's growth on the SAT10 will increase from [x%] to [y%].

Initiatives

Initiative 1 last modified on 03/29/2005

Sheridan will focus on attendance and tardiness issues, especially the tardiness problems that are chronic.

Research-Basis/Rationale for this Initiative

Research shows a direct correlation between school attendance and student achievement. Abstract: "Most student performance studies using the production function or input-output approach do not consider student attendance as a independent variable. Data from Baltimore Cuntly public elementary schhols indicate that student attendance positively and consistently correlates to standardized achievement test performance. Student socioeconomic status is also an important factor."(Evidence of Student Attendance as an Independent Variable in Education Production Functions. by Douglas J. Lamdin. Journal of Educational Research, 1996. V.89 N.3 p.155-62 Jan-Feb. 1996.ERIC # EJ525356. Abstract: "Noting that the evidence of families influence on their children's school achievement is consistent, positive, and convincing, this report examines research on parent and community involvement and its impact on student scholastic achievement and attendance." A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement.by Anne T. Henderson, et al. Annual Synthesis, 2002. ERIC # D474521)

Environment for Learning

The staff will recognize students with high attendance rates, and low tardiness rates with awards so that students know that the school places a high value on their being at school each day and on time.

Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths

Data shows students with 95% attendance rate yearly are performing in the higher levels on SAT 10 and MCA testing. Data shows students with 95% attendance are making higher growth rates by comparison on the STAR Reading and STAR Math Growth Report from Renaissance Learning.

Staff/Professional Development

Sheridan's social worker instructs the staff about the TIP program, what are responsibilities concerning abuse, and the policies and laws for which we are accountable in the St. Paul School District. Steps to Respect and Second Step, which are violence prevention programs, have been implemented.

Parent/Family Involvement

Parents are informed through Sheridan Newsletters, Brochures, and at Title I/ Parent events about the importance of good attendance and punctuality at school. Any TIP legal paperwork, or other TIP intervention are enforced as well.

Initiatives

Initiative 2 last modified on 06/24/2005

Sheridan will implement the CSR Model that includes the Project for Academic Excellence, the Principles of Learning from the University of Pittsburgh, the Minnesota State Standards, and the Renaissance Learning Systems.

Research-Basis/Rationale for this Initiative

Reader's Workshop is a framework used to support the components of reading placed within that instructional model; shared reading, read aloud, guided oral reading, and independent work time. Within those components, teachers embed the five dimensions of reading as defined by the National Reading Panel (Snow, et.al., 1998). and teach skills that student can use as strategies to become competent readers.

Writer's Workshop is an effective means of improving student motivation and confidence in writing. The ERIC Research Digest (D156) states, "Teachers have found that writer's workshops are effective in helping students master the principles of process writing in particular" (Smith, 2000, p.1).

The Principles of Learning include: Organizing for Effort, Clear Expectations, Fair and Credible Evaluations, Recognition of Accomplishment, Academic Rigor in a Thinking Curriculum, Accountable Talk, Socializing Intelligence, Self-management of Learning, and Learning as Apprenticeship. An effort-based school is organized to evoke and support students' efforts, and to send the message that effort is expected and that tough problems yield to sustained work. (Learning Organizations for Sustainable Education Reform by Lauren B. Resnick and Megan Williams Hall University of Pittsburg, 1998; Developing Principals as Instructional Leaders by Elaine Fink and Lauren B. Resnick Phi Delta Kappan April 2001, pp. 598-606; Leadership for Learning: A Theory of Action for Urban School Districts by Lauren B. Resnick and Thomas K. Glennan, Jr. Submitted for publication in School Districts and Instructional Renewal, Fall 2002.)

The Minnesota State Standards are developed for Reading and Math. Research has shown that a standards-based education offers the best hope for an engaging, successful educational experience for all students. (<http://education.state.mn.us/html/intro-acad-standards.htm>)

Renaissance Learning research shows: (1) Guided and accountable independent reading practice accelerates reading growth for all students, regardless of reading ability. The key to guiding reading practice is information feedback. (2) The higher the average percent correct (on the Accelerated Reading, Math, or other Renaissance programs) the higher the gains. (3) Increased reading practice time leads to greater reading growth when the reading practice is carefully guided. (4) Teachers are the single most important factor in accelerating reading growth. (5) High implementation of Reading Renaissance, particularly in Renaissance-certified classrooms, leads to the greatest growth for all students. (Summary of Guided Independent Reading: An Examination of the Reading Practice Database and the Scientific Research Supporting Guided Independent Reading As Implemented in Reading Renaissance, 2003)

Environment for Learning

Sheridan has been honored with hosting training for Learning Walks for Area B and may become a visitation training site. This identification defines the success it is having with the CSR Grant work. Sheridan's parent surveys show that 94% of the parents have a good understanding of our curriculum model. To support the essential technological aspects of the implementation of the CSR Model, a full-time computer tech is partially funded (.5 FTE) from Title I funds.

Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths

Using all Sheridan's data, MCA scores, SAT 10 scores, and Renaissance data. The MCA and SAT 10 data is data about learning and instructs the staff on the major areas of work about which students need to develop. The daily data for learning comes from the Renaissance Learning data. With this information the staff can know with precision daily what a student needs and help is given immediately. Students with AIPs gain further academic support through the after-school and summer ALC programs. These programs are aligned with the regular school program and CSR Grant.

Staff/Professional Development

Most of Sheridan's staff are at Level II and Level III training with the District's Writer's Workshop staff development. A number of staff are advancing to Level II of Reader's Workshop training. All staff have had 2 years of Renaissance training in learning to implement all of the products Sheridan has purchased with the grant. Staff members continue to revise the Writing Map as needed. Collaborative review of student work will be cross-grade level.

Parent/Family Involvement

Sheridan's Title I family nights are planned specifically to show parents how our Writer's & Reader's Workshop model and Renaissance Learning Systems work. Sheridan has hosted a Reading Night, Math Night, "I Love to Read" Night, "Best of the Best" Event, and Music and Band Concerts.

Initiatives

Initiative 3 last modified on 06/24/2005

Sheridan will inform the school community and the Greater District 1 community of all the wonderful events and successes that are occurring at our school for community pride and marketing.

Research-Basis/Rationale for this Initiative

Research shows that parents have a stronger relationship and greater loyalty to a school that is succeeding, and shows those successes in a very prominent manner.

Abstract: "Research instructs principals on looking at public engagement for the betterment of their schools. This report focuses on building public support, on gaining a clear perception of how their school is viewed by the public, on creating and implementing a communication plan, on communicating with and engaging parents, on communicating with school staff and specific staff audiences, on communicating to the news media, and on using technology to enhance public-engagement efforts." (Principals in the Public: Engaging Community Support, 2000. ERIC # ED451609)

Environment for Learning

MCA and SAT 10 information is presented in the data conclusions area. St. Paul Reads growth as measured by the Renaissance Learning assessment data for the following years: 2001-2002 = 12,714 books read; 2002-2003 = 15,520; 2003 - June 10, 2004 = 30,393; and June 15, 2005 = 24,746. Sheridan has received National, State and District awards for our achievements. David Nathan writes a monthly article about Sheridan activities in the District One publication.

Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths

Sheridan is a standards-based school. Our curriculum, and Renaissance programs are aligned with the new state standards. This process is in progress as Sheridan receives the newly revised Social Studies and Science standards. Sheridan staff target instruction to each student. Students have ownership in their learning progress by setting level goals, and monitoring their reading and math achievement daily.

Staff/Professional Development

The district offered marketing sessions that Sheridan attended. Steve Linders presented information to the principals which Audrey Bridgeford, Sheridan's principal attended. David Nathan, our technology person at Sheridan, attended Urban Planet in order to create a Sheridan Website. Visit our site at Sheridan@spps.org. Sheridan has an extensive pathfinder of child friendly websites related to academic topics.

Parent/Family Involvement

The PTA has worked tirelessly to raise funds for new books for the library that will be leveled to meet our Renaissance and Reader's Workshop needs. David Nathan wrote grants and raised money with the PTAs help to build our new playground. The playground was completed in August, 2004. Faith Alliance Church members continue to raise money, and give us supplies for Sheridan students. Several members work in classrooms reading with students so that an identified student not meeting standards, receives immediate help. Sheridan's On-Site Council is involved directly in the budget and SCIP process.

Initiatives

Initiative 4 last modified on 06/24/2005

Implementation of strategies for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start to our school.

Research-Basis/Rationale for this Initiative

In the literature, the concept of transition is tied closely to the concept of "readiness" (Meisels, 1999; Pianta, Rimm-Kauffman, & Cox, 1999). Ensuring that children start school ready to learn requires that attention be paid to one of the most complex and significant changes they will experience--transition to kindergarten.

Early intervention research suggests that participants' early gains, especially cognitive gains, fade as they move through primary grades (Shore, 1998). This drop-off may be attributed, at least in part, to dramatic differences between parent involvement, classroom organization, and teaching style in early care and education programs and in elementary schools (O'Brien, 1991). Children often have difficulty adjusting to classrooms where the rules, routines, atmosphere, or philosophy may differ dramatically from preschool and child care settings (Shore, 1998).

Results of the National Head Start Demonstration evaluation also suggest that local commitments to effective transition demonstrated at local sites appear to combat the "fade-out effect" with respect to student achievement. While children in the demonstration entered school below national averages in reading, between the fall of kindergarten and the spring of first grades, scores in reading rose rapidly up to near national average.

A body of evidence is building that underscores the importance of creating transitional mechanisms and practices in order to sustain and build on children's social, emotional, and academic competencies. Early intervention cannot be viewed as an "inoculation" that ensures continued school success (Ramey & Ramey, 1999). As Ramey and Ramey's findings from the Abecedarian Project indicate, children who received additional environmental support as they moved into the through kindergarten and the early elementary grades performed better in reading and math.

Environment for Learning

Title I district funds will be available for Kindergarten staff to attend training to understand the developmental articulation of students' skills between the preschool and regular kindergarten programs.

Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths

Provide substitutes for the kindergarten staff and preschool teachers to collaborate so that circular understandings about each level are communicated, and student expectations will be more realistically set.

Staff/Professional Development

Sheridan will provide substitute time for kindergarten staff to visit and gather data at the Early Childhood sites. The teachers will gain an understanding of the academic readiness in order to design interventions that support kindergarten standards and behavior expectations.

Parent/Family Involvement

Sheridan will contact the parents in our community with kindergarten-aged children who appear on the district generated list of eligible students to visit the school in the spring at Kindergarten Round-up. At Kindergarten Round-up, kindergarten staff will define and describe Sheridan's program for perspective parents. Goal setting conferences are scheduled for each incoming kindergarten student. These occur before the kindergarten school year begins during the first week of September.

Initiatives

Initiative 5 last modified on 06/24/2005

Increase the amount of learning time, such as extended school year, before-and after-school, and summer programs.

Research-Basis/Rationale for this Initiative

According to the study, In-School and Out-of-School Factors That Build Student Achievement: Research-Based Implications for School Instructional Policy (Clark, NCREL 2002) when appropriately comprehensive range of in-school and out-of-school student and adult behaviors are taken into account, race and class do not strongly correlate with student achievement levels. Students', teachers', and parents' performance (or nonperformance) of the behaviors described in early sections of this paper show the strongest correlations to student achievement. These data suggest that the achievement gap between students from different races and social classes largely may be most directly associated with variations in the time-use habits of students (in and out of school), and with the involvement of parents, teachers, and adult mentors in students' activities.

The data from these studies consistently show that high achievers at the elementary and high school levels spent more time in weekly learning activities than their low-achieving counterparts. These include activities in school and activities in out-of-school enrichment situations. High achieving first-through sixth-grade students spent a total of 44 hours and 40 minutes per week doing weekly learning activities (in and out of school), while low-achieving first through sixth-graders spent 42 hours and 34 minutes per week doing these same activities. (The difference between the two groups was 2 hours and 6 minutes). Total weekly learning time was positively correlated with achievement for the elementary students.

Environment for Learning

Sheridan has traditionally hired Sheridan staff to serve in the After School and Summer School programs. This assures continuity from the regular school year program to the extended day programs. Any staff new to Sheridan's extended day programs are mentored by the Sheridan staff so they understand the student data.

Curriculum Content and Instructional Programs Linked to Students' Assessed Need and Strengths

Information and knowledge about the Sheridan students' strengths and weaknesses are transmitted to the After School and Summer School staff through our CSR Model data gathering systems. Instruction, therefore, continues to be target and aligned to the regular school year program; however, the presentation is varied and presented in a more game format in order to keep the students interested and engaged in the program.

Staff/Professional Development

Program specific staff development is provided through the implementation of the CSR Grant Model. Logistical, administrative and implementation development is provided by the district for the ALC teaching staff.

Parent/Family Involvement

Parents are involved in the decision making in this component of their child's education in discussions with teachers during Fall and Spring conferences. Parents are informed of their child's AIP plans and subsequent need for extended academic learning time.

Signatures

Principal

Signed by Audrey Bridgeford , Principal on 06/24/2005

Mary Chorewycz advised that there is no need to procure a signature from the Site Council Chair.

Signed by Audrey Bridgeford , Principal but reopened for editing on 05/12/2005

Site Council Chairperson(s)

Signed by Crystal Jackson , Site Council Chair but reopened for editing on 05/12/2005

Not Yet Signed

School Quality Reviews Director

Signed by Mary Chorewycz on 07/08/2005

Revisions requested by Area Superintendent have been submitted.

Title I/Funded Programs Assistant Director (if applicable)

Signed by Matthew Mohs on 07/21/2005

Area Superintendent

Signed by Louis Kanavati on 07/12/2005

Executive Director of Research & Development

Signed by Kent Pekel on 08/02/2005