

School Improvement Plan
Narrative Overview

Sheridan Elementary School of International Language

PROGRESS TOWARD PREVIOUS YEAR'S GOALS 2010-11

Overview of neighborhood, organizational overview

Located on Tacoma's eastside, Sheridan Elementary School is surrounded by a culturally diverse community that has grown considerably in the past few years. Sheridan serves nearly 620 students—preschool through fifth grade, from all around the city. We have a state-of-the-art technology network. Each classroom has access to the Internet and the Accelerated Reader program through a network computer system. Our building facilities, especially the gymnasium and multi-purpose room, are used in the evenings by a variety of community organizations. We have an after-school program in partnership with "Communities in Schools." Many of our students also participate in after-school activities at the nearby Eastside Boys and Girls Club.

During the 2010-11 school year, Sheridan Elementary School of International Language continued to focus on incorporating foreign language into each instructional day. Sheridan offers a unique language program wherein students are taught in French, Japanese or Spanish as well as in English. At Sheridan, students experience foreign languages during the instructional day in math, science, social studies, music, art, reading, writing and classroom routines. Even the Pledge of Allegiance is often recited in each language. An integral part of the language experience is the sharing of cultures and traditions. Sheridan is blessed with great cultural and ethnic diversity. In fact, we have no majorities. This allows all of our students to freely share their unique heritages as well as be surrounded and enriched by dozens of other traditions. Our students are truly learning to live in a global society every day.

In addition to language experience, Sheridan students are expected to excel in the normal curriculum as well. Our "Walk-to-Read" program helps assure that students receive 90-minutes of leveled instruction each day. Our students and teachers like this reading model, and it is helping our reading achievement to improve even more. Sheridan continued to incorporate the strategies from our Reading First grant for grades K-3.

Our unique focus, diverse population and exceptional instruction offer rich educational opportunities to children in Tacoma. We are eager to share our program, and we welcome visits by educational professionals, parents and community members.

OVERVIEW OF SCHOOL IMPROVEMENT 2011-12

Continuous Improvement Process and Stakeholder Participation

The content of this plan represents the ongoing work and goals established within our school for the 2011-2012 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 of which includes parent representation. Our PTA's focus on supporting learning at the classroom level, specifically through the infusion classroom/building materials and direct help in the classroom as well as opportunities to work with various families through programs such as Title One and Communities in Schools affords us the opportunity to both share and seek input from our stakeholders in the development of school areas of focus. This ongoing process influences our work and the establishment of our goals.

Our students' progress in the area of Reading, as measured by the Measurement of Student Progress (MSP), demonstrated overall that our students did not make Adequate Yearly Progress in this area. Students in grade three performed with 54.7% of students meeting standard in Reading. This represented a decrease over last year in our third grade scores but was still considerably higher than the previous two years. The same cannot be said for our fourth grade students (41.7% meeting standard). Our fifth grade students also show a significant decline (41.3% meeting standard). We are not satisfied with our current indicators of growth on the MSP and will be intentionally focusing our efforts to significantly improve our students' achievement in this area. We look to higher achievement as measured by the 2012 MSP.

In the area of Mathematics, we continue to see a significant area of improvement needed. Our student's performance as measured by the 2010 MSP did not meet our established targets. A significant emphasis on mathematics, along with many layers of support across our school district and within our school to effectively address the concerns will continue. Math scores for grades four and five increased by 12.6 and 8.5 points respectfully. A greater emphasis on student discourse, more focused student engagement, and better district math assessments will increase in the level of student performance in mathematics as measured throughout the school year with formatively summatively on the 2012 MSP.

Given our focus on reading for the past four years we are pleased to show improvement in this area for our third graders with 61.1% of them meeting the standard and our 56.0% of our fifth graders meeting standard. Our science scores dropped by nearly 20 points so fifth grade teachers will focus on including non-fiction science as a part of reading instruction as a way to further emphasize science achievement.

Review of Data to Establish Improvement

Achievement

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

Grade 3	2006	2007	2008	2009	2010	2011
Reading	57.4	58.6	41.9	48.0	61.1	57.7
Mathematics	40.6	55.6	43.0	35.4	49.1	45.3

Grade 4	2006	2007	2008	2009	2010	2011
Reading	68.2	64.0	56.6	61.6	46.5	41.7
Mathematics	32.7	29.0	36.4	33.3	17.2	29.8
Writing	53.6	37.0	52.5	65.5	37.4	35.9

Grade 5	2006	2007	2008	2009	2010	2011
Reading	48.5	61.8	51.1	49.5	56.0	41.3
Mathematics	33.0	58.4	38.0	37.4	33.3	41.8
Science	12.6	14.6	14.1	29.3	10.7	25.0

Attendance (Average Daily Attendance)

2007-08	2008-09	2009-10	2010-11
93.3	94.1	95.8	TBD

We are making progress in promoting increased attendance. We focus on improved parent communication and recognizing student attendance for each classroom. We talk with parents whenever possible about the importance of regular and timely attendance. We review any transportation concerns and check that all contact information is current and correct. We also recognize student attendance by announcing classrooms with perfect attendance during morning announcements. We will be looking for ways to motivate students/classes to attain weekly and monthly perfect attendance and recognize those achievements at Terrific Kids assemblies.

Planning for Transitions (between grade levels and grades)

Research tells us that students who struggle with school are most likely to “fall through the cracks” when transitioning from one grade span to the next. Knowing this, as part of our counselor’s guidance activities, 5th grade classroom visits to talk to students about middle school expectations occur after winter vacation and later in the spring middle school counselors come to our school to develop their 6th grade schedules. Towards the end of the year 5th and 6th grade teachers meet to discuss students who have exceptional learning needs. This year we plan to add opportunities for 5th graders to spend a day at the school they will be attending where they will meet their “buddy” for the next year and in general get a feel for their new school. We also plan to build in summer activities for students that include home visits for those students who have had attendance problems in elementary school. Between grade level transition activity will be conducted between the outgoing and incoming teachers who will discuss every child’s areas of strengths and concern.

We have added the AVID program for fifth grade to encourage all fifth graders to become more engaged, organized, and focused on post-high school/college education. We have also added full fifth-grade band to give students musical skills that allow them to more fully participate in the middle and high school music programs.

Sheridan has a strong relationship with our ECEAP staff, students, and families. We will continue to participate in ECEAP parent activities designed specifically to help them prepare their children for kindergarten transition throughout the year.

Characteristics of High Performing Schools

While Sheridan’s BERC data is now two years old it shows areas of strength as well as areas needing attention. Overall researchers noted several strengths in school and classroom practices at Sheridan. In particular, researchers observed the nurturing learning environment within classrooms and the school’s efforts to build strong relationships with families and the greater community. Sheridan staff member are clearly invested in students’ academic and emotional growth, have positive building relationships, strong and focused professional development, and strong sense of teamwork.

Areas for growth were also identified by this study. Foremost among them is the need for greater academic support for students including ELL and special education. The study noted that being a language school in a high poverty area with a diverse student population is a challenge for Sheridan. Although it (the language program) provides a source of pride for many students, it also poses numerous obstacles; namely many students who matriculate in the school are not fluent in any language. The process for determining whether a student qualifies for Special Education resources and support must be expedited so that those students do not flounder for extended periods of time and so teachers receive support in teaching all students. It would behoove the Sheridan staff members to work together to determine how all students who need support can be assisted, be it through volunteer tutors, team teaching, or other innovative methods.

Second, the staff would benefit from more frequent, dedicated collaborative, time to focus on instruction. There first needs to be school wide agreement on what constitutes rigorous instruction, and then time for teachers to lesson plan together, share examples of student work, design differentiated instruction

techniques (for struggling as well as accelerated students), and informally observe each other in the classroom.

Third, Sheridan needs to establish a school-wide, consistent behavior management policy to ensure all children are safe and not harassed at school. Having one clear set of expectations for all students to follow will reduce confusion, make delivery of consequences easier and equitable, and create an atmosphere ever more conducive to learning. School leadership should continue to monitor the effectiveness of the program and ensure adherence to it.

Each of these areas is addressed in the Sheridan Action Plan. Special Education processes have been completely revamped with new staff have been hired and a clear vision established that all can support. Staff collaborative time is outline in the action steps of the plan and focus on sharing of data and joint planning of instruction on a monthly basis. In addition, teachers are required to meet at least weekly at grade levels to plan specific instruction and share data. Teachers will also participate in district professional learning communities to examine student math work. Finally, a school wide student management program has been established and focuses on unified goals, techniques, rewards and consequences, and systematic date tracking.

1. Cleared and Shared Focus BERC score: 3
Our SIP goals and strategies are supporting continued work on learning targets for day to day instruction. Teachers will focus on a common and comprehensive view of rigorous instruction and implement strategies into daily classroom learning activities. Sheridan staff and community will also review and revise our vision and mission to more clearly reflect the needs of our students and their families.
2. High Standards and Expectations for All students BERC score: 2
In the district climate survey 2009-10, 80% of parents agreed or strongly agreed that Sheridan has high academic standards. However, only 61% agreed that school work was rigorous. In essence, our parents are demanding more rigor in daily instruction/learning activities.
3. Effective School leadership BERC score: 3
School leadership is collaborative, distributive, and in continued evolution. SCDM and SRT and staff meetings, as well as grade level teams have responsibility and authority over decision making. There is a high level of trust with the staff and they set high standards. New initiatives may come from the principal, from a teacher or from parents of accelerating or struggling students. Sheridan staff listen carefully and make adjustments to meet individual needs.
4. High levels of collaboration and communication BERC score: 2
Teachers need more time for collaboration as noted above. Effective communication by and among staff members, particularly in reviewing student work and planning of instruction needs to increase.
5. Curriculum, instruction, and assessments aligned with State Standards BERC score: 3
We are very standards driven with an increased focus on involving students in their learning. Instruction (as noted above) needs to be more rigorous and consistent. Teachers also need to focus on formative and summative assessments as a means of planning effective instruction. The new math curriculum has been challenging, but teachers, students, and parents are supportive of increases in student learning. Sheridan is focused on standards and is piloting/field testing the new Standards Based Report Card school-wide.
6. Frequent monitoring of teaching and learning BERC score: 1
Because of substantial instructional, communication, and collaboration problems involving Special Education Sheridan has a major concern with supporting the special needs of students. In addition, 178 students needing ELL support were identified in the 2009-2010 school year. Steps have been taken to remedy both situations in expeditious fashion.
7. Focused Professional development BERC score: 3
This is an area of strength for Sheridan. Our coaching model has been expanded from K-3 reading to K-5 reading and math support. Per our action plan staff members are encouraged to participate in book studies, data, sharing, PLC's, and full day training focused on improvement of standards-based

instruction, use of learning targets, foreign language infusion, technology support, math implementation, and cultural competency. Our coaches, grade level teams, school-wide cadres, administrators, and Title I staff all participate in the design and delivery of professional development. Sheridan has developed a model of cooperation with other schools sharing similar goals to increase the effectiveness and lower the cost of these activities.

8. Supportive learning environment BERC score: 2
The three sub areas for this characteristic are 1) Safe and orderly environment—95% parents in the climate survey agreed or strongly agreed that our school is safe. 2) Building relationships—BERC report: ...researchers observed a safe, orderly, and clean learning environment at Sheridan. Student work was displayed throughout classrooms and hallways as well as displays celebrating the diverse cultures representing the school. 3) Personalized learning for all—The School recognizes students in a variety of ways including periodic assemblies, Pride of the Pride awards for excellent behavior and citizenship, Terrific Kids Awards (sponsored by Kiwanis International), and individual classroom incentives and rewards. Sheridan staff members go out of their way to acknowledge students who come to the school midyear. New students are assessed in math and reading within the first two days of their arrival and places in appropriate groups. Sheridan provides opportunities to personalize the learning experience for students by offering a number of interventions and support programs.” Personalization will also be enhanced by the individual journals kept by students, the portfolio assessments being developed and by student-teacher goal setting.
9. High levels of family and community involvement BERC score: 3
Sheridan makes concerted efforts of communicate with students’ families and to make them feel welcome. Nearly all information is printed/published in English and Spanish. The school hosts a “Family Latino Night” in which a variety of social service agencies provide information regarding their services. According the district climate survey , parents agree adults in the school are friendly and help them feel welcome (96%), respond quickly to parents questions or concerns (88%), let families know if their student is struggling (80%), or performing well academically (88%). Furthermore, 92% of parents and 87% of students agree staff embrace families of different cultures/ethnic groups.

Professional Development Opportunities

At Sheridan, professional development needs are identifies through a multifaceted process of district mandates, teacher surveys, grant requirements, and coaches’ recommendations. All school-level professional development is reviewed by the SCDM and is subject to change prior to approval. The process dovetails with the writing of the SIP, so professional development coordinates with school goals and activities. Professional development for teaching staff is generally research-based and aligned with academic expectations and student learning goals. Paraprofessional staff members are allowed a certain number of hours of professional development and often get to choose the courses they take. They also participate in building level book studies and data reviews.

Sheridan staff member have a variety of professional development support available in the areas of curriculum, instruction, and assessment. Much of the training is provided by the district or is a direct result of grants in which they are participating. In addition, they have building led professional development conducted by outside consultants or coaches. Sheridan’s SIP includes training in cultural competency and anti-poverty measures.

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 sends each school a list of the teachers with their teaching qualifications. THE SCHOOL 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 HOUSSE 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.

Recognition of Additional Academic Learning

At Sheridan Elementary, we believe in educating the whole child. We create a focused, structured, and nurturing environment. We look for opportunities to recognize and promote non-academic learning with a particular focus of integrating foreign language throughout the curriculum. Students are provided opportunities to explore language and culture in Japanese, Spanish, and French. Most classroom routines and directions are given in the target languages, and students are taught to respond in the language as well. Students greet each other and staff in this way, and fifth graders routinely address the principal with an end-of-the-day greeting in all languages.

Fifth graders also receive music instruction in the form of band for all students. This is part of their regular academic day thus eliminating the problem of students being left out because of transportation or daycare issues. Fifth graders also participate in "outdoor education" (fifth grade camp) for three days during the year. Students and staff raise funds to offset the cost so that all children can participate.

Children are offered alternative and enrichment experiences through "Communities in Schools." Classes include reading and math support, cooking, basketball, soccer, running club, and others as requested.

Safe and Supportive Learning Environment

The staff at Sheridan Elementary is committed to building a safe and supportive learning environment. We have fifteen members on our Behavior Leadership Cadre that has worked diligently these past two years to research, create and implement a school-wide behavior system. The foundation of this system has been built on our work as a Compassionate School which focuses on the connection between behavior, learning and the impact trauma has on brain development. We have incorporated best practices from Safe and Civil Schools which involves the STOIC theme of: Structure for success, Teach expectations, Observe and monitor, Interact positively and Correct fluently. The staff at Sheridan continues to gather input and refine our behavior system but feels that we have made huge strides in providing a safe and supportive learning environment for all.

Equity Issues

Sheridan staff, through professional development, have examined the role that environment and life experience plays in the academic success of students. Sheridan actively participates in the "Compassionate Schools" model and have been trained in the "ACES" awareness concepts. Sheridan staff have reviewed achievement gap data, behavior data, and classroom routines in order to provide an equitable learning environment/climate for all students.

Both African-American and Hispanic males are underachieving as a group. Sheridan is working to identify specific reasons and then provide appropriate amelioration for the gaps as well as initiate an ELL instructional program.

Technology

Sheridan Elementary continues to build upon the use of technology in a variety of ways to enhance student learning. Technology within the classroom includes regular access to SMART boards and computers in every classroom, the daily use of document camera/LCD projector bundles, opportunities for word processing, internet research for project-based learning, and the use of “Writer” keyboards to enhance both keyboarding and composition skills.

Parent, Family and Community Involvement

When you walk through the doors of Sheridan do not be surprised to see parents and community actively engaged at the school. We have Bellarmine student volunteers in multiple classrooms working one-on-one with students on reading and math. We have a strong PTA that is committed to providing additional resources and support to make Sheridan a fun and supportive place to be. Our Parent Involvement Associate works ten hours a week focusing on parent communication and engagement based on the latest research by Dr. Joyce Epstein out of Johns Hopkins University. We have partnered with the City of Tacoma and the Safe and Clean Initiative to have police officers and city employees here each week interacting positively during lunch with our students. PLU, Community in Schools, Girl Scouts, WSU, and Kiwanis are all active partners. We also have a partnership with St. Leo’s church to provide backpacks full of food to students in need every Friday. We are extremely excited about the work we have done this year to develop a comprehensive School, Family and Community Partnership program at Sheridan. This program includes a variety of strategies for parent and community outreach and integrates nationally recognized best practices.

Coordination of Services

Sheridan receives Title I funding as flow through from the school district.

We receive support from various district services including:

- Title I provides technical assistance and NCLB support
- Curriculum & Instruction provides professional development
- Research and Evaluation provides data and instructional support
- Purchasing supports expenditures
- Human Resources facilitates staffing and provides Highly Qualified information, * The Tacoma School District provides technical assistance for school improvement including School, Family and Community Partnership liaisons, Finance, Elementary Directors, Instructional Coaches.)
- While categorical and basic education funds are tracked separately in Tacoma, the programs work together to meet the needs all students and support the school-wide program goals. Through the work of the Professional Learning Community, school-wide planning and SCDM team, Title I, ELL, Special Ed. and the Homeless liaison team with Basic Ed. to improve academic achievement in Reading and Math, coordinating services for identified students and families. Title I Instructional Facilitators help teachers coordinate intervention instructional services for our students with high academic needs. Title I also works closely with homeless services within the district.

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 Title I/LAP PD Allocation: \$38,970

2010-11 Dates	Activity/Event
September	Math and Reading Data Meetings 9/28, 29,30
October	Math and Reading Data Meetings 10/26,27,28
November	Math and Reading Data Meetings 11/16,17,18
December	
January	Math and Reading Data Meetings 1/25,26,27
February	Math and Reading Data Meetings 2/22,23,24
March	Math and Reading Data Meetings 3/22,23,24
April	Math and Reading Data Meetings 4/26,27,28
May	Math and Reading Data Meetings 5/24,25,26
June	
July	
August	

Parent Involvement Calendar

School: Sheridan

Title I/LAP PI Allocation: \$6,166

2010-11 Dates	Activity - Event - Amount Allocated per Event
August	Open House/Annual Title 1 Parent Meeting (cost - \$200 for ice cream) *2
September	
October	Kindergarten Parent Round Table *5,2 Book Fair *3 SCDM *5
November	Reading Data Wall – reading assessment data up for families to view *2 Math “Tree of Knowledge” – survey results up for families to view *2 SCDM *5 “Real Men Read” *6
December	Standards Based Report Card Parent Information Night *2 SCDM *5 “Real Men Read” *6
January	Community Outreach Dinner – focus on Learning at Home/Parenting *4 & 1 (staff provide soup/salad/bread supper, cost - \$100 for paper goods, drinks) Math Parent Information Sessions – one daytime, one evening session * 2,4 (cost – \$200 for childcare, \$200 for refreshments) Math vocabulary handouts made available to parents (vocabulary unique to Math Expressions) *2,4 SCDM *5 “Real Men Read” *6
February	Math/Science Fair Night – theme, “Getting Fit in Math” *2 SCDM “Real Men Read”
March	“Boy’s Night Out” – * 6, 1 (cost for food, \$400) “Girl’s Night Out” - *6,1 (cost for food, \$400) SCDM *5 “Real Men Read” *6
April	SCDM *5 “Real Men Read” *6
May	SCDM *5 Café Francais Cinco de Mayo
June	Field Day *3 Kindergarten Celebration of Learning *2
July	
August	

Sheridan Elementary School of International Language Family, Parent, and Community Involvement Policy

Home, School, and Community – We work together

As a school of international language, 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. Contact Kelly Evans, Sheridan Principal, at 571-2076 or email at kevans@tacoma.k12.wa.us.

Our School Improvement Plan Involvement Goal

By the spring of 2010 Sheridan Elementary School will be 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.
- Partnership Conferences will be held three times per year convenient times during the day and the evening to accommodate the needs of working families.
- 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.
 - Language family activities a Language Family Night will be held to inform parents about Sheridan's unique program and to help them be involved in this language and cultural experience with their children.
 - 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 of International Language School Improvement Plan (SIP) can be reviewed by going to the Tacoma Public School District Web Page. Go to www.tacoma.k12.wa.us and click on Schools and Curriculum. From the pull down menu for Elementary Schools select Sheridan.

Sheridan Elementary School of International Language 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 School of International Language.

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
2010-2011
Preliminary Budget Plan**

Average FTE Cert Salary	
1.0 - \$88,000	0.5 - \$44,000
0.9 - \$79,200	0.4 - \$35,200
0.8 - \$70,400	0.3 - \$26,400
0.7 - \$61,600	0.2 - \$17,600
0.6 - \$52,800	0.1 - \$8,800
Avg. Sub Full Day rate - \$140 Avg. Sub Half Day rate - \$84	

Average FTE Para Salary	
1.00 - 8hrs - \$40,000	
.875 - 7hrs - \$35,000	
.750 - 6hrs - \$30,000	
.625 - 5hrs - \$25,000	
.500 - 4hrs - \$20,000	
Avg. Sub Full Day rate - \$80 Avg. Sub Half Day rate - \$48	

**Hourly Rates w/ benefits	
Cert Extra Work - \$41.00	
Cert Workshop Pay - \$33.00	
Class Extra Work - \$17.50	
Class Workshop Pay- \$17.50	
Hourly Employee - \$12.20	
This NOT the actual pay rate! For budget purposes only. **2010 Hourly Rates	

**Enter
amounts
here**

Total Allocation:

\$387,316

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

Howie Guy, Marcus Pruitt – 2.0 Certs
Julie Frings, Rhonda Ellis, Barbara Burke – 7 hours daily, paras
Kim Sjolander - .5 hours daily, para
Mary Geyer – 6 hours daily, para

\$303,500

Discretionary Allocation: (Total Allocation – Staffing Total) \$83,816

GENERAL Supplies/Materials:

CIS - \$5000
Additional materials and supplies - \$20,258

\$25,258

Professional Development:

- Staff Pay: Cathleen Johnson - .2 cert, \$18,200
- Substitutes: Release time subs for data meetings (see PD Calendar) \$16,800
- Conferences/Workshops: 90/90/90 Conference - \$3,970

\$38,970

Additional Staffing/Extended Day:

Cadre Meetings - \$6,000
Book Studies - \$2,000
Mrs. Eddy, language support - \$5,124
August Staff Day - \$6,464

\$19,588

\$387,316