

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Sherman Thomas Charter School

CDS code:

20 65243 0100016

Link to the LCAP:

(optional)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title II, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The overarching goals for Sherman Thomas Charter School (STCS) include ensuring teachers are appropriately credentialed and assigned, that all students, including significant subgroups, will have access to State Standards-aligned curriculum and materials, that students have social emotional and physical needs met, that the facilities are clean and in good repair, that students will be identified for special education services if warranted; that English Learners will be Reclassified as fluent English proficient within five years; and that students are provided intervention and enrichment to support academic achievement and social emotional well-being.

The major priority areas are to provide technology to support Summit Learning, Core curriculum to include Core Knowledge ELA, Math In Focus, Amplify Science, and Core Knowledge History; to provide Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) strategies to English Learners and Reclassified Fluent English Proficient students for four years; to support students through paraprofessionals and the classroom teacher; to assess students three times per year on NWEA MAP; to provide Response to Intervention (RtI) supports: to monitor student progress on NWEA MAP, SBAC and ELD; to provide supplies and supports to students who need them; and to develop teachers and staff through on-site and regional trainings. Since the majority of the student population is socioeconomically disadvantaged (53.5%). Sherman Thomas Charter School makes it a priority to develop major actions in the LCAP to support all students, but especially students who are socioeconomically disadvantaged and/or English Learners (3.2%) and/or Foster Youth (1.4%).

The major actions included in the LCAP for all students, including significant subgroups, to achieve academically, for English Learners to be proficient in English, to be supported academically and social emotional learning, to ensure parents and students are engaged in the positive school culture with positive attendance and thoughtful, engaged students and parents, to provide State

Standards-aligned curriculum, to maintain and repair school facility, and to hire and retain high quality faculty and staff.

The increased or improved services for socioeconomically disadvantaged students, foster youth and English Learners to become proficient in English, Math, Science and Social Science includes regular benchmark assessments in core content areas, differentiated instruction, online supplemental platforms, small group instruction, instructional aid support, hiring an Assistant Principal to support curriculum and instruction, and social emotional learning. Teachers will receive professional development on State Standards, data analysis, supporting and engaging with students, SDAIE and ELD strategies, and effective teaching strategies for implementing State Standards including Next Generation Science Standards.

Parents will be actively engaged in decision making at STCS. The Board of Directors and the Parent Advisory Council serve to make decisions for the Charter School based on the student academic data and student demographic data. The Parent Advisory Council provides an opportunity for parents to give feedback to school leadership and the Board of Directors. The Charter School facilitates community building with parents and families, responds to the needs of families, including parent education classes, homelessness and additional support for foster youth, and creates and maintains volunteer opportunities for families.

The decisions made about the use of supplemental federal funds are discussed at the school level through the Parent Advisory Council and regular teacher/staff meetings, as well as at the Board level. The Parent Advisory Council discusses academic performance, supplemental services and areas to make improvements with Title funds as part of the LCAP conversations at the first meeting in the fall (October) and at the final meeting in the spring (April). The parents, students and staff participate in an annual survey which provides feedback on the goals and services. The teachers and staff actively participate in the decision making process throughout the year and during LCAP workshops. The decisions take into account the needs of Sherman Thomas Charter School based on student achievement data to include SBAC, ELPAC, NWEA MAP for Reading, Math and Science, curriculum embedded assessments, and attendance. The Parent Advisory Council takes into account student demographic data to include the significant subgroups of Latino, African American, socioeconomically disadvantaged, students with disabilities, and English Learners. This student achievement data and student demographic data is used as a basis for making decisions about the use of supplemental federal funds and the development of policies on basic core services.

The activities supported with federal funds will be evidenced by achievement data for all students, English Learners, foster youth, socioeconomically disadvantaged students and low-achieving students. The LCAP goals were designed for all students are to improve proficiency in key content areas of English Language Arts and Mathematics overall and by significant subgroup, to become proficient in English, Math, Science and Social Science includes regular benchmark assessments in core content areas, differentiated instruction, online supplemental platforms, small group instruction, instructional aid support, hiring an Assistant Principal to support curriculum and instruction, and social emotional learning. Teachers will receive professional development on State Standards, data analysis, supporting and engaging with students, SDAIE and ELD strategies, and effective teaching strategies for implementing State Standards including Next Generation Science Standards.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The mission of Sherman Thomas Charter School (STCS) is to prepare a diverse, TK-8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing habits of mind to become a self-motivated, competent, and critical moral thinking, developing habits of mind to become a self-motivated, competent, lifelong learner. To be fully educated and prepared for the 21st Century, we believe every child must maintain a natural curiosity about the world, relentlessly purpose their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others, and reflect consistently on their growth as a learner.

To achieve this mission, the students attend all elementary through middle school in preparation for success in high school. The students have access to State Standards-aligned curriculum and materials, social emotional and physical needs met, facilities that are clean and in good repair, English Learners will be Reclassified as fluent English proficient within five years; and are provided intervention and enrichment to support academic achievement and social emotional well-being.

The Charter School implemented Looping as an instructional strategy. Looping refers to the practice of a teacher remaining with the same group of students for more than one year. This provides teachers extra teaching time, increase knowledge of each student's intellectual strengths and weaknesses, improve test scores, and develop long-term relationships. Also, the Charter School implemented Summit Learning Platform to develop collaboration skills, perseverance, flexible use of tools across contexts, and increased academic vocabulary. Family engagement has increased through the trainings provided on Summit Learning Platform and the use of the Bloomz application to keep parents informed about school and classroom events.

The processes that are in place to ensure funds from state and federal funds are used in a coherent manner to support achievement of the Charter School's vision and mission and the goals for all students are to remain transparent in regard to all fiscal expenditures, especially state and federal funds. The Parent Advisory Council reviews and approves the LCAP prior to approval by the Board of Directors and final submission. During quarterly meetings, the Parent Advisory Council receives quarterly benchmark data (SBAC, ELPAC, NWEA MAP for Reading, Math and Science, curriculum embedded assessments, and attendance) for all students and significant subgroups to ensure that progress is being made and the achievement gap is being closed. The teachers and staff will meet monthly to review the progress of the students in their class. Students are provided with interventions or enrichment, but no less than bi-monthly, the teachers will review the progress made by each individual student in the core curriculum as well as in intervention or enrichment. If adequate progress is being made, the teachers will determine if the student should continue in the intervention program for an additional session. If accelerated progress is being made, the teachers may determine if the student should discontinue the intervention program for the next session. If a student is not making adequate progress, the teachers may determine that the student needs a more intensive intervention, should be referred for a Student Study Team, or if there is another intervention which would improve the student's skills. Each parent will receive updated progress information about the academic growth of his/her child every session. The Principal will present the student

achievement data quarterly for all subgroups and significant subgroups to the Board of Directors. This process ensures that the state and federal funds are used in a coherent manner.

The student group data drives decision-making about the use of state and federal sources because the students with the greatest need in addition to the students who are identified as at-risk are the students who generate these funds. As the stakeholders meet to determine the schoolwide goals, it is the review of student achievement data which determines the types of activities that should be provided to increase student achievement. The annual achievement results of student group data help the stakeholders to determine which activities were effective in the prior year, and which activities need to be expanded, changed or omitted. This is a powerful process of continuous improvement. It is imperative to utilize these funds to supplement and enhance the core program so there are instances when the core program has evolved to better provide the basic program.

The processes in place to ensure that activities funded from various state and federal sources are not duplicative and support common outcomes are designed to enhance the basic program. The core program has been developed to provide high quality, standards-aligned curriculum to all students. The Parent Advisory Council, teachers, staff and parents provide input on the core program, then make decisions based on differentiated needs of the students based on student achievement data and student demographic data. This ensures that the activities are no duplicative, yet support the common outcomes.

The information about the school and organizations priorities are communicated to stakeholders include posting on the website, holding LCAP workshops for families, notifying parents of Title I programs in the Parent/Student Handbook, reviewing and approving the LCAP at Parent Advisory Council, discussing the LCAP goals a minimum of quarterly with teachers and staff as they begin to review student achievement data, posting the annual LCAP with the Federal Addendum on the website, and reviewing the monthly financial reports at a regularly scheduled Board meeting.

There is a collaborative process to make decisions about federal funds. Professional Development is very important to ensure the basic program is enhanced by Title II funds. The needs of the students determine the needs of Professional Development. The leadership team works with the teachers and staff to aggregate achievement data and work collaboratively to prioritize professional development activities.

The Charter School ensures that school plans are aligned with the goals and priorities by reviewing the LCAP and the Federal Addendum with the Parent Advisory Council and the Board of Directors. Parents also serve on the Board of Directors. The Parent Advisory Council receives annual training on their duty to develop the LCAP, approve the federal restricted funds, approve the LCAP and Federal Addendum, and allow the parents to propose suggestions and questions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living

in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sherman Thomas Charter School provides a strategic system of professional growth and improvement for teachers, staff and administrators. For all teachers, activities include providing five days plus weekly sessions of professional development for all teachers that emphasize on foundational knowledge in culture and classroom. The Charter School provides training in classroom

management and effective planning, including daily lessons, units, and yearlong plans. In addition, teachers and staff receive sessions on core curriculum, assessments, strategies for struggling readers, best practice in math skills, CPR and first aid, comprehensive school safety, power focus areas, social emotional learning, and technology. The professional development sessions are differentiated by subject and grade level to focus on skill-building to maximize teacher time.

In order to provide ongoing professional growth and developments for teachers throughout their career, the teachers are provided additional learning opportunities to include attending trainings at the California Charter Schools Association Conference and the Charter Schools Development Center Conference. Topics include differentiation, culturally responsive teaching, data analysis, meeting the needs of students with disabilities and English Learners, and many more. Students benefit from this higher level professional development that their teachers receive.

Sherman Thomas Charter School builds leadership capacity of teachers, staff and by providing opportunities for teachers to facilitate professional development sessions for other teachers, mentoring new teachers and teacher leaders who are interested in administration, and providing additional professional development previously mentioned beyond the sessions provided by the Charter School. Administration participates in sessions offered through the California Charter Schools Association, Charter Schools Development Center, Accelerator 360 and the Charter School Leader Central

Sherman Thomas Charter School dedicates at least 200 hours throughout the school year for staff professional development. The Charter School dismisses students early Bi-weekly to allow for an afternoon of purposeful and customized professional development and culture building for staff. The Principal, Assistant Principal, or Educational Consultant facilitates these sessions targeting the needs of the teachers in response to the data analysis, evidence from classroom observations, and personalized trainings based on the school and classroom goals. The Assistant Principal ensures participation by verifying sign-in sheets, reviewing professional development session evaluation forms, and most importantly, observing strategies in the classroom, analyzing data and determining that professional growth is occurring and improvements in teacher capacity and student achievement is realized. Administration will make adjustments to the professional development sessions as measured by session evaluations to ensure continuous improvement.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable for Charter Schools

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of data and ongoing consultation is a cornerstone of Sherman Thomas Charter School. Learning how to better utilize data enables teachers to improve instructional practices and better serve all students. The Charter School holds three days of professional development before the school year and two days after the school year bi-weekly professional development. The teachers and staff work in Professional Learning Communities to review a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include: SBAC, ELPAC, NWEA MAP for Reading, Math and Science, curriculum embedded assessments, and attendance. Additionally, the teachers and staff meet weekly to review student data, intervention data, and each student's progress. The Principal and Assistant Principal help teachers analyze their students' assessment data to identify areas of common areas of opportunities. Finally, the teachers then revise lesson plans to focus on the areas of opportunities. The Principal and Assistant Principal assess the impact of these group data teams by conducting frequent classroom walk-throughs, classroom observations, and meaningful feedback. Since the teachers and the staff meet bi-weekly, the progress is measured frequently. The foundational piece of the ongoing professional development is customized, targeted one-on-one coaching provided by the Assistant Principal or Principal to teachers.

Sherman Thomas Charter School's teachers receive ongoing coaching and support from the Assistant Principal. This typically includes about three hours per week of support for the newest teachers or others who need extra support. This helps teachers better instruct all students, including English Learners and Students with Disabilities. Coaching is a fundamental piece of the instructional model, and, as such, is the main activity for the Assistant Principal. Moreover, Sherman Thomas Charter School has developed structured common planning time for content and grade level collaboration including teacher leaders and Assistant Principal in order to make rapid movement based on recent data to achieve academic goals and address school culture needs. Other stakeholders are aware and supportive of this process and review the positive growth that this professional development model achieves. This process ensures that the uses of Title II funds are based on data-driven decisions which work in coordination with other funding and programs supporting students' academics, social- emotional wellness and personal success.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not Applicable