



### Mission Statement

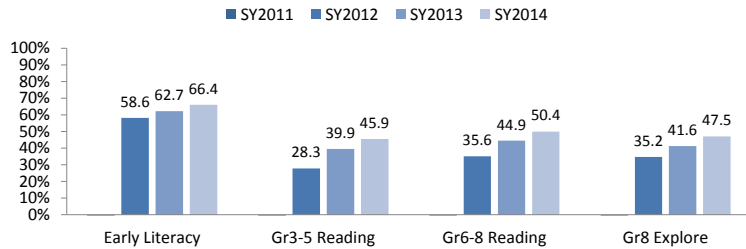
The mission for Mason School is to empower students to become lifelong learners by giving them the necessary tools for success. We will also cultivate teacher leaders and take the necessary steps to further develop a Professional Learning Community, which encourages both personal and collective growth.

### Strategic Priorities

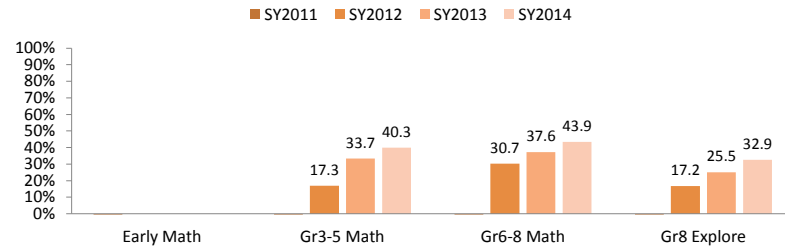
1. Pervasive understanding and use of NWEA data by administration, teachers, and students to identify current performance levels to set growth targets for BOY, MOY and EOY
2. Increase the number of students who are college and career ready on the Explore exam.
3. Provide differentiated instruction for students struggling in reading and math to prepare for common core state standards.
4. Align curriculum to College Readiness Standards and Common Core State Standards.
5. Develop and maintain a standards based intervention program for freshman and sophomore at risk students.

### School Performance Goals

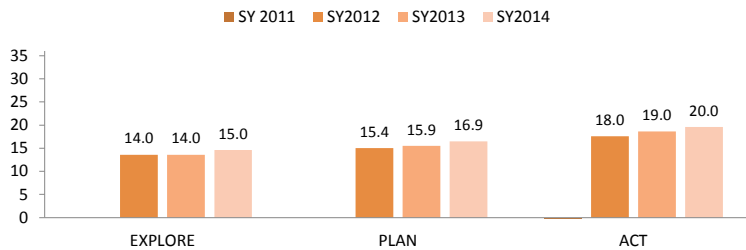
#### Literacy Performance Goals



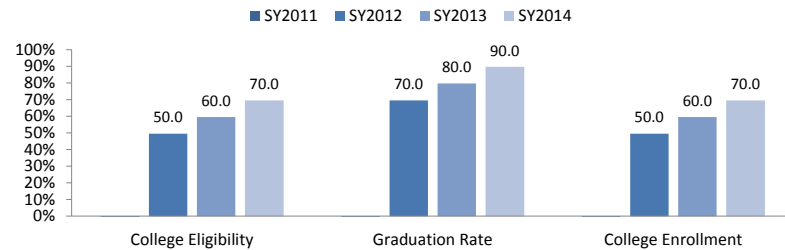
#### Math Performance Goals



#### EPAS Goals



#### 12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Mason High School

### Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Tonya Y. Tolbert	Principal
Lee E. McLaurin	Assistant Principal
Shamona McDaniel	Counselor/Case Manager
Nikita Horn	Classroom Teacher
Ernst Albert	Counselor/Case Manager
Angela Bradley	Classroom Teacher
Andrew Lynch	Special Education Faculty
Jennifer Rice	Classroom Teacher
Donna Lewis	LSC Member



## Elementary Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	NDA	58.6	62.7	66.4		<b>Early Math</b> % of students at Benchmark on mClass	NDA			
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA	28.3	39.9	45.9		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA	17.3	33.7	40.3
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA	45.7	51.2	56.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA	43.7	49.3	54.4
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	NDA	35.6	44.9	50.4		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	NDA	30.7	37.6	43.9
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	NDA	49.5	54.6	59.1		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	NDA	39.0	45.1	50.6
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	NDA	35.2	41.6	47.5		<b>Explore - Math</b> % of students at college readiness benchmark	NDA	17.2	25.5	32.9



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## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	90.4	95.0	96.0	97.0					
<b>Misconducts</b> Rate of Misconducts (any) per 100	44.3	25.0	20.0	15.0					

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	NDA					<b>ISAT - Reading</b> % of students exceeding state standards	NDA			
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	NDA					<b>ISAT - Mathematics</b> % of students exceeding state standards	NDA			
<b>ISAT - Science</b> % of students meeting or exceeding state standards	NDA					<b>ISAT - Science</b> % of students exceeding state standards	NDA			

## High School Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: PSAE scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.6	14.0	14.0	15.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	50.0	60.0	70.0
10th Grade - PLAN Average PLAN score		15.2	15.4	15.9	16.9	5-Year Graduation Rate % of students who have graduated within 5 years	NDA	70.0	80.0	90.0
11th Grade - ACT Average ACT score	NDA	NDA	18.0	19.0	20.0	College Enrollment % of graduates enrolled in college	NDA	50.0	60.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.9	2.9
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	3.6	4.1

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	90.4	93.0	95.0	96.0	Misconducts Rate of Misconducts (L4-6) per 100	44.3	40.0	35.0	30.0
Freshman On-Track % of Freshman Students on-track	40.9	60.0	70.0	80.0	Sophomore On-Track % of Sophomore students on track	76.5	80.0	90.0	95.0



## High School Goal Setting

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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>PSAE Reading</b> % of students meeting or exceeding state standards	NDA	20.0	40.0	60.0	<b>PSAE Reading</b> % of students exceeding state standards	NDA	5.0	10.0	20.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	NDA	20.0	40.0	60.0	<b>PSAE Mathematics</b> % of students exceeding state standards	NDA	5.0	10.0	20.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	NDA	20.0	40.0	60.0	<b>PSAE Science</b> % of students exceeding state standards	NDA	5.0	10.0	20.0

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<ul style="list-style-type: none"> <li>We have developed a Theory of Action based on Dibels, Scantron, ISAT, and Achieve3000 data to correlate with Common Core Standards.</li> <li>Various benchmarks have been set for progress for all students. The benchmarks are based on Scantron, Dibels, ISAT, and Achieve3000 data.</li> <li>The Austin Northlawndale Network has developed a goal-setting instrument for Scantron which is used by Mason School.</li> </ul>	
	<b>Principal Leadership</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Principal has developed a system to routinely monitor academic progress based on Dibels, ISAT, Scantron, and Achieve3000 data.</li> <li>Regularly collects and monitors assessment data to make instructional decisions for all Mason students.</li> <li>Regularly monitors budget allocations to align dollars with instructional needs of all Mason students.</li> <li>Facillitates meetings with school staff to gather input to assist in making necessary improvements to instruction and assessments.</li> <li>Communicates regularly with staff, students, parents, and community to foster positive and productive relationships.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>* All teachers are encouraged to become members of various teams.</li> <li>* Teachers regularly invited to share data/strategies after having attended professional development and conferences.</li> <li>* Teachers who have not joined various teams are regularly solicited for ideas in their areas of expertise.</li> <li>* ILT team membership includes at least one team member at each grade band.</li> <li>* Opportunities for participation in professional development rotates regularly depending on expertise and interest.</li> </ul>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school’s ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school’s approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school’s strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school’s plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>* The ILT operates based on a trainer-of-trainer model in order to build capacity across the school building.</li> <li>* The ILT regularly seeks input from staff for ideas on implementation of local area and district initiatives.</li> <li>* The ILT attends professional development with the Austin Northlawndale Network on ways to improve ILT efficacy.</li> <li>* The ILT actively consults with the school principal in order to propose new ideas for school decision-making.</li> <li>* The ILT meets regularly to analyze data (Scantron, Dibels, Achieve3000) in order to assist administration in improving the achievement of students.</li> </ul>	
<b>Monitoring and adjusting</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has a systematic approach to analyzing data relative to the school’s theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<ul style="list-style-type: none"> <li>* Grade-level teams are instructed to regularly visit various sources of data in order to make improvements to daily instruction.</li> <li>* Teachers at grades K-3 regularly progress-monitor students to assess how students are progressing in reading and mathematics and to make adjustments to grouping and instruction.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>High School teams have met to establish a vertical plan for each high school subject. These plans also include information about related assessments.</li> <li>Grade levels are encouraged to plan lessons together in order to ensure appropriate pacing across grade level well as continuity.</li> <li>The materials used for students are aligned with CCSS and ISAT in order to ensure that topics are covered to prepare for local, quarterly, and district assessments.</li> <li>Students with disabilities are mainstreamed with appropriate supports according to the child's IEP.</li> <li>Enrichment activities are provided through online programs such as Achieve3000, Accelerated Reader, Kid's College, MyON reader.</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>All instructional materials have been approved by the former Office of Literacy because they have been determined to best fit standards specific to Illinois.</li> <li>Online programs are adaptive and differentiation is integral to the programs.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>* With assistance from the ANL, the school uses a goal-setting instruments aimed at making students and teachers are aware of progress throughout the year.</li> <li>* Grade-level teams collaborate using CIM and classroom based assessments to determine instruction and assessments/projects.</li> <li>* Professional Development specifically designed regarding the data given and how to align the curriculum and instruction.</li> <li>* Teachers at the primary, intermediate, and upper grade levels use teacher assessment, standardized testing, and student inventories to ensure instruction is differentiated according to specific student needs. This information is recorded in the RTI binder.</li> <li>* Professional development is adaptive and differentiated according to teacher level of expertise.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<ul style="list-style-type: none"> <li>* All teachers use pocket charts and a daily "I can" statement to communicate Common Core and Illinois Assessment Framework standards. This is presented to students in the form of a student-friendly "I can" statement based on the objective for the individual lesson for each instructional area.</li> <li>* Teachers are encouraged to use questioning techniques beyond the What? When? Where? to foster deeper understanding of various pieces of fiction and nonfiction and where appropriate form higher order thinking questions prior to teaching lesson.</li> <li>* Students are assigned to reading groups to provide practice designed to remediate specific types of mistakes that students are making on their reading and math assessments.</li> <li>* Teachers use Achieve3000 to give students practice in responding to questions similar to those they have missed on math or reading tests. This practice is differentiated for every student.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>Mason school utilizes school-based problem solving to assist teachers with student intervention.</li> <li>At the high school level, intervention specialist work closely with the classroom teacher and regularly co-teach students to provide needed resources.</li> <li>Elementary resource teachers differentiate instruction for students based on the student's IEP and sometimes push in with the classroom teacher.</li> <li>Teachers are required to differentiate classrooms baseb on IEP status, Lexile levels, Scantron performance, and Dibels performance.</li> <li>All special education students are assigned to classes with general education population where possible to ensure LRE.</li> </ul>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>The school develops a plan for professional development based on the professional development calendar distributed by the district.</li> <li>Additional avenues for professional development are encouraged by the principal for areas in which the principal and teacher have collaborated to strengthen the teachers's skillset.</li> <li>Teachers are surveyed to gather information to assist in planning for PD for the calendar year based on teacher interest or deficiencies.</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>Grade level teams meet and share ideas weekly and are required to submit minutes from those meetings to the principal</li> <li>Departmental teams meet and strategize about how to best improve learning at grades six, seven, and eight to and identify student deficits.</li> <li>ILT members are a part of departmental teams because each team has a member on the ILT.</li> <li>All classroom teachers are required to not only provide minutes as prescribed by the student's IEP, but to also collaborate with the special education resource teacher.</li> <li>Reading and Math professional consultants are contracted to assist with implementation of core curriculum.</li> </ul>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>School is a part of the I3 grant which focuses on professional development for middles grades.</li> <li>New teachers are given professional publications to assist them in managing classroom behavior and instruction.</li> <li>Schools to Watch rubric is administered yearly to further develop a well balanced middle grades program</li> <li>Classroom observations are non-threatening and teachers are given ample opportunity to address deficiencies.</li> <li>Release time is given for teachers to work with colleagues to address areas of concern</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<ul style="list-style-type: none"> <li>All staff-members recognize that every activity and every goal should lead to an outcome of college and career readiness for each student.</li> <li>Teachers are required to cite college and career readiness goals for each activity in their lesson plans.</li> <li>high school component is geared to provide small class size model in order to more readily address student deficiencies.</li> </ul>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<ul style="list-style-type: none"> <li>Students agree, based on My Voice, My School surveys, that Mason is a friendly and safe student environment.</li> <li>Mason strives to build a culture of trust between students and staff.</li> <li>Teachers participate in "Family Night", "Back to School Fest", and Sports activities, including coaching teams, to foster better relationships with students beyond the classroom.</li> <li>Classroom teachers also teach programs in the "21st Century Schools" program which encourages students to develop better relationships with teachers beyond the classroom.</li> <li>The school hosts a yearly back to school supply distribution to ensure students are prepared to return to school.</li> </ul>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<ul style="list-style-type: none"> <li>Staff is aware that discipline is progressive and that the outcome is positive behavior for all students.</li> <li>Mason strives to be a supportive environment and not a punitive environment.</li> <li>Mason has worked to build a more consistent discipline process by utilizing additional resources outside of the school to foster positive behavior from students.</li> <li>Mason is a community school with families who have attended for generations and have long-standing ties to the school</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>With assistance from the Austin Northlawndale Network, students are shown assessment data, and specific expected benchmarks are shared with students. Students then set growth targets for themselves with teacher guidance.</li> <li>Meetings are held with parents to share school growth and student growth targets. This data is explained to parents and students in clear and concise language.</li> <li>All teachers are expected to maintain a "data wall" so that it is clearly communicated to students and parents that progress is expected throughout the year.</li> <li>An ISAT pep rally is held each year to communicate expectations for the school students' role in achieving goals.</li> </ul>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>School regularly communicates with family with outbound calling announcements.</li> <li>The school maintains a website to communicate with parents.</li> <li>Mason conducts several quarterly meetings to keep parents informed about Mason's performance as well as student's performance.</li> <li>Mason has developed a communication log to keep constant</li> </ul>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Principal encourages a family atmosphere with connections to the community through the "21st Century School" program.</li> <li>Principal has an "open door" policy where direct communication between administration, staff, and students is encouraged.</li> <li>School holds a "Back to School" fest each year. During this event parents are encouraged to attend a picnic, select supplemental service providers, receive school supplies for students.</li> <li>Parents are invited to observe and judge science fair competitions.</li> </ul>	



### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<ul style="list-style-type: none"> <li>* School works with a local organization called "School-Based Recovery initiative" to work with students needing additional support beyond district-provided services.</li> <li>* School does home visits as needed for struggling students. (attendance, behavior, academics)</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>* School has a career day where presenters are invited to speak to student about their career choices.</li> <li>* Mason participates in "Lawyers in the Classroom" program which educates students about becoming attorneys. Students also participate in mock trials and visit both criminal and federal courts to</li> </ul>	
	<b>Academic Planning</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<ul style="list-style-type: none"> <li>* Due to small staff at the high school level, Mason Community Links does not have resources for AP classes but we hope to develop them in the future.</li> <li>* We are also planning to provide algebra classes to 8th grade students in the future.</li> <li>* We will expand block scheduling to provide higher quality instruction in core subject areas.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<ul style="list-style-type: none"> <li>Mason school has an active extracurricular program called 21st Century Schools. This program provides academic enrichment and opportunities for sports/leisure activities beyond the regular school day. (basketball, volleyball, track, baseball, art, technology, and</li> </ul>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Mason school participates in Explore and Plan assessments.</li> <li>school participates in EOY Achieve3000 testing, scantron testing, and state standardized testing.</li> </ul>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<ul style="list-style-type: none"> <li>Students are advised about the cost of college and various options for post-secondary education are made available to students.</li> <li>All HS teachers are required to schedule a monthly college visit/tour, and students are given brochures from each campus and a forum is held with students for them to ask any questions pertaining to college and career specific to that campus.</li> <li>The school assists the students in completing the FAFSA.</li> </ul>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ul style="list-style-type: none"> <li>Mason school utilizes the departmental structure to help students navigate the transition from elementary school to high school.</li> <li>Part of the program for Mason High School is that students must qualify to dual-enroll in their last year of high school to obtain college-level credits they will learn before officially entering college.</li> <li>School has worked to develop checklist of skills needed to prepare for next grade level.</li> <li>Parent meetings are held at benchmark grades to inform parents of minimum criteria for promotion.</li> </ul>	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<ul style="list-style-type: none"> <li>* Discretionary funds are directly connected to priority goals and needs of the school/students.</li> <li>* The school budget is regularly monitored to ensure that funds are to be utilized according to academic needs of the school students as dictated in our plan.</li> <li>* Teachers utilize the "Donors Choose" program.</li> <li>* Teachers are surveyed on their classroom needs to effectively align instruction in the classroom with school priorities.</li> <li>* Resources are provided readily upon teacher request as needed.</li> </ul>	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<ul style="list-style-type: none"> <li>* The school hosts Teach for America candidates each year during the summer to observe and possibly recruit potential teacher candidates as well providing additional supplies for students.</li> <li>*Some candidates have been substitute teachers for extended periods in the grade for which they are being considered.</li> <li>*A team which consists of administrators and teachers interview candidates and allow them opportunities to present lessons/activities during a call back.</li> <li>* Interview team has a list of questions and a scoring system to be used during/after the first interview to determine if a candidate is called for subsequent interview.</li> <li>* The grade taught by teacher is modified as needed depending upon student concentration and compatibility.</li> </ul>	
<b>Use of Time</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<ul style="list-style-type: none"> <li>*School schedule has been designed based on student needs to insure the needs of the students are being met.</li> <li>*The day is designed so that teachers have common planning periods each week.</li> <li>* The Instructional Leadership Team meets regularly to roll out local and district initiatives.</li> </ul>	

Date Stamp November 22, 2012



### Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

The mission for Mason School is to empower students to become lifelong learners by giving them the necessary tools for success. We will also cultivate teacher leaders and take the necessary steps to further develop a Professional Learning Community, which encourages both personal and collective growth.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Pervasive understanding and use of NWEA data by administration, teachers, and	Our keeping pace scores for reading is 31.2% and math is 8.1%. Making students aware of
2	Increase the number of students who are college and career ready on the Explore exam.	The Explore exam scores helps us monitor students' academic growth over time. Only 5.7% of our students met the college-readiness benchmark in the beginning of the 2011 school year.
3	Provide differentiated instruction for students struggling in reading and math to prepare for common core state standards.	Mason school is on probation because we have failed to make adequate yearly progress in both mathematics and reading.
4	Align curriculum to College Readiness Standards and Common Core State Standards.	The current gateway score to College and Career Readiness is a district wide average of 20 on the ACT. We have very few students making the benchmark
5	Develop and maintain a standards based intervention program for freshman and sophomore at risk students.	Mason High School will provide opportunities for students to maintain appropriate on-track pace and support for students that struggle to stay on track.

### Strategic Priority 1

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Pervasive understanding and use of NWEA data by administration, teachers, and students to identify current performance levels to set growth targets for BOY, MOY and EOY	Our keeping pace scores for reading is 31.2% and math is 8.1%. Making students aware of their growth and setting growth targets will motivate them to strive for better performance.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development to teachers during the first week of school to enable them to effectively analyze performance data and grade level teams will continue meeting monthly to analyze and develop educational plans according to data analysis results.	ILT/ Teacher Teams	All	Principal	Summer 2012			
Teachers will use BOY NWEA data results to drive instruction, determine grouping of students. These grouping strategies will be included in bi-weekly lesson plans.	ILT/ Teacher Teams	All	Principal/ Teachers	Summer 2012			
Display data walls in every classrooms K-8 showing BOY, MOY, and EOY student progress. Teachers Must display these data walls by the end of first week of completion of NWEA or Dibels results for reading and math.	ILT/ Teacher Teams	All	Teachers	Quarter 1			
By end of 1st quarter accommodations and modifications are in place to ensure that students with disabilities are serviced appropriately according to students' IEP/504 plans. Reports will be provided to the case manager and ILT teams monthly.	ILT/ Teacher Teams	All	Teachers/Case-Manager	Quarter 1			
Teachers will collaborate at each grade level and/or grade band at least once per week to review and discuss how to target instruction to meet the needs of each student. Grade level lead teachers will give a monthly report to ILT.	ILT/ Teacher Teams	All	ILT/PLC Teams	Summer 2012			

**Strategic Priority 1**

School will contract with consultants who will collaborate with grade level teams to help analyze the data and quartely progress monthly throughout the school year, and provide reports to administration after every meeting. The consultant will be in place by the end of September.	Professional Development	All	Principal	Summer 2012			
By the end of each quarter teachers will include NWEA and Achieve 3000 data and interventions in RTI binders to drive instruction for each student, using progress monitoring, test scores, and grades.	Instructional Materials	All	Teachers/Asst. Principal	Quarter 1			
Provide a parent informational meeting at the beginning of the school year and regularly scheduled quarterly meetings prior to each assessment (BOY, MOY, EOY)to discuss school goals, student progress, and assessment processes.	Parental Involvement	All	Principal	Quarter 1			
Grade level teams dedicate at least one meeting to analysis of NWEA BOY and MOY data and submit summary and action items to ILT	ILT/ Teacher Teams	All	Principal/ILT	On-going			
100% of students will complete the Achieve3000 levelset pretest by Nov 15, 2012.	Instruction	All	Teachers	Quarter 1			
80% of Mason students will utilize Acieve3000 with fidelity scoring at least 65% or on first try.	Instruction	All	Teachers	Quarter 1			

### Strategic Priority 2

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Increase the number of students who are college and career ready on the Explore exam.	The Explore exam scores helps us monitor students' academic growth over time. Only 5.7% of our students met the college-readiness benchmark in the beginning of the 2011 school year.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase sample Explore practice materials, at the beginning of the year, for teachers and students to better prepare students to meet College Readiness standards.	Instructional Materials	All	Principal	Quarter 1			
Utilize assistance from the i3 initiative program for quarterly professional development with regard to preparation of students for the Explore Exam.	Professional Development	All	Principal/Maria Santiago I3 School Coach	Quarter 1			
Middle school teachers will collaborate and develop a school wide "effective test taking strategies handbook" that will be utilized by teachers to explicitly prepare students for test-taking.	ILT/ Teacher Teams	All	Principal/Maria Santiago I3 School Coach	Quarter 1			
By end of first quarter, middle school students will be provided with information on college and career readiness expectations and monitored through use of What's Next Illinois.	Instruction	All	Principal/ Counselor	Quarter 1			
SNR Denton will continue to mentor (Lawyers in the Classroom) and provide career planning services to middle school students on a monthly basis.	Professional Development	All	Prinicpal	On-going			
Middle school teachers will meet during the summer and develop and implement a verticle alignment plan for core subjects which will be monitored through teacher grade level meetings and summary reports provided to the ILT monthly.	ILT/ Teacher Teams	All	Prinicpal	Quarter 1			
Teachers will analyze data from the practice Explore Exam to drive lesson planning and instructional strategies and ensure student preparednes before the May administration of the exam.	ILT/ Teacher Teams	All	ILT/PLC Teams	Quarter 1			



**Strategic Priority 2**

Students will work collaboratively to research specific careers and college prerequisites during weekly advisory classes. They will utilize their research by creating an informational book that will be shared with classmates. This will begin during Q1 and presentation of the book will be shared by end of Q3.	Instruction	All	Teachers	Quarter 1			
Use the Schools to Watch Rubric and Grant to establish yearly benchmarks for middle grade program improvement and alignment which will be presented to the ILT quarterly.	Professional Development	All	Maria Santiago/Schools to Watch Rubric	Quarter 1			
Teachers and counselor will monitor student use of Achieve3000 and completion of <i>What's Next Illinois</i> , and provide feedback to students and parents in our monthly newsletter.	ILT/ Teacher Teams	Other student group	Teachers	On-going			





### Strategic Priority 3

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Provide differentiated instruction for students struggling in reading and math to prepare for common core state standards.	Mason school is on probation because we have failed to make adequate yearly progress in both mathematics and reading.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Renew Achieve3000 subscriptions for students grades 3-8 by end of September.	Instruction	All	Teacher/Principal	Quarter 1			
Assess current reading and math materials to align to common core and purchase supplements needed, by end of first quarter.	Instructional Materials	All	Principal/ Asst Principal	Summer 2012			
Provide teachers K-8 with 2 professional development workshops during the summer designed to help deconstruct Common Core Standards for use in daily lesson planning.	Professional Development	All	Principal/District	Summer 2012			
Teacher teams will create thematic unit based upon unpacked common core standards. Teachers will complete units by end of first quarter.	Instruction	All	Principal/ ILT teams/District	Summer 2012			
Utilize co-teaching models with special education staff at least once per week to provide a broader range of differentiation (via specific goals in RTI binders) of instruction in both general and special education classrooms.	Instruction	All	Teachers/Case Manager	Quarter 1			
Teacher leaders who have attended summer institutes will model effective interventions, unit planning, and performance tasks for integration across core subjects during the teacher institute days in August.	Professional Development	All	Principal/ Asst. Principal	Summer 2012			
Monitor lesson plans for appropriate accommodations, modifications and differentiation. Principal and Assistant Principal will provide monthly feedback to teachers.	Instruction	All	Principal/Asst. Principal	Quarter 1			



**Strategic Priority 3**

Provide non-fiction text through RIF, Achieve3000, MyOn Reader and othe supplements with the goal of increasing the percentage of exposure to nonfiction text.	Instruction	All	Principal/ Assistant principal/Teachers	Quarter 1			
Update the library media center by purchasing new technology to provide students and teachers with tools to access, evaluate, interpret, and apply information from print and nonprint materials as coordinated by library media specialist working with classroom teacher to target specific skills.	Instruction	All	Principal/ Asst. Principal	Summer 2012			
Develop a lab schedule insuring usage of Achieve3000 for a minimum of 2 weekly sessions per class. Goal is a success rate of at least 75% accuracy 65-70% first try scores.	Equipment/ Technology	All	ILT	On-going			
Teachers will use lesson plan feedback from administration to target specific strategies to differentiate instruction.	Instruction	All	Principal/Assistant Principal	On-going			



### Strategic Priority 4

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Align curriculum to College Readiness Standards and Common Core State Standards.	The current gateway score to College and Career Readiness is a district wide average of 20 on the ACT. We have very few students making the benchmark

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Use the summer institute to launch professional development using the trainer-of-trainers model to demonstrate best practices to classroom teachers aligning instruction to the CCSS.	Instruction	All	Principal/Asst. Principal	Summer 2012			
Vertical plans have been developed by all teachers specific to their subject areas.	Professional Development	All	ILT/PLC Teams	Summer 2012			
Classroom teachers will use cross-curricular units that appropriately address the Common Core Standards. These units will be submitted to the ILT for approval.	Instruction	All	ILT/PLC Teams and District	Summer 2012			
Purchase graphing calculators for geometry, algebra, and calculus courses.	Instruction	All	Asst. Principal	Summer 2012			
Students will set goals for their academic progress quarterly based on the CCSS standards for that grade level.	Instruction	All	Teachers	Quarter 1			
All High school students will participate in at least 3 college tours as part of career development activities	Other	All	High School Counselor	Summer 2012			
Teachers will analyze data from the Explore Exam at both the middle school and high school levels to help focus on instructional strategies	Professional Development	All	ILT/PLC Teams	Summer 2012			
Analyze 8th grade reading and math data for incoming freshman students to guide instruction.	Instruction	All	High School Counselor and Teachers	Summer 2012			



Strategic Priority 4


### Strategic Priority 5

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Develop and maintain a standards based intervention program for freshman and sophomore at risk students.	Mason High School will provide opportunities for students to maintain appropriate on-track pace and support for students that struggle to stay on track.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Purchase Aventa online course seats for credit recovery. The Aventa classes will help increase freshman-on-track to 60% from our current 40%.	Instructional Materials	All	Principal	Summer 2012			
Develop RTI binders for all students.	ILT/ Teacher Teams	All	Teachers	Quarter 1			
Develop Saturday school program for students that have fallen behind.	After School/ Extended Day	All	Principal	Quarter 1			
Develop an incentive program to target students with chronic tardiness and absences and reduce tardiness by 50% and increase attendance rate to 95%.	Other	All	Principal/ Counselor/ILT Team	Summer 2012			
Professional Development on appropriate behavioral and academic interventions.	Professional Development	All	Principal/ILT Team/ Foundations Team	Summer 2012			
Provide non-fiction texts that are aligned with common core standards and supportive of students with disabilities and low performing students also ensure Achieve 3000 lab schedule gives optimal time for exposure to non-fiction leveled text	Instructional Materials	All	ILT Team/ Principal/Achieve 3000 Champion Teacher	Quarter 1			
Equip students with authentic/real world life skills that will provide students with understanding of real world behaviors and responsibilities.	Instruction	All	ILT Team/Principal	Quarter 1			
Schedule supplemental Quarterly meetings (in addition to report card pick-up) with parents to discuss Dibels and NWEA progress. The goal is to make contact with at least 90% of parents of students at grades 1-8	Parental Involvement	All	Principal/ Teachers	Quarter 1			

**Strategic Priority 5**

Monitor student's progress on district created performance assessments and make instructional adjustments as needed	Instruction	All	Teachers/Principal/ LT Team	Quarter 1			