



Roswell B Mason Elementary School (/school-plans/283) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/20/2016	Ful Staff Meeting	CIWP Overview
02/05/2016	School Improvement Meeting	CIWP/SEF

02/10/2016	ILT Team Meeting	CIWP/SEF
01/26/2016	ILT Team Meeting	CIWP/SEF
02/23/2016	ILT Team Meeting	Strategies/action items
03/08/2016	ILT Team Meeting	Strategies/actions items
03/22/2016	ILT Team Meeting	Strategies/action items
04/12/2016	ILT Team Meeting	strategies/action items
04/15/2016	School Improvement Meeting	CIWP review of strategies
04/26/2016	ILT Team Meeting	Strategies revisions
04/27/2016	ILT Team Meeting	Strategies/action items revisions

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 **3** 4

The 5 essentials shows that we're strong in Leadership and collective responsibility. The weakest area is Teacher influence. 28% of teachers feel that they have significant influence over how discretionary money is used. 44% of teacher feel they have influence over determining the context of professional development held at the school. 78% feel they have influence in determining the use/purchase of instructional materials. 56% feel they set the standards for student behavior.

Conversely, more than 80% of all teachers feel that members of the school leadership team:  
 Know what's going on in my classroom.  
 Provides teachers with useful feedback to improve teaching.  
 Presses teachers to implement what they have learned in professional development.  
 Communicates a clear vision for the school.  
 Makes clear to the staff the leadership's expectations for meeting instructional goals.

For teacher -Principal Trust more than 90% of teachers feel that they can confide in the principal about their concern/worries about the school without fear of retribution. Nearly 100% of the staff feels that the principal looks out for their well-being. 95% of teachers trust the principal to keep her word. 95% see the principal as an effective school manager. 94% feel that she puts student ahead of political interest. 95 % feel that the principal has confidence in their expertise. 95% feel respected by the principal.

## Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.

- Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1 2 3 4

The ILT is a work in progress and our goal is to drive the vision and the mission of the school. We have to set procedures which are more structured/standardized so that if the principal or assistant principal are not present, a facilitator will be able to conduct the meetings using the ILT Data Analysis Tool.

We're working on improving the team's communication with each other and the rest of the school. Sometimes, the team members would not remember that we had an ILT meeting. Now, those ILT meetings are on a Google calendar that is shared with the entire school. The meeting announcements are taped to the time clock prior to the meeting date to provide a reminder to members to come to the table ready with their completed action items report(s).

Our ILT calendar is much more structured than in the past. We found that we had many more cancelled sessions and when we did get together, some time was spent on administrative matters rather than data analysis, brainstorming, root-cause analysis, and action plan formation. Right now, we're a work in progress.

We have found that when the ILT is fully effective, we can see positive measurable outcomes. One example would be in the area of attendance. After brainstorming root-causes for poor attendance for some students, we sought to implement our action items. We have seen a consistent upward trend with our attendance each week as a result of our ILT action plans and conversations. One of those action items was to work to help every staff member take responsibility for the attendance of their students. We have seen a tremendous turn around in our attendance in a very short period of time. Due to the success we have had with attendance we believe that staff feels much more empowered to make other positive changes at the school.

We will also work to insure a minimum of 90% attendance of all members of the ILT at each meeting. Using the ILT effectiveness rubric, we will be scoring ourselves 3 times per year. We only used it once this year, and we realized that we would need to measure our progress at multiple points of the year.

## Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**

- Ask questions focused on factors within sphere of control and avoid a focus on student factors.
- Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
- Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>B5. Supports Teacher Teams</li> </ul>

### Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 3 4

Teacher's feel free to share in PD sessions.  
Grade level meetings are every week and require teachers to complete standard collaboration log and agenda.

5 Essentials shows that we're strong in collaborative practices, school commitment, and teacher-teacher trust. We showed very strong in the area of quality professional development, The survey showed that we were weakest in collective responsibility. When we have PD, though, we do not often seek feedback from the sessions. This is a weak point. We also find that since the removal of the 1/2 day in-service dates and the morning meeting times, we have less time to meet with teachers as a group to disseminate important information. As a result, we have implemented a monthly after school meeting once a month to help keep everyone on-track and informed with regard to our goals.

Again, teacher follow through is paramount for making needed improvements after the information is shared with the group. There is a need for too many additional check-in's to collect needed data and ensure that teachers' are completing necessary steps.

Our attainment and growth scores on the SQRP for 2014-2015 NWEA reading and mathematics suggests that we have much work to do in this area. We will continue to use the monthly school-wide meetings to have professional development with our staff outside of the scheduled district-mandated professional development sessions.

### Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.

- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

### Score

1 2 **3** 4

We have recently implemented block scheduling at all of the grade levels. Block scheduling ensures that the instructional program has order and structure. This was implemented upon the suggestion of the network chief, and we find that it allows easier monitoring of classroom instruction. Mainstreamed special education students are now in the classroom with their general education peers. We find that we get more "bang for the buck" by pushing the special education teacher into the classroom with the regular education teacher using a co-teacher model. There are also intervention sessions for reading and mathematics at the 7th and 8th grade levels. We have seen marked improvement in MOY reading scores for both 7th and 8th grade. Realignment of gym and division teacher's schedule to "push-in" to classes also gives extra support at the second and third grade levels - which is crucial for our SQRP. Lab time for Achieve 3000 (minimum 3 times per week at 60 minutes per session), IXL, Think Through Math programs offers extra reinforcement for students who are struggling and additional challenge work for students who are at or above grade level. An uninterrupted reading block comprises, at the primary level, phonemic awareness, phonics, fluency, vocabulary and comprehension. Our school partners with several agencies as a result of a Network attendance grant. This additional support doesn't cost anything at the school level and is also helping to improve our attendance. We recognize that learning is more than academic and there are a lot of socio-emotional supports needed for students.

"Preparing students to succeed in college, career and life is equal parts academic and social emotional development. Social emotional learning is not just a "program."

Y-Men is another resource we use, at low cost, to help students with the social-emotional aspect of their learning. The program helps students in the area of self-esteem, pride, etc. In addition, we also partner with the Prevention Partnership which is another social emotional program that focuses on prevention of substance abuse and helping students to cope with these issues that may be occurring in their homes with their families. We will continue to use Y Men once per week.

### Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**

- Use CPS Instructional Time Guidelines to maximize instructional time.
- Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
  - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
  - Leverage strategic source vendors to maximize dollars.
  - Seek and obtain grants to support articulated needs.
  - Use grant funds strategically to support areas of highest need.
  - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
  - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
  - Use an interview process including a protocol for questioning and select highly qualified candidates.
  - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
  - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 **3** 4

The principal has worked directly with teachers for the implementation of the curriculum in the school. Unit planning has been an issue for teachers because they didn't know whether they should focus on weekly lesson plans to the neglect of thematic units or whether the lesson plan were to be based on thematic units. The other issue is "rigor". Some teachers have stated that they have heard many definitions of the term "rigor", but when talking about a rigorous curriculum, what is the difference between rigorous standards, rigorous questioning, and instructional rigor? We believe that all students have the capability to learn to be his best. We support that expectation by using materials aligned to the Common Core Standards at every grade level

If we consider that rigor is the following:

1. Each student is expected to learn at high levels,
2. Each student is supported so he or she can learn at high levels, and
3. Each student demonstrates learning at high levels.

(Blackburn 2012)

We would say that we expect students to learn at a high level, and that there is significant support for students to learn at high levels, but they have not demonstrated that they are all learning at high levels according to the scores on the NWEA.

The five essentials show that, 82% of literacy instruction is ambitious. Students are expected to rewrite papers and respond to improve a piece of writing as a class or with partners. Students use debating strategies to get the meaning of a reading or piece of text. Students discuss how culture, time, or place affects an author's writing. Students also make connections between a reading and real life people or situations. 89% of the teachers expect teachers to do their best and to meet academic demands. The teachers ask difficult questions in class. Students believe that the academic instruction challenges them to do their best. Students believe that their classes make them think. The students believe that their class instruction helps them to learn a lot in class. Students believe that their teacher wants them to become better thinkers, not just memorize things.

66% of the teachers feel that once we start a new program, we follow up to make sure that it's working. Teachers agree that curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. Teachers also agree that there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

96% of the teachers report that professional development this year has been sustained and coherently focused, rather than short-term and unrelated. Teachers believe that they include opportunities to work productively with colleagues in the school. Teachers have also been closely connected to the school's improvement plan.

The students are provided with the learning objectives prior to instruction to provide purposeful learning. Goal setting outlines are completed during students/teacher conferencing using B.O.Y, M.O.Y, and E.O.Y data to make them aware of their expected goal target.

Teachers make learning come alive through implementation of the CPS Literacy reading and math content framework. Teachers' administrator the reach performance task at the beginning and end of the year to measure student's growth to monitor effective teaching practices. Implementation of literacy instructional sets provided from network 5 to ensure coherent, rigorous, and effective reading instructional strategies.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) to **ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**

- Incorporate web capabilities for interactivity and information sharing.
- Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

When looking at the mathematics materials, we realized that the math materials were not aligned to the Common Core Standards. The materials we were using were Everyday Math and Math Thematics. The lead writers of the Common Core Standards put together a project to analyze the alignment of existing materials to the Common Core Standards. Also, The Chicago Board of Education advised a list of recommended literacy and math materials. Of those materials, we chose "Go Math" for grades 6th, 7th and 8th. For grades K-5, we selected My Math.

We also have digital resources for the students. Achieve 3000, IXL, Think Through Math have all been purchased for the students to use in school during lab time, and for home use. Every classroom has at least one lab time that is not a prep time for teachers. Some students visit the lab more than once per week because their prep period is a computer lab. The teachers have utilized the students goal setting sheets to write a "prescription" for the math students to use on IXL. Achieve 3000 has a built-in level-set to adjust the children's lexile level based on their level-set test score.

While there have been alignment studies for literacy, we were not allowed to purchase new literacy materials. We use supplemental materials to fill the void. For the lower grade levels, We supplement using Sing, Spell, Read, Write, MCP Plaid Phonics, and Haggerty Phonics. Sadlier-Oxford vocabulary Workshop is in use on a daily basis in all classroom grades 3-8. We also utilize the the Literacy Content Framework.

The K-2 grades utilize Dibels/MClass math for monitoring those student's reading and mathematics. Our goal is to move the kids from red to yellow or even green. We have purchased various digital resources for those students, including IXL and Raz Kids.

## Guide for Instructional Materials

### Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/updated in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.



- Technology is integral to students learning experiences.
- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	<a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a> <a href="#">1.b. Demonstrating Knowledge of Students</a> <a href="#">1.c. Selecting Learning Objectives</a> <a href="#">1.d. Designing Coherent Instruction</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

### Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

We look regularly at classroom assessment to determine how students are performing. We utilize the Performance tasks the district mandates teachers to use 2 times per year. We also use The instructional sets given to us by Network 5 for literacy in the areas of comprehension, vocabulary, etc. These materials support rigor in the classroom and prepare students for college and career readiness.

During our walk-through sessions, we look for opportunities for students to speak and opportunities for them to learn from each other. In the lower grade levels, we have some implementation of the daily 5, and we have been impressed to see that even in kindergarten, the "turn and talk" strategy is an effective way to promote student learning and discussion.

Sadlier Oxford online also has performance task resources we will use with students in reading and mathematics. We will use these materials at 5 week intervals.

### Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**

- **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<a href="#">1d. Designing Coherent Instruction</a> <a href="#">2b. Establishing a Culture for Learning</a> <a href="#">3b. Using Questioning and Discussion Techniques</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

### Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

1 2 3 4

Our school secures visits for the students to visit high school fairs multiple times per year. Successful transition to the high school requires not only academic success, but it also requires the student to select a school based on his/her individual need. Mason has also hosted its own high school fair where the schools come to us. The high fair traditionally has been for eight grade students, Mason recognizes the importance of early intervention/exposure to the high school environment and the high school application process. The students have been exposed to various career choices through a program known as "What's Next Illinois" which encourages student to think about career choices before they ever enter the job market. Since this program has been discontinued, we will now implement the program Naviance. This program is similar to "What's Next Illinois" in that it promotes student self-awareness, exploring careers, then creating an action plan and develop the skills and knowledge to accomplish life goals.

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**

- Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
- Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
  - Provide access to 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> grade students.
  - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
  - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
  - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
  - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
  - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
  - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
  - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
  - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
  - Applying to multiple colleges—generally three or more.
  - Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li>2b. <a href="#">Establishing a Culture for Learning</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> <li>C2. Builds a culture of high aspirations and achievement for every student.</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

### Score

1 2 3 4

During REACH observations, teachers are observed using flexible grouping, but it has not been fully implemented to promote Mason school to a level 1 school. We have a low scores in attainment and growth when compared to school like ours which suggest that more monitoring of grouping and more utilization of flexible grouping is necessary. One of the issues that we have seen is types of questioning used to elicit desired responses from students during discussion. We have provided various materials to teachers including graphic organizers, sentence stem wheels, etc.

The Common Core Standards requires students to think at a higher level. In the past, the teachers were testing using ISAT testing which was not as rigorous and only required teachers to cover a breadth of material as opposed covering the material in-depth as required by the Common Core and NWEA assessments.

We have very talented teachers at Mason. Fortunately, our teacher have not been resistant to making instructional shifts to the Common Core. They have offered that they feel they sometimes don't have enough time to cover all of the topics needed for the students to have the highest scores on the MWEA and Common Core tests.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

## Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 3 4

PreK-8 Teachers have implemented a universal 90 minute reading and math block aligned to the common core. The reading block includes sight word practice, phonemic awareness, read alouds with comprehension skill instruction/practice, literacy centers, and whole group instruction with teacher. The Math block includes fluency activity, math talks, whole and small group instruction, practice followed by a formative assessment.

Teachers have used their data to determine which Tier level to place each child. Teachers have set a goal to move all students to Tier 1 by the end of the school year. Interventions are strategic and purposeful intended to help accelerate and enrich student learning. Instructional responsibilities include monitoring progress regularly, differentiated instruction, flexible small grouping, and re-teaching.

PreK-2 Teachers consistently progress monitor students in Reading and Math based on their needs. Teachers plan guided reading lessons which include sight word study, decoding strategies, and comprehension strategies to meet the needs of intensive, strategic, benchmark, and proficient students.

PreK-3 teachers have implemented and found success with "Turn and Talk" and sentence starters to encourage overall participation and encourage conversations. Teachers have indicated that the classrooms who conducted these activities have found great success. Students have learned to be respectful of one another, share ideas, agree or respectfully disagree with the conversation. We would like to encourage these discussions in more classrooms in the near future.

Mason school intensely monitors attendance. Teachers communicate with parents on a consistent basis regarding the importance of attendance and its effect on learning. Five and ten day notices are sent to parents of children who are approaching truancy. Keep it 100 club has been created by teachers and provides students with incentives for perfect attendance throughout the month. Implementing these strategies have proven to be helpful in increasing attendance. When comparing the attendance data from previous years attendance is improving across grade levels. On track data is monitored by the school's case manager every five weeks. The case manager performs gradebook checks via dashboard and gives teachers a report of students that are on/off track. All teachers have access to dashboard and were instructed on how to determine their own on track measures. Teachers were given a principal directed gradebook checklist which should be used weekly to create coherent grading across grade bands for example homework is not to exceed 10%, at least three reading and math grades should be entered weekly. Teachers monitoring their gradebooks on a weekly basis allows a quick view regarding on track measures whereas accommodations can be made for diverse learners or any student who needs reteaching. The data in dashboard shows an increase from 40% to 60% of students being on track since the last five week period.

The Five Essentials show that teachers collaborate during grade level meetings on effective instruction, best practices, interpret and use data to guide instruction during weekly grade level meetings. Teachers are supportive of one another across the grade levels.

This year, primary teachers piloted a behavior management system called "Class Dojo." Students earn points for positive behaviors and are rewarded with prizes purchased with points earned. Students have responded very well. Negative behavior has decreased in those classrooms as a result of this plan. We are planning on making this school wide by the next school year.

## Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

Score

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

1 2 3 4

Teachers have a variety of assessments. Teachers created assessments according to small group needs and whole group teachings. Data from these assessments are then used to help teachers plan for future lesson plans. Teachers complete lesson plans bi-weekly. The plans include daily formative assessments. Summative assessments are completed after each chapter/unit/skill.

Teachers in grades 2-8 use NWEA data while teachers in K-2 use TRC, Dibels, and Mclass math data to set goals and help students make progress. After each testing period, teachers discuss and analyze the data by looking closely at students who have exceeded their projected growth as well as students who have not met their expected growth. Grade level and ILT discussions have been taking place to discuss strategies that have worked in some classrooms. ILT members have also discussed trends or patterns and strategies on how we can support all students in reaching or exceeding their goals. Assessments are given weekly and are not charted. However assessments such as BOY MOY EOY NWEA, benchmark assessments, etc. are put on a calendar and either posted on a data board or put in an email for teachers to gather the data for MTSS binders and small group instruction.

Teacher's grade books are not consistent with inputting grades on a weekly basis. However, teachers are consistently entering grades by the end of every 5th week. Showing teachers how to access impact at home may improve inputting grades on a more consistent and regular basis.

The school's grading policy is the same throughout the all grade levels.

As evidence by NWEA data reviews, teachers have studied their data and have attempted to address student needs in lesson delivery.

The administrative team provides teachers with data for their classroom, grade level, and the school. Teachers have also been made aware of how to download their data and post it for students to review as well.

Teachers plan for differentiated assessments as evidenced in lesson plans.

Professional developments on how to implement instruction

Multiple measures of assessments such as IXL, Achieve 3000, RAZ Kids, TTM, Performance task, instructional sets are used to assess student growth.

Saddler & Oxford is also used but not by all teachers.

Professional development is adaptive and differentiated according to teacher interest and level of expertise.

Professional development specifically designed to cover new curriculum being taught, i.e. My Math and Go Math.

### Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for

- students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
    - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
  - **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
  - **Utilize assessments that measure the development of academic language for English learners.**
  - **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
  - **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
  - **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
      - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
      - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

### Score

1 2 3 4

Students are responsible for their own NWEA goal sheets along with the IXL prescriptions which allow the students to take responsibility of their own math and reading goals. All diverse learners are required to have goals in their IEP's to improve and enhance individualize instruction. In turn this will help the general education teacher and diverse teacher to collaborate on what's the best instruction for the student. Retained students that are on the verge of failing or having to attend summer school have a personal learning plan to assist with the weaknesses and their the needs for that individual student. The Personal Learning Plans are monitored by the classroom teacher and the Diverse Learning Case Manager every 5 weeks in order to monitor improved students academic performance in the classroom.

Teachers will need to improve their intervention and MTSS data collections to attempt to correct issues that the students have academically earlier in the school year. The teachers have a great ability at knowing what the students are struggling with. They generally struggle with planning interventions and monitoring the student progress from week to week.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

### Score

1 2 **3** 4



The students at Mason are very protective of each other most times. One thing that we have always noticed about our students is how they protect students that they feel needs assistance. The diverse learners are easily integrated into the classes. General education students are very helpful to diverse learners and ensure that they are engaged in the instruction and have the assistance that they need to have success.

The students in every class learn a sense of camaraderie with their classmates. They love to promote their classroom or grade with names such as "Team 348". They enjoy competing with other classrooms for top attendance rate daily and weekly. There is a small culture of bullying at various grade levels in our school. The social worker is now working with the 8th grade classes and some students in 5th grade to ensure that the culture of those particular classes and grade level changes. Next year, we may need to start off with some programs based on bullying to be more preventive instead of reacting to a developing culture.

The teachers in the school try to follow the formula of 3 positive interactions to 1 negative interaction, learned when we utilized the Foundations Program. Teachers meet students with a friendly greeting every morning to ensure that everyone's day starts off with a positive interaction. There are a few teachers that still haven't bought into the the 3:1 ratio of interactions, but they are learning as the school year goes on to determine what their students are more apt to respond to .

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Five Essentials/My Voice, My School Survey</li> <li>✓ School Climate Standards Self-Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">2a. Creating an Environment of Respect and Rapport</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>D2. Creates, develops and sustains relationships that result in active student engagement in the learning process</li> <li>E1. Creates a Culturally Responsiveness Climate</li> </ul>

### Student Voice, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 3 4

The 2015 My Voice My School Survey reports the children believe their peers in class do think homework is important. Mason teachers give grades for homework assignments and provide opportunities for projects, reports, experiments, and other challenging homework assignments. The survey showed many students felt their peers feel it is important to come to school daily. This school year has seen a marked growth in student attendance. Children want to come to school in ever increasing numbers. There are several opportunities for the student at Mason School to participate in a wide variety of enrichment activities. The 21st Century Community Schools grant is a program which allows for an outside partnership with America Scores to incorporate their program involving soccer and writing for students in 2nd - 5th grade. The students enjoy being able to learn about writing poetry and competing in soccer games against other schools in the area. This programs promotes camaraderie, sportsmanship, and leadership. In addition to this program, the Community Schools grant provides funding for after school activities, such as, academic enrichment, drama, dance, computers, sports, art, etc. The students also participate in the CPS elementary Sports Program through funding provided by Mason School. The students enjoy basketball, volleyball, and track. Also, within the school we have programs to support social/emotional and attendance. YBE is a mentoring program for students with attendance and behavioral difficulties for students are K-2nd grades. Cornerstone counseling also work with 5th and 6th grade students. A Knock At Midnight works with all levels of students that have an attendance rate of less than 90%.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> Social Emotional Learning Standards

### Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

According to the My Voice My School 2015 survey the children have several safety concerns . Students reported worrying about crime and violence at school. Students also often felt threatened, bullied teased and picked on. The Mason community has taken these concerns very seriously and have implemented several strategies to address these issues. We have continued to use our safe passage workers with much success . The number of calls to police has decreased this school year. We expect that to continue . We have working video cameras to monitor the hallways. Our recess workers continue to supervise the students during recess. Mason has staff to supervise the students once school is over. The staff does not go inside until the school area is clear. Mason has security guards as well as police officers monitoring the school as well. 2 part-time Chicago Police officer are present at Mason school 2-3 days per week. Our number of group 5 and group 6 misconducts have been drastically reduced, so we're finding that we do not have to rely on them as much as previous years. Addressing the social emotional component using Y-men and the nurses from the sexual health program, we believe, has been effective. Mason has the Safe Passage Community Monitors that ensure that our students have a safe trip to and from school everyday. The Safe Passage Monitors are consistent and diligent about keeping the children safe. They have developed a rapport with the children and also promote consistent attendance and good behavior while in school. The teachers are improving daily classroom management with incentive programs through the implementation of Class Dojo. The point system in class dojo allows for students and parents to track their points daily and it provides specific areas where they student has shown negative behaviors in the school setting. This allows teachers to more accurately track student behaviors for weekly classroom incentives, such as their classroom store, incentive trips, and extracurricular activities. The 7th and 8th graders work with Ymen as a social/emotional program to provide role play, provide a safe place to talk about current issues for pre-teens, and team building activities.

### Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a>
	<a href="#">2c. Managing Classroom Procedures</a>
	<a href="#">2d. Managing Student Behavior</a>
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

### Restorative Approaches to Discipline:

Score

1 2 3 4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

Our discipline practices at Mason have been mostly focused on restorative practices. We have reduced our suspension numbers over time. According to Dashboard data, we have cut our number of suspensions drastically and the number of discipline issues is less than 1 per 100. The data shows also that the number of suspensions has drastically reduced when dealing with first time suspend-able offenses. Some classrooms are following the "Calm Classroom" program which seeks to create a calm environment which fosters learning and simultaneously suppresses negative behaviors.

The Y-men program teaches young males about self-esteem and how to manage negative behaviors through a program which teaches them life lessons and gives them tools to use in situations in which they become hostile/angry. We utilize our school social worker who has been helping us to find resources for the serious discipline issues, and if necessary seek alternative placement for those students who cannot be serviced by Roswell B. Mason school. The school counselor has instant line of communication the teacher who will text her with an immediate referral before the situation escalates. The counselor sets up a counseling session in which the student is removed no more than 60 minutes to discuss approaches to solving the behavior issue and when necessary consult school administration.

### Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.

- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

Mason has a cadre of parents who always volunteer at the school We constantly send notices home to communicate with parents about activities at the school. Whether it's academic or fun, we seek parent involvement. We always have report card pickup percentages higher than 90% by the second day. We have back to school festivals to celebrate school opening. Open house is held annually to inform parents and other stakeholders about school performance and opportunities student involvement. We have very well attended traditional activities including back to School Night held in September for distribution of school supplies and book bags. We have our annual holiday assembly which is usually standing room only. Parents also regularly attend our sporting events. Students even received extra points if their parents attended the science fair. We've also held our annual "Literacy Night" which informs parents about the literacy program and offers them an opportunity to see their children demonstrate what they have learned.

Parents are invited to our annual academic pep rally for PARCC/NWEA EOY which is designed to motivate not only students but entourage parents to be their child's champion.

The 21st Century Community partnership is in the second year of a 4 year grant. This partnership allows us to involve parents by offering computer classes and partnering with other schools to offer GED classes. this year we held a workshop on social media savvy for parents to allow parents to better monitor their child's social media activities. Parents also serve on the 21st Century Parent Advisory Council and help design the program and help to improve the program each year.

Mason school also has a functioning LSC and Parent Action Council which are part of the governing bodies in the school. The LSC meetings monthly and involves parent members, community members, teacher and paraprofessional members, and the principal. The PAC meets once a month as well, and discusses issues pertinent to parents and students in Mason school. They also attend workshops in the school and workshops provided by the state.

### Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and

- health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 <b>4</b> 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 <b>☐</b>
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 <b>☐</b>
2	Expectations for depth & breadth of Quality Teaching: Instruction	<b>1</b> 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 <b>☐</b>
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 <b>3</b> 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 <b>2</b> 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 <b>☐</b>
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 <b>☐</b>
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 <b>☐</b>

3	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗

Goals

Required metrics (Elementary)

18 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>National School Growth Percentile - Reading</b>				
Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	36.00	27.00	50.00	60.00
<b>National School Growth Percentile - Math</b>				
Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	36.00	37.00	50.00	60.00
<b>% of Students Meeting/Exceeding National Ave Growth Norms</b>				
Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	58.20	(Blank)	60.00	70.00
<b>African-American Growth Percentile - Reading</b>				
Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	38.00	27.00	60.00	70.00
<b>Hispanic Growth Percentile - Reading</b>				
We do not have a Hispanic population	(Blank)	(Blank)	0.00	0.00
<b>English Learner Growth Percentile - Reading</b>				
We do not have an ELL population	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner Growth Percentile - Reading</b>				
Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	1.00	1.00	30.00	40.00
<b>African-American Growth Percentile - Math</b>				

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	37.00	37.00	60.00	70.00
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**Hispanic Growth Percentile - Math**

We do not have a Hispanic population	(Blank)	(Blank)	0.00	0.00
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**English Learner Growth Percentile - Math**

We do not have an ELL population	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner Growth Percentile - Math**

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	1.00	24.00	40.00	50.00
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**National School Attainment Percentile - Reading (Grades 3-8)**

According to the data, we only did better than 7 percent of schools nationally. We would push for double that growth through the changes we are making through the action items on our CIWP.	4.00	7.00	55.00	60.00
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**National School Attainment Percentile - Math (Grades 3-8)**

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	2.00	7.00	35.00	40.00
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**National School Attainment Percentile - Reading (Grade 2)**

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	1.00	6.00	75.00	80.00
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**National School Attainment Percentile - Math (Grade 2)**

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	1.00	6.00	45.00	50.00
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**% of Students Making Sufficient Annual Progress on ACCESS**

We do not complete ACCESS testing.	(Blank)	(Blank)	0.00	0.00
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**Average Daily Attendance Rate**

This is the Network required goal for schools	92.60	93.50	96.00	96.00
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**My Voice, My School 5 Essentials Survey**

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting.	(Blank)	(Blank)	(Blank)	(Blank)
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Custom metrics

1 of 1 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Teachers will use data for each student to do RIT band instruction
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We will use RIT band instruction to make sure each child meets their projected growth

0.00

0.00

75.00

80.00

### Strategies

#### Strategy 1

If we do...

We will analyze Dibels/Mclass, Math curriculum assessments, and NWEA BOY, MOY, and EOY assessment data to drive best practices and if we implement differentiated instruction and flexible small grouping using the Learning Continuum for RIT bands and Fontas and Pinell

...then we see...

creative teachers who instruct by grouping students according to RIT band, scaffolding instruction, and students who are more engaged and who are better able to master the skills for which they are ready.

...which leads to...

10-15% Yearly overall increase of students attainment percentile in reading and mathematics on the school's national ranking on the NWEA and more students K-2 who move from intensive to proficient.

Tags:

MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Evidence for status

Status

Use EOY and BOY data to group students according to RIT bands for instruction. Teachers will work together in grade level bands to determine student groupings. .

Administration/  
ILT and Classroom  
Teachers.

Sep 6, 2016 to  
Sep 30, 2016

Lesson plans will reflect  
groupings.

Not started

#### **MTSS, Literacy/Reading, Math, Science, Technology, Professional Learning, Data Use, Teacher Teams/Collaboration, Personalized Learning**

MTSS plan will be created for each student based on student ability as determined by assessments (Dibels-Mclass/NWEA/Achieve3000 Levelset, etc.). Those students who are tier 2 and 3 will be given additional time on task and supports. Progress reporting will be made to administration monthly.

Classroom  
Teacher

Sep 6, 2016 to  
Jun 16, 2017

Action step is on track

Not started

#### **MTSS, Science, Technology, Social studies**

In grades 3-8, teachers will use literacy and math end of lesson tests as a progress monitoring tool to assess comprehension, vocabulary, language arts, phonics strategies, number sense, operations & algebraic thinking, measurement and data, geometry, and statistics and probability between the assessment windows for NWEA to determine areas of weakness.

Classroom teacher

Sep 1, 2016 to  
Jun 23, 2017

Action step is on track

Not started

#### **MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Teacher Teams/Collaboration, Social studies, Instructional practices**

K-2 teachers will use BOY TRC data to plan daily small and whole group instruction using Fry sight word activities, Heggerty (phonemic awareness), literacy centers, and small guided reading groups.

Teacher,  
Administration, ILT

Sep 1, 2016 to  
Jun 23, 2017

Teachers will post completion chart data for students

Not started

**MTSS, Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, Assessment, College Access and Persistence, Data Use, ILT, Social studies, Instructional practices**

Teachers will use BOY and MOY NWEA data to group students according to RIT band. Teachers will plan instruction according to RIT Bands. Flexible grouping will take place throughout the year based on the skill being taught.

Teacher,  
Administration, ILT

Sep 1, 2016 to  
Jun 23, 2017

Action step is on track

Not started

**MTSS, Literacy/Reading, Math, Diverse Learners, Assessment, Intervention, Data Use, Instruction, Instructional practices**

Teachers will use differentiated instruction according to the needs of each student throughout the year; for example (literacy) read alouds, instructional sets, vocabulary workshop, whole group mini lessons, small group, and independent practice (math) math talks, problem of the day, enrichment, and extended and constructed response. The instruction will be determined by 75% or higher mastery for formative and summative assessments of the student.

Teacher,  
Administration, ILT

Sep 1, 2016 to  
Jun 23, 2017

Action step is on track

Not started

**MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Instruction**

Teachers will model strategies to improve classroom instruction Grades 3-8 will model and demonstrate Achieve 3000 Stretch Article and activity to improve strategies and classroom instruction.

Teachers

Sep 1, 2016 to  
Jun 23, 2017

Action step is on track

Not started

**Technology, Curriculum, Best practice**

Grade Level Lead Teachers will collaborate at each grade level or grade band weekly to review and discuss how to target instruction to meet the needs of each student.

Teachers, Principal,  
Assistant Principal

Sep 1, 2016 to  
Jun 23, 2017

Action step is on track

Not started

**Instructional practices, Academic expectations, Data analysis, Coaching**

NWEA goal setting sheets will be used to outline and discuss with each individual student and completed for each benchmark (BOY, MOY, and EOY) to ensure that students understand their current instructional and mastery level and set goals for progress at each benchmark.

Teachers, Assistant Principal

Sep 1, 2016 to Jun 23, 2017

Goal setting sheets will be submitted for each child.

Not started

**Technology, Assessment, Data analysis, Data tracking, Data driven instruction**

Professional Development will be provided to teachers during the first week of school to enable them to effectively analyze performance data and grade level teams will continue meeting bi-weekly to analyze results and send the monthly reports to administration regarding progress and new initiatives.

Administration

Sep 1, 2016 to Sep 16, 2016

Action step is on track

Not started

**Professional development, Best practice, Data analysis, Data driven instruction**

Teachers will display data walls in every classrooms K-8 showing BOY, MOY, and EOY student progress. Teachers must display data walls by the end of first week of completion of NWEA or Dibels results or reading.

Teachers

Sep 1, 2016 to Jun 23, 2017

Evidence of data walls in each classroom

Not started

**Data Use, Best practice, Data driven instruction, Reading**

100% of students will complete the Achieve3000 levelset pretest each year.

Teachers, Administration

Sep 1, 2016 to Jun 23, 2017

Action step is on track

On-Track

**MTSS, Data Use, Parental involvement, Progress monitoring, Data tracking**

K-2 teachers will use BOY and MOY TRC, Dibels, mclass math, and NWEA data to assign students a reading level using RAZ Kids and to assign students math skills using IXL. Teachers will utilize RAZ Kids and IXL reports to monitor student progress and to plan small group instruction. Students will continue to work on specific assigned skills/reading level until they achieve a minimum score of 80%.

Teachers

Sep 1, 2016 to Apr 28, 2017

Action step is on track

Not started

**MTSS, Math, Data, Progress monitoring, Academic expectations, Data analysis, Data driven instruction, Reading**

Mastery of the Standards for Mathematical Practice will be built into the foundations for the development of Mathematical Skills by 1.) Make sense of problems and persevere in solving them; 2.) Reason abstractly and quantitatively; 3.) Construct viable arguments and critique the reasoning of others; 4.) Model with mathematics; 5.) Use appropriate tools strategically; 6.) Attend to precision; 7.) Look for and make use of structure; 8.) Look for and express regularity in repeated reasoning.

Administration

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**Instructional practices, 21st century skills, Math curriculum, Instructional strategy, Mathematics, Problem solving process**

Flexible student groups will be included in weekly lesson plans based on the skill being covered and student's MTSS level.

Teachers, Administration

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**MTSS, Assessment, Lesson plans, Skills assessment**

Teachers will also provide feedback regarding students' progress to parents monthly.

Teachers,

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**Progress monitoring, Feedback**

Students will also utilize IXL, Khan Academy and Think Through Math with 75% accuracy. Grades Pre k -2 will utilize Raz Kids and IXL with the same degree of fidelity.

Teachers, Administration

Sep 1, 2016 to Jun 22, 2018

Usage and operational reports

Not started

**Literacy/Reading, Technology, Assessment, Progress monitoring, Mathematics**

At least 80% of Mason students will utilize Achieve3000 with fidelity scoring at least 75% or better on the first try completing 2 lesson per week minimum and teachers will monitor this and provide this report to administration.

Teachers, Administration

Sep 1, 2016 to Jun 22, 2018

Usage and operational reports

Not started

**Literacy/Reading, Technology, Progress monitoring, Mathematics**

Heggerty will be used during small group for intensive students. Teachers will progress monitor students regularly and adjust grouping as needed.

Teachers, Administration

Sep 1, 2016 to Jun 22, 2018

Action step is on track-Lesson plan references

Not started

**MTSS, Literacy/Reading, Instruction, Small group instruction, Flexible grouping**

Students will be progress monitored weekly and/or bi-weekly to monitor adequate progress with 80% or above accuracy. Students will be assessed weekly/bi-weekly to monitor reading fluency progress.

Teachers,  
Administration

Sep 1, 2016 to  
Jun 22, 2018

Action step is on track

Not started

**Assessment, Progress monitoring**

**Strategy 2**

If we do...

increase student attendance by reducing chronically truant and chronically absent students while establishing a shared understanding of accountability and strategies for improving effective approaches to attendance create focus on improving the attendance of students at the Pre-K level

...then we see...

parents who are more involved by making the effort to send their children to school on time on a daily basis, teachers who have a more respectful relationship with their students students, and a clearer understanding of the impact attendance has on academic performance and respectful social interactions between teacher and students.

...which leads to...

at least a 96% attendance rate and create a focus on improving attendance for students at the Pre-K level, as well as improving the students' average off-track rate of less than 4%.

Tags:

Attendance, Climate and Culture, Family and Community Engagement

Area(s) of focus:

2

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Implement daily monitoring actions using daily classroom checklists forms and hall bulletin boards in addition to teacher submission of daily attendance and making the data available to teachers and students daily helping to raise the profile of attendance to our daily goal of 96% each day.

Teacher,  
Administration, ILT

Sep 6, 2016 to  
Jun 16, 2017

Action step is on track-Classroom observations

Not started

**Attendance, Climate and Culture, Family and Community Engagement, Data, Accountability, Data analysis, Data tracking**

Use weekly and monthly incentives for all students while targeting chronically absent and chronically truant students using phone calls, written notices and home visits.

Teacher,  
Administration, ILT

Sep 1, 2016 to  
Jun 23, 2017

Action step is on track

Not started

**Attendance, Climate and Culture, Family and Community Engagement, Parental involvement**

Coordinate with outside agencies for weekly home visits for chronically truant and chronically absent students. Coordinate community agencies and businesses to provide services and supports to students, families, and the school.

Administration; ILT;  
Attendance  
Coordinator

Sep 1, 2016 to  
Sep 1, 2016

Action step is on track

Not started

**Attendance, Climate and Culture, Family and Community Engagement**

Keep daily logs of individual students who are absent and Establish effective school to-home and home-to school communications.

Teacher, Administration, ILT, clerk

Sep 1, 2016 to Jun 23, 2017

Logs will be submitted monthly

Not started

**Attendance, Climate and Culture, Family and Community Engagement, Data Use**

Use established best practices with pre-kindergarten classrooms also to improve attendance to set up positive attendance behavior patterns for improved attendance in the later grades. These will be weekly events.

Teacher, Administration, ILT

Jun 23, 2017 to Jun 23, 2017

Action step is on track

Not started

**Attendance, Climate and Culture, Family and Community Engagement, Data Use**

Use alternatives to out of school suspension such as teacher directed after school and lunch detention to reduce the number of absentees due to out of school suspension.

Administration, Teachers

Jun 23, 2017 to Jun 23, 2017

Dashboard attendance/discipline data will be monitored weekly

Not started

**Attendance, Climate and Culture, Family and Community Engagement, Data Use, Restorative approaches**

We will monitor attendance daily by utilizing the attendance monitor to coordinate with the classroom teacher to insure accuracy of attendance entry.

Teachers, Attendance monitor

Sep 1, 2016 to Jul 20, 2018

Action step is on track

Not started

**Attendance, Data Use**

Make daily announcements for classrooms having attendance of 95% or better on a daily basis.

Administration

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**Attendance, Attendance plan**

**Strategy 3**

If we do...

provide social emotional learning opportunities, develop a school wide behavior system, and transition from a punitive model of discipline to a restorative model,

...then we see...

Students who are having fewer behavior issues in the classroom, teachers using preventative strategies to manage student behavior, and parents with a more positive attitude towards the school.

...which leads to...

continuing to maintain misconduct rate at levels below the rate of 2 per 100 students and students using conflict resolution techniques. We will also see improved percentages on the My School, My Voice survey.

Tags:

College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Teachers will at 6-8th grades plan visits to high schools and colleges, and plan college and career fairs. These activities will provide students with opportunities to increase knowledge, reduce anxiety, and create excitement which helps them become college and career ready.

Teachers

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**College Access and Persistence, Culture of learning, Academic expectations, Student engagement, Career, High school**

Teachers will utilize the school-wide behavior system (Class Dojo) to create a safe classroom environment where all students are respectful of everyone's opinions and everyone will feel comfortable sharing out, take risks, realizing that every mistake is a teachable moment.

Teachers, Case Manager, Counselor

Sep 1, 2016 to Jun 23, 2017

Action step is on track-Classroom Dojo reports

Not started

**Behavior and Safety, Climate and Culture, SEL, Culture of learning, Shared leadership, Collective responsibility**

Activities will be utilized to increase parental involvement, to involve all stakeholders, and improve school relations and climate. (i.e. father daughter dance, family picnic, etc.)

Teachers, Administration

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**Family and Community Engagement, Parental involvement, Funding, School climate, Fundraising**

Restorative conferences and circles will be used in addition to traditional disciplinary or justice processes where appropriate.

Administration, teachers, parents

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**Restorative justice**

Use alternatives to out of school suspension such as teacher directed after school and lunch detention to reduce the number of absentees due to out of school suspension.

Administration

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**Attendance, Restorative approaches, Discipline**

Teachers will implement network provided conversation cards or equivalent to help foster in-depth discussions where students are respectful and find value in each other's opinion.

Teachers, Administration

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**Communication, Behavior supports;**

Teachers will continue to implement calm classroom twice a day (in the morning and after recess)

Teachers, Administration

Sep 1, 2016 to Jun 22, 2018

Action step is on track

Not started

**Behavior supports; Classroom environment**

7th and 8th grade will continue to partner with YMEN and peer prevention to foster appropriate social emotional behaviors.

Teachers, Administration

Jul 1, 2016 to Jun 22, 2018

Action step is on track

Behind

**SEL, Classroom environment**

Continue to utilize school developed programs such as I AM H.I.M. and Pearls of Distinction that foster higher self esteem and self pride.

Teachers, Administration

Jun 1, 2016 to Jun 22, 2018

Action step is on track

Behind

**SEL, Classroom environment, Positive behavior supports**

21st Century grant after school program will continue to provide safe extended day activities in grades 2-8 providing academic enrichment as well as social emotional component where they learn character building and leadership through sports, drama, mentoring, music etc.

Teachers, Administration

Jul 1, 2016 to Jun 22, 2018

Action step is on track

Behind

**21st century skills, After-school, Behavior supports;**

**Strategy 4**

If we do...

Create a leadership team that is responsible for implementing school wide initiatives for instruction and model structural norms, and implement the principal's vision for the school...

...then we see...

a well-attended ILT who analyzes data to maximize data-driven instruction, aligns resources and professional development, to support teacher implementation of the CIWP, create shared leadership and collective responsibility, and reinforces the message that all children are capable of academic success.

...which leads to...

A more cohesive environment of collaboration among all teachers students and stakeholders. Iso see improved REACH percentages on teacher observations resulting resulting in at least 90% of teachers being proficient or better in components 4d and 4e.

Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking

Area(s) of focus: 2, 4

Action step

Responsible

Timeframe

Evidence for status

Status



The ILT team will use a structured problem-solving process that will include steps such as identifying the issue by phrasing the issue as a question, brainstorming where there is success regarding the issue, identifying what is going on in the areas where success is being seen, brainstorming ways to incorporate identified successful practices into the problem area, develop a way(rubric) to measure success, record the plan for addressing the issue and sharing it with the staff during grade level meetings and staff development days.

ILT, Administration, Teachers

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**Professional Learning, ILT, Professional development, Data tracking, Problem of practice, Problem solving process**

The ILT team will create meeting protocols to guide its work. This will consist of establishing norms that the leadership team agree to honor. This will include logistics (meeting frequency, time and place), member attendance, decision-making process, and how the workload will be shared to address the action items. The ILT will ensure a 90% attendance rate of it's members via google calendar reminders, emails, and posted memo's.

ILT

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**Professional Learning, ILT, Shared leadership, Collaboration, Collective responsibility**

The ILT team will have authentic work reviews every 5 weeks. The team will create practices that help stay focused on quality instruction. ILT will use CCSS and teacher objectives to view and analyze student authentic work. Team will use teacher rubrics when reviewing students work.

ILT, Teachers, Administration

Sep 1, 2016 to Jun 23, 2017

Action step is on track-Calendar

Not started

**ILT, Common core, Communication, Shared leadership, Authentic tasks**

The ILT will create a Google calendar notifying teachers of when and how many grades are expected to be entered weekly. This will allow the team to keep track of on/off-task rates on a weekly basis. This will also benefit the parents by allowing them to track their child's academic progress on an accumulative basis.

Assistant Principal

Sep 1, 2016 to Sep 17, 2016

Action step is on track

Not started

**ILT, Academics, Parental involvement, On track, Communication, Data tracking**

The ILT will analyze EOY NWEA and TRC data to determine which resources were beneficial and whether new resources are needed.

ILT, Administration

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**ILT, Aligned resources, Resources, Data analysis, Data tracking, Data driven instruction**

The ILT team members will attend workshops, webinars, view videos and observe effective ILT's at other schools

ILT, Administration

Sep 1, 2016 to Jun 23, 2017

Action step is on track

Not started

**ILT, Professional development, Shared leadership**

To assist the ILT in continuous improvement, the team will rate themselves using the "ILT Effective Rubric" (found in Knowledge Center) as a tool to reflect on its effectiveness and identify areas of improvement.

ILT, Administration

Oct 1, 2016 to Oct 28, 2016

Action step is on track

Not started

**ILT, Shared leadership, Collaboration, Problem of practice, Cycles of continuous improvement**

The ILT will monitor communications between members and teacher teams by utilizing the collaboration logs to ensure that ILT action items are carried out with fidelity.

ILT, Administration

Sep 1, 2016 to Sep 21, 2018

Collaboration logs will be completed and collected weekly

Not started

**ILT, Communication, Monitoring**

The team will use the "ILT Effective Rubric" rubric to guide its effectiveness by focusing of a problem of practice in each session.

ILT, Administration

Sep 1, 2016 to Sep 30, 2016

Rubric will be completed

Not started

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>✚ Use EOY and BOY data to group students according to RIT bands for instruction. Teachers will work together in grade level bands to determine student groupings. .</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Literacy/Reading, Math, Science, Technology, Professional Learning, Data Use, Teacher Teams/Collaboration, Personalized Learning</p>	Administration/ILT and Classroom Teachers.	Sep 6, 2016	Sep 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ MTSS plan will be created for each student based on student ability as determined by assessments (Dibels-Mclass/NWEA/Achieve3000 Levelset, etc.). Those students who are tier 2 and 3 will be given additional time on task and supports. Progress reporting will be made to administration monthly.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Science, Technology, Social studies</p>	Classroom Teacher	Sep 6, 2016	Jun 16, 2017	Not started
<p>✚ In grades 3-8, teachers will use literacy and math end of lesson tests as a progress monitoring tool to assess comprehension, vocabulary, language arts, phonics strategies, number sense, operations &amp; algebraic thinking, measurement and data, geometry, and statistics and probability between the assessment windows for NWEA to determine areas of weakness.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Literacy/Reading, Math, Science, Diverse Learners, Assessment, Teacher Teams/Collaboration, Social studies, Instructional practices</p>	Classroom teacher	Sep 1, 2016	Jun 23, 2017	Not started
<p>✚ K-2 teachers will use BOY TRC data to plan daily small and whole group instruction using Fry sight word activities, Heggerty (phonemic awareness), literacy centers, and small guided reading groups.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Literacy/Reading, Math, Science, Core Instruction, Diverse Learners, Assessment, College Access and Persistence, Data Use, ILT, Social studies, Instructional practices</p>	Teacher, Administration, ILT	Sep 1, 2016	Jun 23, 2017	Not started
<p>✚ Teachers will use BOY and MOY NWEA data to group students according to RIT band. Teachers will plan instruction according to RIT Bands. Flexible grouping will take place throughout the year based on the skill being taught.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Literacy/Reading, Math, Diverse Learners, Assessment, Intervention, Data Use, Instruction, Instructional practices</p>	Teacher, Administration, ILT	Sep 1, 2016	Jun 23, 2017	Not started
<p>✚ Teachers will use differentiated instruction according to the needs of each student throughout the year; for example (literacy) read alouds, instructional sets, vocabulary workshop, whole group mini lessons, small group, and independent practice (math) math talks, problem of the day, enrichment, and extended and constructed response. The instruction will be determined by 75% or higher mastery for formative and summative assessments of the student.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Literacy/Reading, Core Instruction, Diverse Learners, Intervention, Instruction</p>	Teacher, Administration, ILT	Sep 1, 2016	Jun 23, 2017	Not started
<p>✚ Teachers will model strategies to improve classroom instruction Grades 3-8 will model and demonstrate Achieve 3000 Stretch Article and activity to improve strategies and classroom instruction.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Technology, Curriculum, Best practice</p>	Teachers	Sep 1, 2016	Jun 23, 2017	Not started
<p>✚ Grade Level Lead Teachers will collaborate at each grade level or grade band weekly to review and discuss how to target instruction to meet the needs of each student.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Instructional practices, Academic expectations, Data analysis, Coaching</p>	Teachers, Principal, Assistant Principal	Sep 1, 2016	Jun 23, 2017	Not started
<p>✚ NWEA goal setting sheets will be used to outline and discuss with each individual student and completed for each benchmark (BOY, MOY, and EOY) to ensure that students understand their current instructional and mastery level and set goals for progress at each benchmark.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Technology, Assessment, Data analysis, Data tracking, Data driven instruction</p>	Teachers, Assistant Principal	Sep 1, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Professional Development will be provided to teachers during the first week of school to enable them to effectively analyze performance data and grade level teams will continue meeting bi-weekly to analyze results and send the monthly reports to administration regarding progress and new initiatives.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Professional development, Best practice, Data analysis, Data driven instruction</p>	Administration	Sep 1, 2016	Sep 16, 2016	Not started
<p>✦ Teachers will display data walls in every classrooms K-8 showing BOY, MOY, and EOY student progress. Teachers must display data walls by the end of first week of completion of NWEA or Dibels results or reading.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Data Use, Best practice, Data driven instruction, Reading</p>	Teachers	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ 100% of students will complete the Achieve3000 levelset pretest each year.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Data Use, Parental involvement, Progress monitoring, Data tracking</p>	Teachers, Administration	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ K-2 teachers will use BOY and MOY TRC, Dibels, mclass math, and NWEA data to assign students a reading level using RAZ Kids and to assign students math skills using IXL. Teachers will utilize RAZ Kids and IXL reports to monitor student progress and to plan small group instruction. Students will continue to work on specific assigned skills/reading level until they achieve a minimum score of 80%.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Math, Data, Progress monitoring, Academic expectations, Data analysis, Data driven instruction, Reading</p>	Teachers	Sep 1, 2016	Apr 28, 2017	Not started
<p>✦ Mastery of the Standards for Mathematical Practice will be built into the foundations for the development of Mathematical Skills by 1.) Make sense of problems and persevere in solving them; 2.) Reason abstractly and quantitatively; 3.) Construct viable arguments and critique the reasoning of others; 4.) Model with mathematics; 5.)Use appropriate tools strategically; 6.) Attend to precision; 7.) Look for and make use of structure; 8.) Look for and express regularity in repeated reasoning.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Instructional practices, 21st century skills, Math curriculum, Instructional strategy, Mathematics, Problem solving process</p>	Administration	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Flexible student groups will be included in weekly lesson plans based on the skill being covered and student's MTSS level.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Assessment, Lesson plans, Skills assessment</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Teachers will also provide feedback regarding students' progress to parents monthly.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Progress monitoring, Feedback</p>	Teachers,	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Students will also utilize IXL, Khan Academy and Think Through Math with 75% accuracy. Grades Pre k -2 will utilize Raz Kids and IXL with the same degree of fidelity.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Literacy/Reading, Technology, Assessment, Progress monitoring, Mathematics</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ At least 80% of Mason students will utilize Achieve3000 with fidelity scoring at least 75% or better on the first try completing 2 lesson per week minimum and teachers will monitor this and provide this report to administration.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Literacy/Reading, Technology, Progress monitoring, Mathematics</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Heggerty will be used during small group for intensive students. Teachers will progress monitor students regularly and adjust grouping as needed.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, MTSS, Literacy/Reading, Instruction, Small group instruction, Flexible grouping</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Students will be progress monitored weekly and/or bi-weekly to monitor adequate progress with 80% or above accuracy. Students will be assessed weekly/bi-weekly to monitor reading fluency progress.</p> <p>Tags: MTSS, Literacy/Reading, Math, Science, Core Instruction, Technology, Diverse Learners, Assessment, Attendance, College Access and Persistence, Climate and Culture, Data Use, Teacher Teams/Collaboration, Social studies, Instruction, Assessment, Progress monitoring</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Implement daily monitoring actions using daily classroom checklists forms and hall bulletin boards in addition to teacher submission of daily attendance and making the data available to teachers and students daily helping to raise the profile of attendance to our daily goal of 96% each day.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement, Data, Accountability, Data analysis, Data tracking</p>	Teacher, Administration, ILT	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Use weekly and monthly incentives for all students while targeting chronically absent and chronically truant students using phone calls, written notices and home visits.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement, Parental involvement</p>	Teacher, Administration, ILT	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Coordinate with outside agencies for weekly home visits for chronically truant and chronically absent students. Coordinate community agencies and businesses to provide services and supports to students, families, and the school.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement</p>	Administration; ILT; Attendance Coordinator	Sep 1, 2016	Sep 1, 2016	Not started
<p>✦ Keep daily logs of individual students who are absent and Establish effective school to-home and home-to school communications.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement, Data Use</p>	Teacher, Administration, ILT, clerk	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Use established best practices with pre-kindergarten classrooms also to improve attendance to set up positive attendance behavior patterns for improved attendance in the later grades. These will be weekly events.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement, Data Use</p>	Teacher, Administration, ILT	Jun 23, 2017	Jun 23, 2017	Not started
<p>✦ Use alternatives to out of school suspension such as teacher directed after school and lunch detention to reduce the number of absentees due to out of school suspension.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Climate and Culture, Family and Community Engagement, Data Use, Restorative approaches</p>	Administration, Teachers	Jun 23, 2017	Jun 23, 2017	Not started
<p>✦ We will monitor attendance daily by utilizing the attendance monitor to coordinate with the classroom teacher to insure accuracy of attendance entry.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Data Use</p>	Teachers, Attendance monitor	Sep 1, 2016	Jul 20, 2018	Not started
<p>✦ Make daily announcements for classrooms having attendance of 95% or better on a daily basis.</p> <p>Tags: Attendance, Climate and Culture, Family and Community Engagement, Attendance, Attendance plan</p>	Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Teachers will at 6-8th grades plan visits to high schools and colleges, and plan college and career fairs. These activities will provide students with opportunities to increase knowledge, reduce anxiety, and create excitement which helps them become college and career ready.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, College Access and Persistence, Culture of learning, Academic expectations, Student engagement, Career, High school</p>	Teachers	Sep 1, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will utilize the school-wide behavior system (Class Dojo) to create a safe classroom environment where all students are respectful of everyone's opinions and everyone will feel comfortable sharing out, take risks, realizing that every mistake is a teachable moment.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, Behavior and Safety, Climate and Culture, SEL, Culture of learning, Shared leadership, Collective responsibility</p>	Teachers, Case Manager, Counselor	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Activities will be utilized to increase parental involvement, to involve all stakeholders, and improve school relations and climate. (i.e. father daughter dance, family picnic, etc.)</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, Family and Community Engagement, Parental involvement, Funding, School climate, Fundraising</p>	Teachers, Administration	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ Restorative conferences and circles will be used in addition to traditional disciplinary or justice processes where appropriate.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, Restorative justice</p>	Administration, teachers, parents	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Use alternatives to out of school suspension such as teacher directed after school and lunch detention to reduce the number of absentees due to out of school suspension.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, Attendance, Restorative approaches, Discipline</p>	Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Teachers will implement network provided conversation cards or equivalent to help foster in-depth discussions where students are respectful and find value in each other's opinion.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, Communication, Behavior supports;</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ Teachers will continue to implement calm classroom twice a day (in the morning and after recess)</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, Behavior supports;, Classroom environment</p>	Teachers, Administration	Sep 1, 2016	Jun 22, 2018	Not started
<p>✦ 7th and 8th grade will continue to partner with YMEN and peer prevention to foster appropriate social emotional behaviors.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, SEL, Classroom environment</p>	Teachers, Administration	Jul 1, 2016	Jun 22, 2018	Behind
<p>✦ Continue to utilize school developed programs such as I AM H.I.M. and Pearls of Distinction that foster higher self esteem and self pride.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, SEL, Classroom environment, Positive behavior supports</p>	Teachers, Administration	Jun 1, 2016	Jun 22, 2018	Behind
<p>✦ 21st Century grant after school program will continue to provide safe extended day activities in grades 2-8 providing academic enrichment as well as social emotional component where they learn character building and leadership through sports, drama, mentoring, music etc.</p> <p>Tags: College Access and Persistence, Behavior and Safety, Behavior, Teacher teams, Problem solving process, High school, 21st century skills, After-school, Behavior supports;</p>	Teachers, Administration	Jul 1, 2016	Jun 22, 2018	Behind
<p>✦ The ILT team will use a structured problem-solving process that will include steps such as identifying the issue by phrasing the issue as a question, brainstorming where there is success regarding the issue, identifying what is going on in the areas where success is being seen, brainstorming ways to incorporate identified successful practices into the problem area, develop a way(rubric) to measure success, record the plan for addressing the issue and sharing it with the staff during grade level meetings and staff development days.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, Professional Learning, ILT, Professional development, Data tracking, Problem of practice, Problem solving process</p>	ILT, Administration, Teachers	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ The ILT team will create meeting protocols to guide its work. This will consist of establishing norms that the leadership team agree to honor. This will include logistics (meeting frequency, time and place), member attendance, decision-making process, and how the workload will be shared to address the action items. The ILT will ensure a 90% attendance rate of it's members via google calendar reminders, emails, and posted memo's.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, Professional Learning, ILT, Shared leadership, Collaboration, Collective responsibility</p>	ILT	Sep 1, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ The ILT team will have authentic work reviews every 5 weeks. The team will create practices that help stay focused on quality instruction. ILT will use CCSS and teacher objectives to view and analyze student authentic work. Team will use teacher rubrics when reviewing students work.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, ILT, Common core, Communication, Shared leadership, Authentic tasks</p>	ILT, Teachers, Administration	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ The ILT will create a Google calendar notifying teachers of when and how many grades are expected to be entered weekly. This will allow the team to keep track of on/off-task rates on a weekly basis. This will also benefit the parents by allowing them to track their child's academic progress on an accumulative basis.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, ILT, Academics, Parental involvement, On track, Communication, Data tracking</p>	Assistant Principal	Sep 1, 2016	Sep 17, 2016	Not started
<p>✦ The ILT will analyze EOY NWEA and TRC data to determine which resources were beneficial and whether new resources are needed.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, ILT, Aligned resources, Resources, Data analysis, Data tracking, Data driven instruction</p>	ILT, Administration	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ The ILT team members will attend workshops, webinars, view videos and observe effective ILT's at other schools</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, ILT, Professional development, Shared leadership</p>	ILT, Administration	Sep 1, 2016	Jun 23, 2017	Not started
<p>✦ To assist the ILT in continuous improvement, the team will rate themselves using the "ILT Effective Rubric" (found in Knowledge Center) as a tool to reflect on its effectiveness and identify areas of improvement.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, ILT, Shared leadership, Collaboration, Problem of practice, Cycles of continuous improvement</p>	ILT, Administration	Oct 1, 2016	Oct 28, 2016	Not started
<p>✦ The ILT will monitor communications between members and teacher teams by utilizing the collaboration logs to ensure that ILT action items are carried out with fidelity.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking, ILT, Communication, Monitoring</p>	ILT, Administration	Sep 1, 2016	Sep 21, 2018	Not started
<p>✦ The team will use the "ILT Effective Rubric" rubric to guide its effectiveness by focusing of a problem of practice in each session.</p> <p>Tags: Literacy/Reading, Math, Data Use, ILT, Resources, Shared leadership, Data analysis, Data tracking</p>	ILT, Administration	Sep 1, 2016	Sep 30, 2016	Not started

## Fund Compliance

### Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

### NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent Plan

#### Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

The local school council is intimately involved with the formulation of the CIWP (Continuous Improvement Work Plan). Parent's opinions are gauged on a regular basis during the monthly LSC meetings, on the My Voice My School Survey and their participation is very important. Additionally, we maintain a parent room for active parents who are here on a daily basis.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school does conduct the annual "State of the School" and the NCLB/Title 1 compliance meeting each year and submits all appropriate paperwork to school liaison Pamela Price. The annual meeting was held on September 28th, 2016 for the 2016-2017 SY. The School sets yearly LSC dates at the organizational meeting in July as well as sets the PAC yearly dates. The PAC Organizational meeting will take place this year on Wednesday, October 5th, 2016. We send monthly meeting notices as well as a monthly newsletter and calendar. In each of these meetings all stakeholders report as well as an extensive monthly principal's report. Additionally, parents can meet with teachers as scheduled on teacher preparation periods. Also at report card pick-up times parents are strongly encouraged to come for parent/teacher conferences.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

The school hosts an annual "Open House" at which information is disseminated regarding NCLB, standardized assessments results, goals and projections as well as many other expectations between home and school. Parents have an opportunity at this time to visit classrooms to discuss classroom and individual student goals for the school year.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The PAC meets regularly and all suggestions are referred to the Principal and to the Local School Council. Additionally, we use the open forum portion of each LSC meeting to address any issues, questions or concerns that parents may have. In the event of suggestions we will implement them as long as they are in keeping with Chicago Public Schools policies and procedures.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

The State of Illinois provides reports to parents on the State assessment along with a guide on how to read and interpret score results. We will distribute these reports as soon as they are received and answer any additional questions that parents may have.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

We will follow all state guidelines and procedures in notifying parents of a teacher NHQ status. In organizing each year, we will place teachers in classes and subject areas that match their qualifications and certifications. In the event of an issue we work with human resources to resolve the issue expeditiously.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their



child's progress; and how to work with educators. Please describe how this will be accomplished.

The school hosts an annual "Open House" at which information is disseminated regarding NCLB, standardized assessment, and other expectations. The PAC, LSC and other organizations are encouraged to present to the parents any pertinent information regarding NCLB and related services. Also, on the first day of school parents will receive a packet of information. The packet will include information about assessments and promotion criteria. Teacher's and administration will conference with parents as requested and/or needed.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

We will purchase on-line resource programs for supplemental student learning, such as Achieve3000, IXL, Raz Kids and Reading A-Z that students can use both in and out of school for practice and skill attainment. Students can use computer, tablet, smart phones, etc... to access program for practice. School will obtain school licenses for each of the programs.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Every parent outreach program (family literacy night, open house, parent-teacher conferences) etc.. Is fully attended by the Roswell B. Mason staff to optimize those opportunities to meet with parents and discuss students. Additionally, we have a welcoming culture for parents and make sure they are comfortable visiting whenever needed. We have a parent room that is well attended at many periods throughout the school year.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Again, we conduct many parental events and workshops to involve parents more fully and inclusively in the school environment. We send parental notices, newsletters and calendars to advise parents of upcoming events so that they can plan to attend or send representation.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All documentation related to the academic progress of students is made available to parents in their native language along with the guides for interpretation. Additionally, teacher and administration will explain further where needed. Monthly newsletters and calendars are distributed at the beginning of each month.

#### Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

#### Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

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 (PLC), which encourages both personal and collective growth.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Roswell B. Mason holds two parent conferences each year. SY16-17 Quarter 1 and Q3. We also have our back to school night open house the first week of school. We will also do the same SY 17-18.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

State assessments results will be distributed as they are received. Additionally students will receive progress reports or report cards every five weeks. Parents can also use parent portal to check student daily progress

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Roswell B. Mason provides the opportunity for parents to meet with any staff member by scheduling a meeting time with the school clerk or the teacher during their preparation period.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents are able to complete a volunteer packet in the office. When the parent receives clearance from CPS the school will notify them and give them a schedule of classrooms in need of their services. If parents want to just visit for a day they will be assigned duties.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

We will keep parents abreast of their students progress at all times and give them password and information for the parent portal so they can check progress frequently. Attendance notices will be sent where warranted. We will also actively recruit parents for obtaining their logins for Parent Portal.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

The school remains open to all suggestions from parents on matters concerning the education of their children. Administration and teachers will work with parents to ensure a flow of communication.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will have regular input through development of student council. This council insures good communication by making a connection with administration and teachers. Student incentives will be provided as well to keep students encouraged. Students will be kept abreast of their NWEA targets and goals on a regular basis for BOY, MOY and EOY.

Parent Budget

Complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Goals and Activities FY16

- Increase parental inv. with the goal of educating parents to support their children's learning
- Provide information for parents to increase their knowledge and activism to increase advocacy.
- Provide a forum for parents to become an integral part of the educational process

Goals and Activities FY17

- Increase parental inv. with the goal of educating parents to support their children's learning
- Provide information for parents to increase their knowledge and activism to increase advocacy.
- Provide a forum for parents to become an integral part of the educational process

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$	Amount .00
53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	Amount .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC	\$	295 .00

meetings, trainings and workshops.

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54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	600	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	2059	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00

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