Roswell B Mason Elementary School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Shamona McDaniel	Teacher/Case Manager	sqmcdaniel@cps.edu	Has access
Lee McLaurin	Assistant Principal	lemclaurin@cps.edu	No Access
Muna Rankin	Teacher	mrankin@cps.edu	Has access
Rashonda Spears	Teacher	Rnspears@cps.edu	Has access
Tiffany Banks	Teacher	Tsbanks@cps.edu	Has access
Rita McNeal	Teacher	Rymcneal@cps.edu	Has access
Dionne Brown	Teacher	Dcbrown@cps.edu	Has access
Sylvia Jackson	Teacher	Sjjackson2@cps.edu	Has access
Tonya Tolbert	Principal	tytolbert@cps.edu	Has access
Allen Bryant	Teacher	abtyant2@cps.edu	Has access
Tracey Scott	LSC Member		No Access

Team meetings

Date	Participants	Topic

05/07/2018	ILT Team	Strategy #3 Action Steps
05/03/2018	ILT Team	Strategy #2 Action Steps
04/12/2018	ILT Team	Strategy #1 Action Steps
02/21/2018	ILT Team	SEF Development
02/22/2018	ILT Team	SEF Develpment
02/19/2018	ILT Team	SEF Development
03/07/2018	ILT Team	Development of Strategies
03/21/2018	ILT Team	Development of Strategies
03/14/2018	ILT Team	Development of Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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.

Score

1   2   **3**   4

The 5 essentials shows that we're strong in Leadership and collective responsibility. The weakest area is Teacher influence. We have improved from 28% of teachers feeling that they have significant influence over how discretionary money is used to 20% - 60% feel they have a great deal of influence.. We have increased the amount of teachers feeling they have influence over determining the context of professional development held at the school from 44% to almost 80% of teachers. We have increased to 75%, the amount of teachers that feel they set the standards for student behavior, and in the previous CIWP it was 56%

100% 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.
This data shows that this area has improved by 20% since the previous CIWP.

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. 100% feel that she puts students ahead of political interest. 95 % feel that the principal has confidence in their expertise. 96% 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.
- Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

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

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 previous CIWP and currently are showing as neutral in collective responsibility. When we have PD, though, we do not often seek feedback from the sessions. This is a weak point.
>
> 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.

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules	

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

Score

1 2 **3** 4

priority subject areas.

We have implemented block scheduling at all of the grade levels. Block scheduling ensures that the instructional program has order and structure. Diverse Learners are now in the classroom with their general education peers. There are also intervention sessions for reading and mathematics at the 7th and 8th grade levels. Realignment of gym and art 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. Purchase and use of additional Chromebooks in various classrooms are useful for Achieve 3000 and IXL usage. An uninterrupted reading block comprises, at the primary level, phonemic awareness, phonics, fluency, vocabulary and comprehension.

"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 a 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	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	

✓ Aligning Resources with Priorities: Focusing on What Matters Most
✓ Instructional Supports
✓ Strategic Source Vendor List
✓ CPS Instructional Time Guidelines: Elementary School Overview
✓ CPS Instructional Time Guidelines: High School Overview
✓ CPS Instructional Block Guidance: K-2 Literacy
✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

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 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 attainment scores on the NWEA.

The five essentials shows that, 86%, which as increase from a previous rate of 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. 99% of teachers, where it was previously 89%, 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.
100% of teachers feel that once we start a new program, we follow up to make sure that it's working which improved from 66% during the previous CIWP. 95% of 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.
90% 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' administer the reach performance task at the beginning and end of the year to measure student's growth to monitor effective teaching practices.

Guide for Curriculum

- **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
  - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy
✓ CPS Literacy Scope and Sequence
✓ CPS Math Scope and Sequence Guidance
✓ Digital Citizenship Curriculum
✓ K-12 Financial Literacy Guide
✓ Personal Finance 3.0 Course
✓ Physical Education Scope & Sequence
✓ Health Education Scope & Sequence
✓ Interdisciplinary African & African American Studies Curriculum
✓ Interdisciplinary Latino and Latin American Studies Curriculum

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

The Chicago Board of Education advised a list of recommended literacy and math materials, of those materials we chose GoMath for 6-8 and for K-5 we chose MyMath. We have digital resources for the students. Achieve 3000, IXL, I-Progress Monitor, and Measuring up 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. All students have at least 5-10 Chromebooks each in their classroom, in addition to the option use of 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.

We have updated our literacy materials after having the previous set for 6+ years. We recently purchased, Reading Street for K-5 and My Perspectives for Grades 6-8. These were deemed to be the best aligned to the common core standards according to the Basil Alignment Project. We use supplemental materials to fill the void. For the lower grade levels, We supplement using Sing, Spell, Read, Write, MCP, Reading A-Z, and Haggerty Phonics. We also utilize the the Literacy Content Framework. We are currently using the Instructional pacing guide provided by Network 5 for reading and Math.

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/upgraded 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

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

> 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(Reading A-Z).
>
> 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 pacing guide given to us by Network 5 for literacy and mathematics. These materials support rigor in the classroom and prepare students for college and career readiness.
>
> During our walk-through and administrative observations, 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. The online component and books for Measure Up program were recently purchased, as well.

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). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

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)

Score

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. The high fair traditionally has been for eight grade students, but we recently additionally included the 7th grade students, as well. Mason recognizes the the importance of early intervention/exposure to the high school environment and the high school application process. We will have recently implement the program Naviance as well as utilized the new CPS application, GoCPS.. 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, CTE recruitment fairs, 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 CTE Pathways around career options
    - 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 8th Grade Algebra to all eligible 8th 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.
- Provide opportunities for Dual Credit/Dual Enrollment
    - **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.
        - Equipping students and families with persistence strategies. (College Persistence Toolkit)
        - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

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,although it has not been fully implemented in all classes, many teachers have improved their instructional practices which have promoted
Mason school to a level 1+ school. Within the last two years, we have increased our overall scores in
attainment and growth when compared to school like ours. Although there have been improvement in targeted subgroups, we still feel that more and improved utilization of flexible grouping is needed. One of the issues that we have
seen is types of questioning used to elicit desired responses from students during classroom discussion and language used during student to student discourse. We have been participating in Network led training sessions to utilize additional classroom strategies to improve classroom instructional practices.

We have very talented teachers at Mason. Fortunately, our teacher are not 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 NWEA 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.
- ○ **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum	

CPS SCHOOL EXCELLENCE FRAMEWORK 10

Balanced Assessment & Grading:

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.

Score

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 is then used to help teachers plan for future lesson plans.

Teachers complete lesson plans weekly. The plans include daily formative assessments. Summative assessments are completed after every 5 weeks based on Common Core Standards and the Network 5 Pacing guide.

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 target. 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. Teachers have learned how to access impact at home, still need improvement in inputting grades on a more consistent basis. Teachers are now required to enter in grade book, the common core standard that the various assignments are addressing.

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

As evident 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, Performance task, are used to assess student growth. Saddlier & Oxford and Measuring up are also a resource for 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 **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.
    - 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	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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-5 Teachers have implemented a universal 120 minute reading 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 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. 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 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.

Guide for Multi-Tiered System of Supports

- **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) 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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Culture for Learning:

Score

1   2   **3**   4

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.

> 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.
> Teachers will need to improve their intervention and MTSS data collections to attempt to correct issues that the students have academically and behaviorally
> 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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

Relational Trust:

Score

1 2 **3** 4

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.

> 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 who they feel need 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 4th 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. Teachers meet students with a friendly greeting every morning to ensure that everyone's day starts off with a positive interaction.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Now WHAT? Materials to Support Improvement Planning
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

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 2017 My Voice My School Survey reports 80% of 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 82% of
> students felt their peers feel it is important to come to school daily .
> 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 SCORE elementary Sports Program through funding provided by CPS. The students enjoy basketball, volleyball, and track. Also, within the school we have programs to support social/emotional and attendance.
> 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

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.

- Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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 2017 survey the children have several safety concerns . 32% of students reported worrying about
crime and violence outside of the school. 80% of students feel safe in the bathrooms, and 90%
feel safe in the hallways. 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. We have a full-time CPS security guard on the premises.
New Walkie-Talkies have been purchased to improve communication.
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 7th and 8th graders have continued the relationship
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 activites.

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.
- **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.
- **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
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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.
> According to Dashboard data, we have continued to maintain low suspension numbers is less than 1 per 100. We have the Calm Classrooms program being implemented and utilized to create a calm environment within the classroom environment, and also 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.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

Score

1   2   **3**   4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

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 around 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 for student involvement. We also hold a State of the School Address yearly.
 Wehave 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 which allows us to involve parents by
offering computer classes and partnering with other schools to offer GED classes. 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 and Family 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

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 4 5 ⌀
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⌀
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ⌀
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⌀
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⌀

3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Instruction	**1** 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 **3** 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent and Family 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: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	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

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
We are setting the goal for 70% which will mean that we will continue to maintain our 1+ status. We may exceed that percentile but that is what is minimally needed.	99.00	98.00	70.00	70.00	70.00
National School Growth Percentile - Math					
We are setting the goal for 70% which will mean that we will continue to maintain our 1+ status. We may exceed that percentile but that is what is minimally needed.	97.00	94.00	70.00	70.00	70.00
% of Students Meeting/Exceeding National Ave Growth Norms					
We are currently at the 61st percentile and are looking to get to 70th percentile by SY20	66.70	61.00	70.00	65.00	70.00
African-American Growth Percentile - Reading					
We are setting the goal for 70% which will mean that we will continue to maintain our 1+ status. We may exceed that percentile but that is what is minimally needed. Our only sub groups are African American and Diverse Learners	99.00	98.00	70.00	70.00	70.00
Hispanic Growth Percentile - Reading					
Not enough students for a sub-group	*(Blank)*	*(Blank)*	0.00	0.00	0.00
English Learner Growth Percentile - Reading					

Not enough students for a sub-group	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Reading

We are setting the goal for 70% which will mean that they are keeping pace and meeting their growth projections.	99.00	99.00	70.00	70.00	70.00

African-American Growth Percentile - Math

We are setting the goal for 70% which will mean that we will continue to maintain our 1+ status. We may exceed that percentile but that is what is minimally needed. African American and Diverse Learners are only sub-groups.	97.00	94.00	70.00	70.00	70.00

Hispanic Growth Percentile - Math

Not enough students for a sub-group	(Blank)	(Blank)	0.00	0.00	0.00

English Learner Growth Percentile - Math

Not enough students for a sub-group	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner Growth Percentile - Math

We are setting the goal for 50% for our diverse learners which will mean that they are keeping pace and meeting their growth projections	99.00	99.00	50.00	50.00	50.00

National School Attainment Percentile - Reading (Grades 3-8)

We are setting the goal for 80% which will mean that we will continue to maintain our 1+ status. Our continuing growth projections increase will increase our attainment percentage.	54.00	79.00	60.00	80.00	80.00

National School Attainment Percentile - Math (Grades 3-8)

We are setting the goal for 60% which will mean that we will continue to maintain our 1+ status. Our continuing growth projections increase will increase our attainment percentage.	32.00	52.00	40.00	60.00	70.00

National School Attainment Percentile - Reading (Grade 2)

We have done well with our 2nd grade population but do to the fact that each group is a new group of students are goal will be to achieve 75% attainment yearly.	77.00	83.00	80.00	75.00	75.00

National School Attainment Percentile - Math (Grade 2)

We have done well with our 2nd grade population but do to the fact that each group is a new group of students are goal will be to achieve 75% attainment yearly.	48.00	79.00	50.00	75.00	75.00

% of Students Making Sufficient Annual Progress on ACCESS

Not enough students for a sub group	(Blank)	(Blank)	0.00	0.00	0.00

Average Daily Attendance Rate

We have and continue to struggle with attendance and hope to minimally maintain 95% minimally.	95.80	94.70	96.00	95.00	95.50

My Voice, My School 5 Essentials Survey

We want to continue to improve and maintain our "Well Organized" Green Status.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)

Custom metrics

0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...

Provide high quality targeted professional development, with a focus on data-driven differentiation with a clear progress monitoring structure and established targets and goals

...then we see...

A highly effective ILT driving a strategic plan for high quality teaching and increased stakeholder engagement.

...which leads to...

On an annual basis, we will have at least 65% of our students meeting or exceeding their NWEA national growth projections in READING AND MATH.

Tags:
Math, ILT, Professional development, Balanced literacy, 1 guided reading, Achieve 3000, Nwea data

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
The ILT team will use appropriate meeting protocols to establish norms and address the action items. The ILT will ensure a 90% attendance rate of it's members via google calendar reminders, emails, and posted memos.	Administration, ILT	Aug 19, 2018 to Sep 16, 2018	Not started

Attendance, ILT, Data, Meetings, Actions

By the first week of September leadership will establish an MTSS team which will be responsible for monitoring students requiring Tier 2 and Tier 3 interventions. Progress monitoring will be made to administration on a monthly basis.	Administration, Case Manager, Teachers	Aug 26, 2018 to Sep 7, 2018	Not started

MTSS, Progress monitoring, Mclass, Dibels, Monitoring, Benchmark assessment

To progress monitor student acquisition of Common Core State Standards, after each five-week assessment window, teacher teams will analyze and action plan around Reading and Math outcomes and share with ILT for feedback.	Classroom Teachers	Sep 4, 2018 to Jun 14, 2019	Not started

Math, Assessment, Progress moniorting, Common core state standards, Lieracy

During week one of professional development (8/27-8/31) teachers will receive professional development on the use of differentiated instruction strategies to be implemented and monitored by the ILT throughout the school year.	Teachers	Aug 27, 2018 to Aug 31, 2018	Not started

Differentiated instruction, Flexible grouping, Summative assessment, Whole group instruction, Lieracy

On a weekly basis, grade level lead teachers will collaborate to review and establish how to target instruction to meet the needs of each student. Information will be shared bi-weekly during ILT meetings.	Teachers, Lead Teachers/ILT	Aug 27, 2018 to Jun 14, 2019	Behind

Instruction, Grade level meetings, Monitoring, Targeted instruction

By the end of September, NWEA goal setting will be completed for each student in math and reading and reviewed after each testing window to hold students accountable for their mastery level and set goals around improving attainment level.	Teachers	Aug 27, 2018 to Sep 28, 2018	Behind

Nwea, Expectations and goals, Goals, Benchmark assessment

Professional Development will be provided to teachers during the first week of school to enable them to effectively analyze performance data and utilize it to inform instructional strategies.	Adminstration, ILT	select	Behind

Professional development, Accountability, Instructional strategies, Analyze data

Grade level teams will continue meeting bi-weekly to analyze results and send the monthly reports to administration regarding progress and new initiatives.	Teachers	select	Behind

Progress moniorting, Grade level teams, Analysis of data, progress monitoring, rit instruction, small group instruction

Monitor classrooms daily using checklists forms and hall bulletin boards in addition to teacher submission of daily attendance to meet to our daily attendance goal of 96% each day.	Teachers, Administration	select	Behind

Attendance, Monitoring, Goals

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

ILT, Nwea, Trc, Dibel, Anaylze data

ILT members will attend workshops, webinars, view videos and observe effective ILT's at other schools	ILT, Administration	select	Behind

ILT, Professional development

After each testing window, teachers will conduct student goal review to inform students of progress made towards achieving their EOY target.	Teachers	Sep 4, 2018 to Jun 14, 2019	Behind
After MOY and EOY testing, leadership will conduct an NWEA and Attendance goal celebration which focuses on students making progress to their goals.	Administration, Teachers	Dec 3, 2018 to Jun 14, 2019	Behind
On a monthly basis, the ILT will use classroom walk-throughs and observations to assess the implementation of school provided professional development to identify future areas of targeted PD.	ILT, Administration	Sep 3, 2018 to Jun 14, 2019	Behind
By the end of January, the ILT will conduct an assessment of semester one PD implementation and identify PD focus for semester two to be provided in February.	*(Blank)*	select	Behind
In February, the ILT will develop a PD based on data analysis of semester one PD implementation. PD will be delivered by the end of February.	ILT, Administration	Feb 1, 2019 to Feb 28, 2019	Behind
By the end of May, the ILT will conduct an assessment of semester two PD implementation and identify PD focus for semester one of SY20.	*(Blank)*	select	Behind

Strategy 2

If we do...	...then we see...	...which leads to...
If our diverse leadership team provides targeted professional development with clear expectations around routines and procedures	The implementation of a distributive leadership model with well defined systems and structures supporting a culture which focuses on academic success for all learners	On an annual basis, we will see our student growth percentile in both MATH and READING meeting or exceeding the 70th percentile

Tags:
Leadership, Professional development, Expectations, Procedure, Well managed routines

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
By the first week of September, we will have an established ILT team representing all instructional levels and disciplines.	Teachers	select	Behind

Progress moniorting, Instructional resources, Curriculum resources

Action step	Responsible	Timeframe	Status
PD will be provided by administration during the month of September to ensure ILT team is trained to properly analyze data, conduct root cause analysis, and proper protocol of completing action items.	Leadership	Sep 4, 2018 to Sep 28, 2018	Behind
By the second week of September, the ILT will establish meeting norms and expectations, grade level leads, and agenda priorities.	(Blank)	select	Behind
By the end of September ILT leads will identify and partner with other highly effective ILT's to develop and share "Best Practices."	Leadership	Sep 4, 2018 to Sep 28, 2018	Not started
By the end of September, all grade levels will establish and receive feedback from ILT on progress monitoring measures to be used throughout the school year in measuring academic performance as it pertains to student goals.	(Blank)	select	Behind
On a monthly basis, within grade level teams, teachers will assess and inform instruction based on their identified progress monitoring measures.	Teachers	select	Behind

Literacy/Reading, Progress monitoring, Smalll group instruction, Skills assessment, Goals

Action step	Responsible	Timeframe	Status
On an ongoing basis, Teachers will keep a portfolio of student progress toward achieving growth goals established and will be utilized during grade level team meetings and observations. Portfolios will include prescriptions using supplemental programs.	Teachers	Sep 4, 2018 to Jun 14, 2019	Behind

Technology, Curriculum, Software, Curriculum resources

Action step	Responsible	Timeframe	Status
By the end of February, 2nd round professional development will be provided by administration to ensure ILT team is trained to properly analyze data, conduct root cause analysis, and proper protocol of completing action items.	(Blank)	select	Not started

Action step	Responsible	Timeframe	Status
At the completion of BOY, MOY and EOY testing sessions, the ILT will implement strategies learned during the PD to identify root causes and develop building level action plans.	(Blank)	select	Not started
On a quarterly basis, our ILT will engage in peer development sessions with other school ILT's to share in learning and identify common gaps.	Leadership, ILT	select	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
If our leadership team supports a collaborative staff and provides a standards based scope and sequence with clear progress monitoring expectations	The implementation of high-quality standards-based instruction supported through an aligned support system	By the end of SY20, our school will achieve at least the 70th percentile in both MATH and READING as measured by the NWEA national school attainment percentile

Tags:

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
During the beginning of the year professional development (week of August 27th-31st), teachers will be provided with expectations of scope and sequence, pacing, progress monitoring, and 5 week assessments.	(Blank)	select	Not started
Teachers will use five week assessments in Reading and Math to progress monitor student acquisition of Common Core State Standards.	Teachers, Administration	select	Behind

Math, Ela, Common core, Progress monitoring, Assessment data, Benchmark assessment

Use EOY and BOY data to group students for instruction according to RIT bands. Teachers will use flexible grouping ensuring groups are fluid according to current skill being taught.	Teachers	select	Behind

Nwea, Flexible grouping, Instructional strategies, Dibels, Rit bands, Data collection

Monthly teachers will receive evaluative feedback from administration with regard to scope and sequence, pacing and progress monitoring.	(Blank)	select	Not started
During monthly teacher team meetings teachers will collaboratively develop action plans to address gaps identified by administrative feedback around scope and sequence, pacing and progress monitoring.	(Blank)	select	Not started
ILT on a five-week basis will conduct building level analysis of assessment results to drive teacher team meeting action plan development and agendas.	(Blank)	select	Not started
After each five-week assessment windows, grade level teams will utilize assessment results to revise prescriptions, re-mediate deficiencies and identify standards of focus.	(Blank)	select	Not started

By the end of September administration will identify and partner with other schools to develop five-week assessments based on the scope and sequence for each grade level.

(Blank)

select

Not started

Action Plan

Strategy 1

NOT STARTED

The ILT team will use appropriate meeting protocols to establish norms and address the action items. The ILT will ensure a 90% attendance rate of it's members via google calendar reminders, emails, and posted memos."

Aug 19, 2018 to Sep 16, 2018 - Administration, ILT

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

NOT STARTED

By the first week of September leadership will establish an MTSS team which will be responsible for monitoring students requiring Tier 2 and Tier 3 interventions. Progress monitoring will be made to administration on a monthly basis."

Aug 26, 2018 to Sep 07, 2018 - Administration, Case Manager, Teachers

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
The team will use Dibels/MClass, NWEA, and Achieve 3000 Level set testing.

NOT STARTED

To progress monitor student acquisition of Common Core State Standards, after each five-week assessment window, teacher teams will analyze and action plan around Reading and Math outcomes and share with ILT for feedback."

Sep 04, 2018 to Jun 14, 2019 - Classroom Teachers

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Five-week assessment results and action plans

NOT STARTED

During week one of professional development (8/27-8/31) teachers will receive professional development on the use of differentiated instruction strategies to be implemented and monitored by the ILT throughout the school year."

Aug 27, 2018 to Aug 31, 2018 - Teachers

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Observations, feedback forms and REACH process

BEHIND

On a weekly basis, grade level lead teachers will collaborate to review and establish how to target instruction to meet the needs of each student. Information will be shared bi-weekly during ILT meetings."

Aug 27, 2018 to Jun 14, 2019 - Teachers, Lead Teachers/ILT

Status history

○ May 29

BEHIND | May 29, 2018
Problem
Targeted instructional plans
Root Cause
Next steps

BEHIND

By the end of September, NWEA goal setting will be completed for each student in math and reading and reviewed after each testing window to hold students accountable for their mastery level and set goals around improving attainment level."

Aug 27, 2018 to Sep 28, 2018 - Teachers

Status history

○ May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

BEHIND

Professional Development will be provided to teachers during the first week of school to enable them to effectively analyze performance data and utilize it to inform instructional strategies."

- Adminstration, ILT

Status history

○ May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

BEHIND

Grade level teams will continue meeting bi-weekly to analyze results and send the monthly reports to administration regarding progress and new initiatives."

- Teachers

Status history

○ May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

BEHIND

Monitor classrooms daily using checklists forms and hall bulletin boards in addition to teacher submission of daily attendance to meet to our daily attendance goal of 96% each day."

- Teachers, Administration

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

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

- ILT, Teachers, Administrator

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

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

- ILT, Administration

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

BEHIND After each testing window, teachers will conduct student goal review to inform students of progress made towards achieving their EOY target."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

BEHIND
After MOY and EOY testing, leadership will conduct an NWEA and Attendance goal celebration which focuses on students making progress to their goals."

Dec 03, 2018 to Jun 14, 2019 - Administration, Teachers

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

BEHIND

On a monthly basis, the ILT will use classroom walk-throughs and observations to assess the implementation of school provided professional development to identify future areas of targeted PD."

Sep 03, 2018 to Jun 14, 2019 - ILT, Administration

Status history

May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

BEHIND

By the end of January, the ILT will conduct an assessment of semester one PD implementation and identify PD focus for semester two to be provided in February."

-

Status history

May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

BEHIND | In February, the ILT will develop a PD based on data analysis of semester one PD implementation. PD will be delivered by the end of February."

Feb 01, 2019 to Feb 28, 2019 - ILT, Administration

Status history

May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

BEHIND | By the end of May, the ILT will conduct an assessment of semester two PD implementation and identify PD focus for semester one of SY20."

-

Status history

May 29

BEHIND | May 29, 2018
Problem
Root Cause
Next steps

Strategy 2

BEHIND

On a monthly basis, within grade level teams, teachers will assess and inform instruction based on their identified progress monitoring measures."

- Teachers

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

BEHIND

On an ongoing basis, Teachers will keep a portfolio of student progress toward achieving growth goals established and will be utilized during grade level team meetings and observations. Portfolios will include prescriptions using supplemental programs."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Teacher Portfolios
	Root Cause
	Next steps

BEHIND

By the first week of September, we will have an established ILT team representing all instructional levels and disciplines."

- Teachers

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

BEHIND

By the end of September, all grade levels will establish and receive feedback from ILT on progress monitoring measures to be used throughout the school year in measuring academic performance as it pertains to student goals."

-

Status history

May 29

BEHIND	May 29, 2018
	Problem
	Root Cause
	Next steps

BEHIND

By the second week of September, the ILT will establish meeting norms and expectations, grade level leads, and agenda priorities."

-

Status history

May 29

BEHIND	May 29, 2018
	Problem
	ILT effectiveness rubric
	Root Cause

Next steps

BEHIND

PD will be provided by administration during the month of September to ensure ILT team is trained to properly analyze data, conduct root cause analysis, and proper protocol of completing action items."

Sep 04, 2018 to Sep 28, 2018 - Leadership

Status history

May 29

BEHIND | May 29, 2018
Problem
ILT effectiveness rubric
Root Cause
Next steps

NOT STARTED

By the end of February, 2nd round professional development will be provided by administration to ensure ILT team is trained to properly analyze data, conduct root cause analysis, and proper protocol of completing action items."

-

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

NOT STARTED

At the completion of BOY, MOY and EOY testing sessions, the ILT will implement strategies learned during the PD to identify root causes and develop building level action plans."

-

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

NOT STARTED | By the end of September ILT leads will identify and partner with other highly effective ILT's to develop and share "Best Practices.""

Sep 04, 2018 to Sep 28, 2018 - Leadership

Status history

May 29

NOT STARTED | May 29, 2018
Evidence
Google Hangouts, ILT Effectiveness Rubric, Root Cause Analysis Protocol

NOT STARTED

On a quarterly basis, our ILT will engage in peer development sessions with other school ILT's to share in learning and identify common gaps."
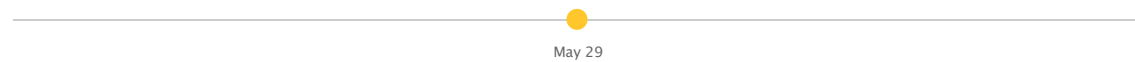
- Leadership, ILT

Status history

May 29

NOT STARTED May 29, 2018
Evidence

Strategy 3

BEHIND Teachers will use five week assessments in Reading and Math to progress monitor student acquisition of Common Core State Standards."
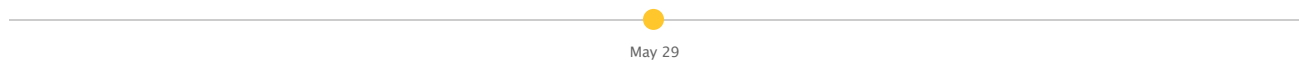
- Teachers, Administration

Status history

May 29

BEHIND May 29, 2018
Problem
Root Cause
Next steps

BEHIND Use EOY and BOY data to group students for instruction according to RIT bands. Teachers will use flexible grouping ensuring groups are fluid according to current skill being taught."

- Teachers

Status history

May 29

BEHIND May 29, 2018
Problem
Root Cause
Next steps

NOT STARTED During the beginning of the year professional development (week of August 27th-31st), teachers will be provided with expectations of scope and sequence, pacing, progress monitoring, and 5 week assessments."

-

Status history

May 29

NOT STARTED May 29, 2018
Evidence

NOT STARTED Monthly teachers will receive evaluative feedback from administration with regard to scope and sequence, pacing and progress monitoring."

-

Status history

May 29

NOT STARTED May 29, 2018
Evidence

NOT STARTED During monthly teacher team meetings teachers will collaboratively develop action plans to address gaps identified by administrative feedback around scope and sequence, pacing and progress monitoring."

-

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

NOT STARTED
ILT on a five-week basis will conduct building level analysis of assessment results to drive teacher team meeting action plan development and agendas."
-

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

NOT STARTED
After each five-week assessment windows, grade level teams will utilize assessment results to revise prescriptions, re-mediate deficiencies and identify standards of focus."
-

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

NOT STARTED
By the end of September administration will identify and partner with other schools to develop five-week assessments based on the scope and sequence for each grade level."
-

Status history

May 29

NOT STARTED | May 29, 2018
Evidence

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement 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 and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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. 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.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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 work with human resources to resolve the issue expeditiously.

Schools will assist parents of participating ESSA 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 and family members 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, Razz 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 family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. 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 and family 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 and families 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 and family 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 the 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

> Not applicable

School-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. SY18-19 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 19-20.

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 used 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 and family members 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. Volunteer process is on-line for the this school year.

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).

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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Goals and Activities FY18

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 FY19

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 and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation

Code	Category		
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** 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	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 255	.00
54125	**Consultants** 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)	$ Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 750	.00
54205 **Travel**	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.	$ 1546	.00
54565 **Reimbursements**	Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ Amount	.00
53510 **Postage**	Must be used for parent and family engagement programs only.	$ Amount	.00
53306	**Software** Must be educational and for parent use only.	$ Amount	.00
55005	**Furniture and Equipment** 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 by used only by parents.	$ Amount	.00