Roswell B Mason Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Lee McLaurin	Assistant Principal	lemclaurin@cps.edu	Has access
Tonya Tolbert	Principal	tytolbert@cps.edu	Has access
Deborah Bishop	Counselor	doakinwale@cps.edu	Has access
Rankin Muna	Teacher	mrankin@cps.edu	No Access
Banks Tiffany	Teacher	tsbanks@cps.edu	No Access
Shamona McDaniel	Teacher	sqmcdaniel@cps.edu	Has access
Tracey Scott	Parent	traceyscott703@yahoo.com	No Access
Krystal Jackson	Parent	mengcj5315@gmail.com	No Access
Hosea Stephanie	Teacher	shosea@cps.edu	No Access
Brown Dionne	Teacher	dcbrown@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/28/2020	CIWP Team	SEF
01/30/2020	CIWP Team	SEF
01/31/2020	CIWP Team	SEF
02/20/2020	CIWP Team	Goals

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- *1* Practice is not consistently evident for ANY students and/or staff.
- *2* Practice is CONSISTENTLY evident for FEW students and/or staff.
- *3* Practice is CONSISTENTLY evident for SOME students and/or staff.
- *4* Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 4 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**: In accordance with our My Voice My School survey the school runs well and very efficiently. This was a very positive area for us and we found that we complete the above task as a part of our culture of "This is how we do things" here at Mason. Principal trust amongst teachers remains high and teachers feel that they have space for "safe practice".
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 4 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 3 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence**: Continuous improvement is often a place of struggle for us in that we had a decline in our SQRP. We dropped to a level 2 in the 2018-2019 SY due decline in student growth percentages. Our ILT meetings now take place with fidelity and happen twice monthly as prescribed. Participating in the problem

solving process around our areas of weakness continues to be an area in need of work. There are so many moving pieces in a day that it makes it difficult to maintain consistency around the process. As in the years past our mobility rate has been a source of contention as well in that we are turning over about a third of our population yearly and we continue to struggle with low attendance rates.

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 2 Curriculum connects to real world, authentic application of learning
  - 4 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 4 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence**: We have adopted the network pacing guides for Reading and Mathematics and follow them with fidelity throughout the school year. We have honed our Reading block to include and refine all components of balanced literacy and our math block to include math talks and math fluency. Teachers have begun to do a lot more RIT range and small group teaching as well. We have instituted after school tutoring and such to provide more time on task for students as well as more opportunities for individualized and small group instruction. Additionally, we have differentiated tasks as well so that student's are able to fill in gaps in learning and progress faster.
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 4 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence**: As stated above the Reading and Mathematics blocks are well defined in the majority of the classrooms and at the majority of the grades. Student and teacher educational routines are well established. A real emphasis has been placed on individualized learning and differentiated learned and student goal setting is done several times throughout the school year BOY, MOY and EOY. Students have prescriptions for their individualized learning and we have lots of supplemental resources to help aide learning at their own pace. We have IXL, Achieve 3000, Amplify learning, Reading A to Z, Heggerty, Light Sail and Level Up and that list is not exhaustive. We are constantly adjusting to student

needs to aide them in reaching their goals. We are progress monitoring every 5 weeks by testing the CCSS in reading and mathematics at each of the grade levels.

- 3 - Balanced Assessment and Grading
  - o 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 3 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
  - o 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - o 3 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
  - o 4 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 3 Improve and promote assessment literacy
  - o 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**: The school has ensured that all teachers are following the school grading policies and procedures though routine checks every 2-3 weeks to ensure that teachers are grading and entering scores so parents and students understand how they are progressing. All teachers K-8 follow a 5 week assessment calendar by ensuring completion of the 5 week assessment implemented in the STRIDE system. This provides feedback on how the students are progressing, per the network pacing guide. The GLT are used to meet and use this data to move forward with the appropriate instruction and group students based on their achievements. Administration meets with teachers weekly and determine the progress of students based on data provided by the teacher, STRIDE information, NWEA data, etc.
- 3 - MTSS
  - o 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
  - o 3 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - o 2 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - o 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)

- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.),or identifies an existing team that is responsible for driving the school?s MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 1 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)

- o 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- o 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- o **Evidence**: Administration is focused on teachers providing differentiated instruction to their classes. The push is for equity in the way instruction is provided to all students. Teachers have struggled with an understanding of what looks like Tier 2 and Tier 3. There are now parameters set in regards to criteria to determine the Tiers for students in each class. Teachers also have a Menu of interventions that are specific to what is available at Mason currently to provide appropriate evidence based interventions. The MTSS logging tool in Aspen is a manner in which teachers are able to track interventions and progress monitoring. Teachers understand that interventions must be documented weekly and have that information in Aspen. An MTSS team has been developed but must meet with more consistency. School has an established Climate team that has been in the stage of gathering information to assist with implementing an appropriate SEL plan for the school. Teachers have already implemented a check in system for all students to ensure they are all focused to start their school day appropriately.

- 3 - Transitions, College & Career Access, & Persistence
    - o 3 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)
    - o 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
    - o 3 READINESS ? Ensure equitable access to college preparatory curriculum
    - o 3 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
    - o **Evidence**: We provide several opportunities for students to become more prepared to be college and career ready. Students are provided the opportunity to understand and become excited about the options of various careers though our yearly scheduled career day. The students in middle school are exposed to colleges through college visits and Success Bound lessons that expose students to the many post-secondary options that are available . Opportunity to observe and be immersed in socialization on college campuses for opportunities like Basketball and volleyball games at college level. The school community is provided opportunities to support students being college and career ready through parent workshops on the GoCPS process and application assistance. Students are provided with additional support to ensure that they go to a school that fits and is their choice through High school match and fit, Naviance lessons, and college and career lessons.

Quality and Character of School Life

- 3 - Relational Trust
    - o 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
    - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)

- o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
- o **Evidence**: The school provided a daily mental health check for classroom teachers to use daily to check on students' mental state of mind. Pre-K - 5 receive SEL lessons from the counselor. Middle School students work with an outside partner, YMEN, in a mentoring program that goes over SEL related matters. School wide expectations are implemented and reiterated daily to ensure that students are safe, respectful, and responsible. K-2 does talking circles, as well as, 8th grade to foster more appropriate student to student interactions. Teacher to teacher opportunities to collaborate during grade level meetings, ILT, and during all staff meetings and activities. Student to teacher are attempting to consistently have restorative conversations with the students when their is a social issue in class. There are opportunities for leadership roles that are open to all staff. Utilize community assistance from a behavioral health program to help grow the student to student peer iterations, therefore strengthening relational trust.

- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 2 Exercise student voice (REQUIRED: OSEL)
  - o 1 Authentically interact with community and civic leaders
  - o 3 Engage with their community
  - o 3 Take informed action where they work together to propose and advocate for solutions
  - o 2 Experience a schoolwide civics culture
  - o **Evidence**: The students enjoy the opportunities to give back to their overall community. Students from the SCORE program have volunteered at the senior citizens home, the 7th graders conducted a sock drive for those less fortunate, some students have participated in cleaning up in cleaning up the neighborhood park.

- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 4 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - o **Evidence**: The My Voice; My School survey results are Well Organized. We have had a slight drop in a couple of areas and are working to improve so that we can continue to be considered well organized by our school community. Over the course of the school year, our counselor has diligently worked on organizing a school climate team that reflects the voice of the school community as a whole.. Teachers have their own classroom expectations that are reiterated, as well as the school wide expectations. Their are periods for transition that keep traffic to a minimum to ensure safe transitions. When there are concerns for teachers regarding the students' safety and well being, they know to immediately discuss these concerns wtih the school counselor or social worker.

- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)

- o 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**: The school assistant principal utilizes suspension as a last resort for all students. The teachers and administration employ restorative conversations with students consistently, giving students opportunities to change behavior after redirection Teachers utilize parent - teacher conferences as a tool to develop some appropriate restorative practices for students and to strengthen school-home relations. School social worker is working with classroom teachers to accurately implement and follow student Behavior plans, as well as track behaviors and antecedents to ensure an appropriate response and plans are developed and implemented.
- 3 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 3 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - o 3 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 1 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 2 Partner equitably with parents speaking languages other than English
  - o 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school?s vision (REQUIRED: OSEL)
  - o **Evidence**: Yearly the school holds an open house to ensure the teachers and parents have an opportunity to meet and interact at the beginning of the school year to start off with a welcoming and teamwork approach with Staff - family interactions. The school has a partnership with various community programs to ensure we are able to interact with them in more of a relational approach to strengthen parent/staff interactions. We provide a yearly State of the school workshop for the community. There are school assemblies that are conducted that are open to the community. The PAC is open to all who would like to participate and through those funds we are able to provide additional opportunities for parents to learn more ways to impact their child, community, and school positively.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	3

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Instruction
Root Cause 1	Progress monitoring is not as consistant as needed; we are struggling to get the MTSS process consistant despite creating a Menu

	of Interventions and making teachers aware of the process for MTSS.
Area of Critical Need 1	Leadership & Structure for Continous Improvement
Root Cause 2	Problem Solving process is an area in which we face challenges; it is difficult to maintain consistency areound the process. There is a high rate of student mobility whereby we lose a third of our students yearly.
Area of Critical Need 3	Supportive & Equitable Approaches to Discipline
Root Cause 3	Lack of consistent discipline plan that is enforced in each classroom and throughout the building. Due to our high mobility rate, it has been difficult to eastablish a school-wide culture.

Vision metrics

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: Attendance Rate We are in an area where we really struggle with attendance and have struggled over time. Our goal is receive 4 points on SQRP	African American		95.00	95.00
	Overall		95.00	95.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We chose this metric because the growth metric is 25% of the SQRP 2.0 and students should make their expected growth targets with rigorous and differentiated instruction.	African American		50.00	54.00
	Overall		50.00	54.00
SQRP: National School Growth Percentile - Reading (Grades 3-8) We chose this metric because the growth metric is 25% of the SQRP 2.0 and students should make their expected growth targets with rigorous and differentiated instruction	African American		50.00	55.00
	Overall		50.00	55.00
	Overall		57.00	60.00

Metrics (select 3–5)	Student groups (1–2 for each metric)	SY19 data actual (provided by CPS)	2020–2021 goal	2021–2022 goal
Vision: NWEA Attainment G2-8 (Reading) We are aligning our visions to CPS 5 year vision goal of 66.59%. Also this would be 15% of our SQRP goals (10% for 3-8th and 5% for 2nd grade)	African American		57.00	60.00
Vision: NWEA Attainment G2-8 (Math) We are aligning our visions to CPS 5 year vision goal of 66.59%. Also this would be 15% of our SQRP goals (10% for 3-8th and 5% for 2nd grade	Overall		55.00	63.00
	African American		55.00	63.00

Required metrics (Elementary) (33% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We have					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	If our ILT team implements clear structures and systems of data analysis to ensure effective small group differentiation
Then we see...	Student growth will be evident in test results due to the use of MTSS Process, weekly progress monitoring and goal setting
which leads to...	EOY NWEA data will reflect 70 percent of 3rd to 8th grade students meeting their growth targets

Budget Description	
Tags	Leadership for Continuous Improvement, Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, MTSS: Progress Monitoring
Action steps	(Not started) The ILT team will develop meeting protocols and establish norms to address bi-monthly action items. The ILT composed of 8 regular members will ensure 85% attendance rate of its members and will use google calendar reminders, emails and posted memos at the time clock. Tags:MTSS: Fidelity of Implementation, Teacher Leader Development & Innovation: Distributed Leadership, Teacher Leader Development & Innovation: Teacher Teams (Not started) Progress monitoring of student mastery of CCSS every five weeks via Stride Academy program in Reading, Math, Science and Social Science. The ILT will analyze the results of the testing outcomes to effectively action plan during GLT. Tags:Leadership for Continuous Improvement, Instruction, Balanced Assessment and Grading, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Curriculum & Instruction (Not started) Weekly GLT's will collaborate to review and establish how to target instruction to meet the needs of each student, Bi-weekly ILT's will track teacher strategies via tracking of targeted outcomes. Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Literacy: Shift 2-Leveraging Data to Close Gaps (Not started) After each testing window, teachers will conduct student goal review and conference with students about the progress made or lack of progress to regroup/adjust/advance goals with the goal of students meeting/exceeding goals. Tags:MTSS: Progress Monitoring, MTSS: Shared Leadership, Personalized Learning: Learner Agency, Personalized Learning: Learner Focused, Personalized Learning: Progression Based on Mastery, Personalized Learning: Tailored Learning/Differentiation (Not started) Professional development will be provided at the beginning of the year and will continue throughout the year around goal setting, continuous improvement and progress monitoring. Tags:Instruction, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Monitoring Student Learning to Support

<table>
<tr>
<td rowspan="6"></td>
<td>Growth, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Progress Monitoring</td>
</tr>
<tr>
<td>

• (Not started) ILT members will use the ILT rubric to assess effectiveness of the ILT and make adjustments as needed by employing professional development and by observing other ILT's in areas of weakness.

Tags:Leadership for Continuous Improvement, Literacy: Shift 2-Leveraging Data to Close Gaps, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership

</td>
</tr>
<tr>
<td>

• (Not started) GLT meetings include protocol for analyzing interim assessments so that teachers have viewed the assessment and material covered to better plan for instruction.

Tags:Instruction, Assessment: Checkpoint Student Assessment System, Assessment: Improving Assessment Literacy, Assessment: Monitoring Student Learning to Support Growth

</td>
</tr>
<tr>
<td>

• (Not started) Align professional development calendar to address three priorities for the school year.

Tags:

</td>
</tr>
<tr>
<td>

• (Not started) Increase inclusive practices for diverse learner population through scheduling and more effective integration into general education setting.

Tags:

</td>
</tr>
<tr>
<td>

• (Not started) Create master calendar for grade level and teacher team monthly/bi-monthly meetings which will focus on professional learning communities, collaboration, sharing, and sharing student work, best practice reflection, technology strategies, and diverse learners.

Tags:

</td>
</tr>
</table>

Strategy 2

If we do...	If our ILT team implements clear structures and systems of data analysis to ensure effective small group differentiation
Then we see...	Student growth will be evident in test results due to the use of MTSS Process, weekly progress monitoring and goal setting
which leads to...	65% of K to 2 students will be at benchmark on TRC & MCLASS Math,
Budget Description	

Tags	Leadership for Continuous Improvement, MTSS: Curriculum & Instruction, MTSS: Shared Leadership, Teacher Leader Development & Innovation: Distributed Leadership
Action steps	• (Not started) The K-2 grade level team will use Amplify resources and testing to assess and progress monitor students during each testing window following the required protocol that corresponds with student levels. Benchmark, strategic or intensive. Tags:Assessment: Monitoring Student Learning to Support Growth, Assessment: PreK-3 Assessment, MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery, Math: Curriculum • (Not started) On an on-going basis, teachers will track student progress in Dibels and MClass as well as other metrics to assess student's progress toward growth goals. Teachers will create learning path for each student using formative assessment, progress monitoring, five week assessments, etc... Tags:Structure for Continuous Improvement, Instruction, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning, Assessment: PreK-3 Assessment, MTSS: Progress Monitoring, OECE: P-2 Balanced Literacy, Math: Formative Assessment • (Not started) Daily balanced literacy and math structures will allow students to progress toward personalized goals to ensure student growth over the academic year. Tags:Assessment: PreK-3 Assessment, MTSS: Progress Monitoring, Personalized Learning: Tailored Learning/Differentiation • (Not started) The ILT will develop a plan to monitor the teacher's weekly progress monitoring to determine the effectiveness of teacher interventions and student progress. Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, Assessment: Multiple Measures to Provide Evidence of Student Learning • (Not started) GLT's will discuss and monitor classroom procedures and track utilization of subscriptions and their effectiveness Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 1-Increase access to effective and rigorous literacy intruction, MTSS: Progress Monitoring, Personalized Learning: Authentic Learning • (Not started) MTSS interventions will be determined by GLT's and utilized on all Tier 2 and 3 students tracking progress weekly in Aspen weekly. Tags:Structure for Continuous Improvement, MTSS: Fidelity of Implementation, MTSS: Progress Monitoring, Personalized Learning: Progression Based on Mastery

Strategy 3

If we do...	If our attendance team establishes clear structures and systems with intervention and incentive supports and prioritizes the usage of attendance data with clear expectations that are communicated to all stakeholders
Then we see...	our ILT ensuring the fidelity implementation of our attendance strategy through the usage of data and an increased level of stakeholder engagement
which leads to...	end of school year 20-21, we will have an attendance rate of 96% or higher
Budget Description	
Tags	Structure for Continuous Improvement, OSEL: Tier 2 and 3 Interventions, OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations
Action steps	(Not started) Establish an attendance team with schoolwide attendance incentives for all students. The team will meet bi-weekly to discuss incentives and strategies for student attendance as well as addressing family need and situations. Tags:OSSE: Attendance & Truancy, OSSE: Student Outreach and Re-Engagement, OSSE: Students in Temporary Living Situations (Not started) Daily attendance verification process by 10:30 to determine if students are actually absent Tags:Relational Trust, OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations (Not started) Differentiated supports (Monthly attendance contracts with students who are below 92%) Tags:Relational Trust, OSSE: Attendance & Truancy (Not started) Monthly incentives (Activities and events) Tags:OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations (Not started) Address Hot days (Mondays, Fridays and days prior to/or after holidays and plan special events) Tags:Leadership for Continuous Improvement, OSSE: Attendance & Truancy, OSSE: Students in Temporary Living Situations (Not started) Teacher communication to families (phone calls, class DOJO) Tags:Structure for Continuous Improvement

	• (Not started) Ensure that attendance is corrected for any student entering Tardy to ensure the student is not marked absent Tags:Structure for Continuous Improvement • (Not started) Attendance assemblies beginning of the year for expectations and quarterly for recognition Tags:Structure for Continuous Improvement • (Not started) Teacher communication to families (Inform parent's with student's with poor attendance and ascertain if supports are needed) - highlight at time's of progress and report card distribution Tags:Structure for Continuous Improvement, Relational Trust

Action Plan

Strategy 1

The ILT team will develop meeting protocols and establish norms to address bi-monthly action items. The ILT composed of 8 regular members will ensure 85% attendance rate of its members and will use google calendar reminders, emails and posted memos at the time clock.

Sep 01, 2020 to Jun 15, 2021 - Administration/ILT

Progress monitoring of student mastery of CCSS every five weeks via Stride Academy program in Reading, Math, Science and Social Science. The ILT will analyze the results of the testing outcomes to effectively action plan during GLT.

Sep 01, 2020 to Jun 15, 2021 - Adminstration/ILT

Weekly GLT's will collaborate to review and establish how to target instruction to meet the needs of each student, Bi-weekly ILT's will track teacher strategies via tracking of targeted outcomes.

Sep 01, 2020 to Jun 15, 2021 - Administration/ILT

After each testing window, teachers will conduct student goal review and conference with students about the progress made or lack of progress to regroup/adjust/advance goals with the goal of students meeting/exceeding goals.

Sep 01, 2020 to Jun 15, 2021 - Classroom Teachers/ Administration/ILT

Professional development will be provided at the beginning of the year and will continue throughout the year around goal setting, continuous improvement and progress monitoring.

Sep 01, 2020 to Jun 15, 2021 - Administration/ILT

ILT members will use the ILT rubric to assess effectiveness of the ILT and make adjustments as needed by employing professional development and by observing other ILT's in areas of weakness.

- Administration/ILt

GLT meetings include protocol for analyzing interim assessments so that teachers have viewed the assessment and material covered to better plan for instruction.

Sep 02, 2020 to Sep 02, 2020 - Classroom Teachers/ Administration/ILT

Align professional development calendar to address three priorities for the school year.

-

Increase inclusive practices for diverse learner population through scheduling and more effective integration into general education setting.

-

Create master calendar for grade level and teacher team monthly/bi-monthly meetings which will focus on professional learning communities, collaboration, sharing, and sharing student work, best practice reflection, technology strategies, and diverse learners.

-

Strategy 2

The K-2 grade level team will use Amplify resources and testing to assess and progress monitor students during each testing window following the required protocol that corresponds with student levels. Benchmark, strategic or intensive.

Sep 01, 2020 to Jun 15, 2021 - Classroom teachers, Administration/ILT

On an on-going basis, teachers will track student progress in Dibels and MClass as well as other metrics to assess student's progress toward growth goals. Teachers will create learning path for each student using formative assessment, progress monitoring, five week assessments, etc...

Sep 01, 2020 to Jun 15, 2021 - Classroom Teachers

Daily balanced literacy and math structures will allow students to progress toward personalized goals to ensure student growth over the academic year.

Sep 01, 2020 to Jun 15, 2021 - Classroom Teachers

The ILT will develop a plan to monitor the teacher's weekly progress monitoring to determine the effectiveness of teacher interventions and student progress.

Sep 01, 2020 to Jun 15, 2021 - ILT

GLT's will discuss and monitor classroom procedures and track utilization of subscriptions and their effectiveness

Sep 01, 2020 to Jun 15, 2021 - GLT

MTSS interventions will be determined by GLT's and utilized on all Tier 2 and 3 students tracking progress weekly in Aspen weekly.

Sep 01, 2020 to Jun 15, 2021 - Classroom Teachers

Strategy 3

Establish an attendance team with schoolwide attendance incentives for all students. The team will meet bi-weekly to discuss incentives and strategies for student attendance as well as addressing family need and situations.

Sep 01, 2020 to Jun 15, 2021 - Attendance Team

Daily attendance verification process by 10:30 to determine if students are actually absent

Sep 01, 2020 to Jun 15, 2021 - School Clerk

Differentiated supports (Monthly attendance contracts with students who are below 92%)

Sep 01, 2020 to Jun 15, 2021 - Classroom Teacher/ Attendance Team

Monthly incentives (Activities and events)

Sep 01, 2020 to Jun 15, 2021 - Attendance Team

Address Hot days (Mondays, Fridays and days prior to/or after holidays and plan special events)

Sep 01, 2020 to Jun 15, 2021 - Attendance Team

Teacher communication to families (phone calls, class DOJO)

Sep 01, 2020 to Jun 15, 2021 - Classroom Teacher

Ensure that attendance is corrected for any student entering Tardy to ensure the student is not marked absent

Sep 01, 2020 to Jun 15, 2021 - School Clerk

Attendance assemblies beginning of the year for expectations and quarterly for recognition

Sep 01, 2020 to Jun 15, 2021 - Admin

Teacher communication to families (Inform parent's with student's with poor attendance and ascertain if supports are needed) - highlight at time's of progress and report card distribution

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Each year we conduct an annual "State of the School" address with all stakeholders of the community, and we seek feedback through these sessions. We also work with our Local School Council to seek input from teachers and community throughout the year. We use feedback from the 5Essentials Survey to inform decisions each year.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Each week, there is scheduled grade level meeting time so that teachers can meet with each other at their grade bands to discuss the academic performance/needs of students. Teachers then strategize how best to meet the needs of their students. The ILT At Open House reform strategies,resources, and partners of the school will be introduced to the school community to students and their families regarding academic, health and wellness, and SEL support.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

All teachers attend network-sponsored clinics to improve instruction in the classroom. We also use the assistance of of a partner (Innovare) to assist us with using data to address the the deficiencies of students who are not performing as expected and to use enrichment suggestions for those students who are at or above grade level. Teachers also hold goal-setting multiple times per year before BOY, MOY, and EOY NWEA testing sessions to help students set targets to helps students take ownership of their learning and performance.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Mason has after school tutoring that is targeted to at-risk students. Those students are given first chance at the program, then the program is made available to all students. Teachers use feedback from district assessments to determine what to address during the after-school sessions. We also have partnerships with Y-Men, Legends of Lawndale, Under the Rainbow, 21st Century Schools, and UCann. These programs help us address the social-emotional need of our students. We also have a climate committee. From the Climate Committee, we can create School-wide expectations with input from parents, staff and students. Also, from the Climate Committee, we have a plan in place to increase positive SEL experiences for all. Part of the SEL practices is being implemented by the counselor, while some are being implemented by teachers.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

The teacher positions are advertised on the CPS TALEO website. These candidates are vetted by Chicago Public Schools. Administrators of the school regularly attend job fairs hosted by CPS and various venues. We also utilize additional staff to assist with the interviewing of potential hires. We interview multiple candidates for each position.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

All teachers participate in Network-sponsored professional development. We also use staff to present at grade level meetings. The case manager regularly presents information about programs and initiatives related to diverse learners. The counselor keeps teachers and other staff abreast of changes and initiatives regarding SEL students. Also, teachers may attend workshops as directed by the principal for implementation of programs such as Lucy-Calkins writers workshop.

Strategies to increase parent involvement, such as family literacy services.

Open house is held yearly along with volunteer opportunities offered to parents who complete the volunteer packets and undergo background screening. Parents are also encouraged to attend student field trips, assemblies, workshops, etc. Parents are also invited to LSC meetings, report-card pickup, and other activities.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

The students work with the kindergarten teacher and participate with the kindergarten students to shadow the students over the period of the day for at least 10 times during the 4th quarter. The teachers have meetings with the parents and packets of information expectations/summer preparation so that parents can work with their children to avoid loss of instructional time.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

Each year teachers are involved in selecting the assessment various assessments to be used in the assessment plan submitted to the district and through feedback from grade level team meetings and the Instructional Leadership Team.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

During the week, students have a scheduled intervention time to provide additional help with skills students must master according to the requirements of NWEA. We also purchase programs that student can use outside of school ours for students to practice (IXL, Achieve3000, STRIDE. Learning A-Z, and Nearpod). Students are also required to participate in 5-week interim assessments to garner feedback on student progress to help teachers plan for instruction.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

Mason school is a true community school which offers wrap-around services to parents and students. Our community includes the school administrators, teachers, and staff members who work in at Mason school; the students who attend the school and their parents and families; and local residents and organizations that have a stake our school?s success. We partner with Ymen, Rush hospital, 21st Century After-school, CPS Civics PLC, Student Voice Committee, and Under the Rainbow. Mason School is also working towards 100% healthy Schools status.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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

[X] **The LSC will approve the school improvement plan and monitor the CIWP.**
[X] ** In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs. **
[X] ** The school will coordinate the parent and family engagement programs identified in the CIWP. **
[X] ** 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) n/a

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. SY20-21 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 21-22.
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 FY21

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 FY22

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

Account	Description	Allocation
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.	$0.00
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.	$0.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$214.00
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)	$0.00
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.	$1184.00
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.	$0.00
53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
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.	$0.00