

Vision:

A caring community of life-long learners embracing all individuals and empowering each other to acquire, demonstrate, and value knowledge and skills that will support them as they positively contribute to the global world.

Mission:

Teaming with a dedicated learning community, to celebrate each individual, not only as they are, but as they are yet to be.

Goal 1:

Mize staff will build positive relationships and support students as individual learners.

Building Component: Students (Relationships)

Action Plan:

Objective: 100% of Mize teachers will empower students through the understanding and implementation of the SECD model in all school settings.

Strategy #1 Character Development that focuses on Decision Making and Effective Problem Solving					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
4, 5,6	2, 3, 4,	Students will participate in quarterly Flight Families to foster positive relationships.	Quarterly	All Staff Admin BLT	
3, 4, 5, 7	1, 2, 3, 4, 7	Students will know, understand, and exhibit school-wide expectations as taught daily within classrooms and celebrated during quarterly assemblies, throughout the year.	Quarterly	All Staff Admin BLT	

Strategy #2 Personal Development (Self-Awareness and Self-Management)					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
4, 5,6	2, 3, 4,6	Students and staff will utilize individual Huddy Cards to reinforce positive behavior and support self-awareness in all school and social settings as demonstrated through monthly student recognition.	Monthly	All Staff Admin	
4	5, 6,8	Students and staff will practice and promote the use of mindfulness, to assist with self-regulation and self-awareness strategies, in all school settings, as demonstrated through school-wide behavior data.	Weekly	All Staff Admin	

Strategy #3 Social Development (Social Awareness and Interpersonal Skills)					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 4, 7	6, 8	Staff will provide weekly SEL lessons in K-5 classrooms to support and develop social awareness and interpersonal skills as demonstrated through quarterly SAEBS data.	Quarterly	K-5 Staff	
4, 5,6	1, 4, 5, 6	Teachers will utilize our building-wide PBIS system to encourage and celebrate positive behaviors within K-5 classrooms as demonstrated through monthly classroom data.	Monthly	Admin K-5 Staff	
4, 5, 6	2, 3, 4	Teachers will continue to establish personal connections (both peer and staff) for students through quarterly Flight Families.	Quarterly	PBIS Admin BLT	

Goal 2: District Goal: Relevant, data-driven instruction will guide student achievement. (MTSS)

Action Plan:

Objective A1: 60% of Mize students will score in categories 3 and 4 on State Assessments in both Math and ELA and 90% of students will score 2, 3, and 4 on FastBridge screeners.

Strategy #1 Intentional Data Analysis					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 4, 6	1, 6, 8	Grade level data review will occur during weekly PLC meetings	Weekly	K-5 Staff Admin Graham Birk	

1, 4, 6	1, 6, 8	School-Wide data review utilizing assessment analysis and interpretation during quarterly IDM meetings	Quarterly	K-5 Staff Admin Graham Birk	
1, 2, 3, 4,6	1, 4, 8	Building level professional development to meet instructional needs as identified by data analysis	Monthly	Admin Staff	

Strategy #2 Intentional and Data Driven Literacy Instruction					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 6, 7	1, 6, 8	Teachers will utilize 95 Percent Group professional development opportunities as well as other resources to build comprehension, vocabulary, writing, and speaking and listening skills.	Weekly	K-5 Staff	
1, 2, 6, 7	1, 6, 8	Teachers will incorporate phonemic awareness and phonics using 95 Percent Group to develop and reinforce foundational skills in reading.	Weekly	K-5 Staff	
1, 2, 6, 7	1, 6, 8	Teachers will utilize FastBridge, PASI, and PSI assessments to assess growth in literacy concepts, support progress monitoring, and plans for differentiation.	Quarterly	K-5 Staff Admin Graham Birk	

Strategy #3 Intentional and Data Driven Math Instruction					
Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 6, 7	1, 6, 8	Teachers will utilize the Eight Mathematical Practices to develop concepts through the implementation of MyMath.	Weekly	K-5 Staff	
1, 2, 6, 7	1, 6, 8	Teachers will use the Number Worlds resource to assess growth in math and plan for differentiated instruction with students demonstrating a need for tier supports through weekly PLC's	Weekly	K-5 Staff Manley	
1, 2, 6, 7	1, 6, 8	Teachers will utilize FastBridge and classroom assessments to assess quarterly growth in mathematical concepts, support progress monitoring, and plans for differentiation.	Quarterly	K-5 Staff Admin Graham	

Goal 3: *Mize students will be actively engaged in relevant instructional opportunities throughout the 2021-22 school year.*
Building Component: Student Engagement (Relevance)

Action Plan:

Objective A1: 100% of students at Mize will participate in engaging instruction that provides access to foundational structures and real-world learning

opportunities throughout the 2021-22 school year.

Strategy #1 Technology

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 4, 5, 6, 7	1, 4, 5, 6, 7, 8	K-5 students will utilize all appropriate and available district technology resources to present individual and/or group learning opportunities.	Weekly	K-5 Students	
1, 2, 4, 5, 6, 7	1, 4, 5, 6, 7, 8	K-5 students and staff will utilize all appropriate and available technology resources to gather information as it pertains to instructional learning.	Weekly	Admin Staff K-5 Students	
1, 2, 4, 5, 6, 7	1, 4, 5, 6, 7, 8	Teachers will implement all appropriate and available technology resources to enrich academic learning opportunities and provide student growth, as demonstrated through presentations of learning.	Weekly	All Staff	

Strategy #2 Exploratory Instruction

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
1, 2, 4, 5, 6, 7	1, 3, 4, 5, 6, 7, 8	Teachers will provide inquiry-based learning opportunities to enhance and develop a deeper understanding of content.	Monthly	K-5 and Specials Teachers	
1, 2, 4, 5, 6, 7	1, 3, 4, 5, 6, 7, 8	Teachers will incorporate units of study related to their specific curriculum to provide relevance, rigor, and opportunities for cross-curricular exploration.	Quarterly	K-5 and Specials Teachers	
1, 2, 4, 5, 6, 7	1, 3, 4, 5, 6, 7, 8	Students will share presentations of learning to demonstrate mastery of growth in exploration of chosen content areas.	Quarterly	K-5 and Specials Teachers	
1, 2, 4, 5, 6, 7	1, 3, 4, 5, 6, 7, 8	Teachers will incorporate PBL strategies and structures that are developed through Professional Learning Opportunities.	Quarterly	K-5 and Specials Teachers	

Strategy #3 Community Engagement for the Purpose of Discovery and Connection to Learning-IPS foundations

Rose Standard	Foundational Structure	Action Steps	Timeline	Staff	Progress
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1, 2, 3, 4, 6, 7	1, 3, 4, 5, 6, 7, 8	Teachers will utilize community resources and building career database to provide multiple opportunities to engage experts, authentic artifacts and experiences to foster student exploration.	Quarterly	K-5 and Specials Teachers	
1, 2, 3, 4, 6, 7	1, 3, 4, 5, 6, 7, 8	Teachers will connect essential curricular content to appropriate community resources in order to provide relevance and a deep understanding of content	Quarterly	K-5 and Specials Teachers	
1, 2, 3, 4, 6, 7	1, 3, 4, 5, 6, 7, 8	Teachers will engage resources and explicitly connect student understanding with relevance to their future.	Quarterly	K-5 and Specials Teachers	