Mascotte Elementary School

2017-18 Schoolwide Improvement Plan

Mascotte Elementary School

460 MIDWAY AVE, Mascotte, FL 34753

https://mse.lake.k12.fl.us//

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	66%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Lake County School Board on 10/2/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Mascotte Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Mascotte Charter School, we strive to develop a growth mindset in our students that inspires them to Learn, Grow, and Achieve.

b. Provide the school's vision statement.

Our students develop confidence and motivation to explore all of their possibilities.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Mascotte Charter School has a diverse student body and staff. Our teachers begin the year with activities and or projects that allow students to share information about themselves, their families, traditions and culture. We believe that early and consistent contact with parents is the key to fostering a strong working relationship with families. Most of our teachers and staff live in the community we serve. In addition, each teacher is required to make a positive verbal contact with each student's parent during the first week of school. Mascotte Charter School has implemented a school wide Growth Mindset initiative by providing professional development for our teachers and staff. We will continue this progress by providing Growth Mindset parent trainings this fall. This Growth Mindset focus helps our staff understand the importance of building positive relationships with students, parents, and each other. As we continue this school-wide change, we'll continue to implement strategies that encourage our students to set goals, persevere, work hard, learn, grow and achieve.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Mascotte Charter School provides an Extended Learning Center that operates from 6:00 - 7:45 a.m., and from 3:05-6:00pm, as well as full-day care during the summer months. Our staff is stable and the students having the opportunity to spend time and develop relationships with them. Each morning and afternoon as students are going to and from class we have staff members assigned to assist and monitor students. In addition our Principal, Ms. Johnson, and Assistant Principal Mrs. Mayhugh greet drops offs and walkers in both the morning and afternoon. Our Transportation Team greets bus riding students as they arrive and leave. We also have two guidance counselors available to assist students who are having difficulties and need support. Our guidance department organizes the Bully Buster program by providing anti-bullying lessons and videos to teachers and students during the year.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Mascotte Charter implements the Postive Behavior System(PBS) in conjunction with the Class Dojo online program school-wide to reinforce positive and on task behaviors . All classes use a color system in order to identify daily behavior and expectations are constantly repeated and reinforced. This provides consistency for the students and parents as well as the non classroom teachers and staff. When a students says "I was on green today" everyone understands that the student had a

good day. Transversely if the students says "I was on red today" everyone understands that we need a mini conference on behavior. The Class Dojo program allows teachers and parents to communicate through a program messaging system. Parents and teachers both appreciate the immediate feedback and comprehensive reports individualized for each student's account. Our PBS team meets monthly to analyze behavior data from Skyward and Dojo in order to make suggestions for improvement. There are protocols for using incident reports for minor behavioral issues and is the first line of action. If the negative behaviors persist, parent contact and detention plans are in place. More serious situations are handled by our administrative and guidance teams.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

As mentioned above, we have two certified guidance counselors that work with our students when issues occur . If a student needs additional services we have protcols in place to request additional services through Life Stream which contracts with our district to provide family and individual counseling services. One of our guidance counselors is in charge of identifying our homeless children and arranging transportation and services as needed. Our counselors use the LEAPS program lessons with students who have been identified as needing specific assistance and we sponsor various programs to recognize students who demonstrate good citizenship and leadership. Students with ongoing behavioral issues are referred to the MTSS process and interventions are provided in the classroom and through guidance. Our Growth Mindset initiative has provided another layer of focus on developing positive character traits such as empathy, resilience, and perseverance.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Mascotte Elementary Charter School's Early Warning System is data driven.

Our attendance percentage is above 94.7%
The attendance committee meets monthly to discuss students that have excessive absences, tardies or early checkouts.
School Social Worker referrals are made for students with excessive absences.
Our data clerk and teachers call the home if a student is absent 3 or more days in a row.

Students with one or more suspensions:
Guidance Referrals for counseling and Leaps lessons
MTSS process for behavior and behavior plans
Life Stream Counseling for students and families

Course Failure:
Additional Intervention with a Certified Teacher through Title 1 tutoring or Reading Intervention Teacher
MTSS Team Intervention plan in place
Remediation times in every ELA and Math class schedule
Technology based Intervention Programs- Accelerated Math, Zearn Math, IStation Reading

Level 1 on State standardized assessments, reading or math:
Title 1 Intervention with Certified Teacher
Progress Monitoring Plan using STAR Reading and Math, IStation ISIP Assessments
Technology Based Intervention Programs - Accelerated Math, IStation Reading, Zearn Math,

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	8	9	6	9	16	0	0	0	0	0	0	0	69
One or more suspensions	8	7	4	2	39	21	0	0	0	0	0	0	0	81
Course failure in ELA or Math	14	17	14	6	0	0	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	14	17	14	30	53	57	0	0	0	0	0	0	0	185

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	8	10	7	8	12	0	0	0	0	0	0	0	45

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance- Our attendance meeting meets monthly to discuss students with attendance issues. We have a parent brochure in English and Spanish to send to the parents explaining the importance of school attendance. We also have a school letter that goes home after the first meeting. This letter explains the attendance policy and reiterates the importance of attendance. After the student has been discussed at two meetings we contact our school social worker to make a home visit and bring the student in to sign an attendance contract. If attendance still does not improve we arrange a TIC (Truancy Intervention Committee) meeting to address the issues.

Suspensions- Students who have one or more suspensions are counseled by the administrator involved. In addition they are referred to our guidance counselors for additional intervention with LEAPS lessons and small group counseling. If a student continues to demonstrate unacceptable behaviors at school they enter the MTSS process and receive interventions in behavior management.

Course Failure- Students that receive failing grades in an ELA or Math course are monitored for progress using Istation Reading and STAR Reading and STAR Math assessments. Grades Kindergarten through Second use Literacy First Phonics, Phonemic Awareness, and Fluency assessments to ensure mastery of foundational reading skills. Teachers all use diagnostic data to determine the skills students are missing and intervene in small leveled groups. In addition, we've used Title 1 funds to hire a certified teacher to provide remediation for students identified as needing intensive intervention in reading. She meets with students for 45 minutes twice weekly to work on missing skills. Students who don't respond to these interventions are formally entered into the MTSS process. This process provides structured interventions provided in a small group setting at least twice a week. The MTSS team monitors students and increases intervention as needed or returns students to monitor status if they are being successful.
Mascotte Elementary has 3 well equipped computer labs which allows students in 1st through 3rd grades to use the Istation reading and math programs 30 minutes daily in a lab setting .Fifth and fourth grade students each have an HP Stream that is assigned to them to use in the classroom. All classrooms K-3 have 5 desktop computers and six Ipads for student use so our students interact with curriculum through technology daily.

Level 1 on State Assessment- Our Potentials Specialist will spend 2.25 hours per week providing

additional instruction for targeted students that received a level 1 on the ELA test last year. Vocabulary has been identified as one of our most deficient areas of performance due to our high population of ELL students. Our PT teacher will focus on vocabulary development and fluency with these students.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/444804.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Mascotte Elementary Charter School builds and sustains partnerships through our school volunteer program, our parent and community involvement activities and our business partners.
The Kiwanis Club of Clermont has been an extremely supportive partner for our school through their Terrific Kid program and their generous donations of dictionaries and thesauri to our students. Community Leaders are on our school's Charter Board which meets bimonthly to review data, budgets, and make decisions concerning the operation of our school. Local businesses routinely donate items for our school events and for our students..

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Johnson, Radean	Principal
Brown, Terri	Instructional Coach
McMillan, Mary Lou	Other
Mayhugh-Rego, Tiffany	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Radean Johnson is the school principal. As principal she oversees all school business, school operations, and academic resources. She is in charge of the evaluation process, personnel assignments, student placements, class size reduction and allocations, personnel rosters, interviewing, and all stakeholder meetings.

Tiffany Mayhugh is the Assistant Principal. She is in charge of the master schedule, teacher quality retention, TOP, interns, clinical education, and the interviewing and hiring all instructional personnel. Furthermore, she oversees the Title One budget, and all compliance plans. She is in charge of curriculum and professional development. She oversees our MTSS to identify and monitor students with academic needs. She schedules and facilitates the attendance committee meetings. Additionally, she oversees fidelity for ESE and ESOL. She also assists Ms. Johnson with the evaluations of the instructional staff and is in charge of the evaluations of the office staff and paraprofessionals.
.
Terri Brown is our Literacy Coach. She helps teachers develop intervention strategies for our underperforming students, provides teacher and staff professional development, and is a member of the MTSS team. In addition she oversees FLKRS, Istation, and parent involvement implementation. She is on the technology committee and she is always on the lookout for resources for literacy development.

Mary Lou McMillan is the Curriculum Resource Teacher. She analyzes our data for progress monitoring purposes an implements the Title 1 Intervention program. She manages our assessment programs such as; My Data First and STAR Reading and Math. She orders textbooks and curriculum related materials. She is on the attendance committee and works on the compliance plans. She works closely with Mrs. Mayhugh on the Title One Budget.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All Tier 1 students receive instruction using the core reading, math, science, and writing curriculums. Student progress is monitored through classroom based formative assessments, Istation and STAR Reading and Math assessments. Both are district and school based progress monitoring assessment programs. Tier 1 students receive differentiated instruction in all subjects to meet their needs. The MTSS/RtI committee holds meetings every 7 to 8 weeks to analyze the assessment data for students who have been identified as in need of interventions beyond the core curriculum(Tier 2). Student assessment data is collected then analyzed and compared to other students in the grade level to determine the effectiveness of the intervention(s) being received. Adjustments and changes to each student's plan is based on growth targets being met. If a student does not make progress with Tier 2 interventions, the committee recommends Tier 3 which increases the intensity and frequency of the intervention. All classroom schedules are designed to allocate daily RtI intervention times for both reading and math in all grade levels. We also implement a Positive Behavior System as our Core(Tier 1) behavioral plan for the RtI process. Students are closely monitored using a variety of assessments and progress monitoring tools. The MTSS/RtI committee works with grade level teams, the ESE department and curriculum to determine appropriate materials for interventions and assessments.

Title I, Part A
Funds provide academic support to students to assist them in achieving the standards in the core curriculum and the Florida Standards. The opportunities may include before and after school programs and resource assistance during the school day. Title I funds provide a Potentials/Reading teacher, a Literacy Coach, Teacher Assistant for Literacy and a Family School Liaison (FSL). Title I funds a Parent Resource Center where the FSL facilitates materials check-out, parent workshops and

communication between teachers and parents.

Title 1 provides funding for; 2 Teachers, 7 teacher assistants, 1 literacy coach, 1 family school liaison, parent involvement activities, professional development for teachers and staff, and instructional materials for students.

Title 1 funds provide funds for 2 in-school tutors that provide instruction during the regular school day.

Title I, Part C- Migrant

Migrant Education Program (MEP) staff provide services and support to eligible students and parents. The MEP Migrant Advocate provides parents with social service referrals to local community agencies as well as advocacy support. The district-based MEP Program Specialist coordinates with other federal and district programs to help meet the needs of these students.

Title I, Part D

The Program Specialist for the Neglected and Delinquent (N&D) program provides services for identified N&D students in need. The N&D Program Specialist coordinates with other federal, district and local programs to help meet the needs of these students.

Our Guidance department works with LEA to ensure that our students who qualify for assistance under Title I Part D receive services.

Title II

Mascotte Elementary Charter strives to hire and retain highly effective staff members. Title II funds are used to provide teachers with high-quality professional development.

Title III

As a school with many ELL students we work closely with the LEA staff to identify and provide services for those students.

Title IX- Homeless

The School Counselors and Social Worker assist to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. The Homeless Liaison, two Homeless Grant Managers, the Homeless Resource Advocate and the Program Specialist for Homeless at the District level collaborate with the Homeless Contact at the school level to help identified students and their families receive the necessary services and resources.

Our Guidance department works hand in hand with the LEA to identify and provide services to our homeless students.

Supplemental Academic Instruction (SAI)

Our SAC oversees the distribution of SAI monies.

Nutrition Programs

Provided by the LEA

Adult Education

Provided by the LEA

Career and Technical Education

Provided by the LEA

Job Training

Provided by the LEA

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Elizabeth Villanueva	Parent
JoAnne Jones	Business/Community
Stacy Gaines	Business/Community
Scott Boyatt	Business/Community
Darryl Reaves	Business/Community
Michael Singh	Business/Community
Radean Johnson	Principal
Brandy Hobson	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The charter board/SAC meets 5 times per year in periodic review of the School Improvement Plan. Our plan is evaluated through the board meeting process and suggestions and input can be documented when needs are identified.

b. Development of this school improvement plan

The SAC meets to provide guidance and ideas for the School Improvement Plan through monthly meetings. The SAC provided input concerning parental involvement, funding, and extended learning opportunities. The SAC solicits input from stakeholders during the meetings and through stakeholder surveys.

c. Preparation of the school's annual budget and plan

The Charter Board/SAC meets 5 times a year. In each meeting the most current budget and plan are reviewed and approved by the SAC/ Charter Board.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Our SAI budget is $174,911.00. The funds were used to pay 2 teachers and provide salary and benefits.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

Our school is in compliance with the law. As a charter school our board acts as the SAC.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Brown, Terri	Instructional Coach
McMillan, Mary Lou	Other
Johnson, Radean	Principal
Campbell, Debbie	Instructional Media
Bledsoe, Laura	Teacher, K-12
Kieft, Robyn	Teacher, K-12
Newman, Wendi	Teacher, K-12
Mayhugh-Rego, Tiffany	Assistant Principal
Wilson, Ashley	Teacher, K-12
Szpek, Carol	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our major initiative this year will be the implementation of Growth Mindset teaching strategies with continued emphasis on Mentor Text and Annotating Text. Our Growth Mindset motto, "Mascotte Charter School where we learn grow and achieve", is imbedded in all communications, presentations, and daily activities. Our expectation is for students to develop a positive attitude toward productive struggle and the perseverance to work until success has been achieved. Mentor Text and Annotating Text will be used to increase literacy achievement at all grade levels. Specifically, our goal is to increase vocabulary development and increase comprehension skills through student interaction with text and through rigorous performance tasks. In addition, we will be using Engage New York math for all grade levels to promote math literacy.
LLT members promote literacy through sponsoring reading challenges, Accelerated Reader contests, planning Literacy Week activities, promoting literacy family nights and the Vocabulary Parade, just to name a few events.
Members of the LLT provide professional development for instructional staff and support staff, facilitate PLC groups, and mentor new teachers.

Our intervention teachers are members of the LLT. We will use specified Title One tutoring funds to hire two intervention tutors to work with our under achieving students during the regular school day. The tutors are both certified elementary education teachers and will deliver small group instruction in reading to students identified as in need of intervention by our progress monitoring data from STAR Reading and Istation. One tutor will work with groups of 5-8 students per grade level four days per week for 45 minutes and the other will work with small groups of primary students 2 days a week for 20 minutes.

In order to promote literacy in our lowest performing students we have hired a Potentials Specialist/ Reading teacher to provide intensive reading intervention for students that scored a level 1 on FSA last year. Our data indicates that vocabulary knowledge is one of our most deficient areas. Our teacher will focus on strengthening vocabulary development and reading skills. In addition she works with an intermediate group of ELL students to develop oral language skills to accelerate integration into our school environment. She tutors selected first and second grade students to work on literacy skills. Each group of students receive services for 90 minutes per week.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Each grade level team attends a scheduled collaborative planning every Thursday. They meet and exchange ideas for teaching the Florida standards and plan lessons for the following week. The grade chairpersons keep a record of lesson ideas and teaching strategies discussed on the grade level planning form. Collegial planning is monitored by the leadership team.
Teachers are offered the opportunity to observe in peer or model classrooms throughout our school. Coverage is provided so that new teachers are able to learn instructional routines and classroom management techniques from experienced teachers. New teachers are assigned an experienced mentor teacher to coach them through planning and instructional routines.
We've established 2 vertical teams in grades 4 and 5 to promote vertical curriculum planning and alignment to state standards. Each team consists of three 4th grade teachers and three 5th grade teachers who plan collaboratively and adjust when deficiencies are discovered in our curriculum.
Our school is fortunate to have Title II professional development funds which will be used to provide each teacher with 2 days of training for standards based reading instruction. Teachers will work together to develop best practices and strategies to effectively implement standards based instruction and assessments with their students. Title II funds will also be used to provide a Kagan Brain-Based Learning workshop for the entire staff.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Administration attends the end of the year assembly at Lake Sumter State College each year. We have successfully recruited some of their top students to teach at our school.
In addition, we have hired a licensed Speech Language Pathologist from an agency to provide speech and language therapy for our students.
As a charter school we offer bonuses, as we are financially able, to our teachers in order to retain them and reward them for our students' success.
In addition, we actively seek to host interns here at Mascotte Elementary Charter School. This provides us with the opportunity to observe and recruit and potential teachers. We are able to evaluate their effectiveness and how they will work with our staff and student population.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

All new teachers are assigned a Clinical Educator certified mentor. We have developed a Teacher Center to provide additional support for the new teachers and teachers who have been identified as in need through TEAM evaluations. A non load bearing staff member has been assigned to assist these teachers as well. The mentor visits the classroom and then meets with the teacher to discuss both problems and solutions in the areas of classroom instruction and management.The mentor is an experienced teacher with mentorship training and is not attached to the teacher's evaluation in any way. This allows a relationship of trust to develop.
Teachers receive ongoing professional development in the areas of instructional best practices, curriculum design, and technology. We are a Literacy First School and provide ongoing training for both new and experienced teachers.
We usually pair new teachers with their grade level Leadership Team member. This person works closely with the beginning teacher on the development of lesson plans and any other assistance that is needed with curriculum.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All Florida Standards have been accounted for within our curriculum materials through a Florida Standards checklist. Teachers have ready access to grade level standards through CPALMS, McGraw Hill Wonders Florida Edition, Pearson Science Florida Edition, Engage Math and Florida Studies weekly. We have developed instructional materials resource rooms for Math and ELA, so that our resources are organized and stored for easy access by teachers.
Our teachers are required to post the Florida standards relevant to their daily instruction as well as student learning goals for each lesson. Having these elements in place is emphasized daily in communications and walkthrough visits.
Mascotte Elementary Charter adopted instructional materials based on the Florida Standards. In addition, we ordered test item specification books for the FSA for all tested grade levels. The specification books are used for planning rigorous lessons that meet the demands of the new FSA assessments.
Our district has also developed curriculum blueprints for all subject areas that we use as resources to teach and assess the standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Progress monitoring data from STAR Reading and Math assessments and Istation Reading is analyzed constantly to determine the instructional needs of our students. The students currently in 1st thru 5th grade will receive remediation from our Title 1 tutors or our Potentials Specialist teacher based on their performance on FSA ELA and/or STAR Reading assessments. Assessment data consistently shows us that our students perform poorly on the vocabulary sections of assessments; so teachers, teachers assistants, and remediation teachers work with small differentiated vocabulary groups daily.
We use the Literacy First model of instruction and assessment to monitor foundational skills in grades K-2. Data for each student is analyzed on a skill continuum in order to form small groups to address the need for remediation or acceleration. High achieving students progress to the more advanced skills through flexible groupings for instruction.
Academic teacher assistants are assigned to each grade level to provide support for student learning. Our teacher assistants work with students daily in small groups under teacher direction to practice reading and math skills. Academic TAs maintain a record of the students and the focus skill for each group.

Our students in first through 3rd grades students use IStation reading and Zearn math technology programs in the computer lab four days per week. Every fifth and fourth grade student has an HP Steam to use for technology based curriculum such as Istation reading, Zearn math and Accelerated math in the classroom. Kindergarten utilizes the IStation reading and Zearn math programs in their classrooms using desktop computers and Ipads. The Istation program adjusts presented skills to the students' learning needs and provides acceleration and remediation as needed.
Scheduled intervention blocks of time within the curriculum schedule assists teachers in planning and instructing intervention groups for students in the MTSS process. These times are scheduled specifically for teachers to work with students needing remediation on the skills identified through progress monitoring. This allows administration to verify the fidelity of the intervention and MTSS programs.
Our ESE inclusion students are provided services by 3 certified ESE teachers who go into the

classrooms to work with their students. Our speech pathologist provides services for our speech and language impaired students. IND self-contained ESE students receive instruction from our two ESE certified teachers.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 24,300

We are extending the school day by providing instruction to students in need of remediation during their 45 minute specials time.Last year we implemented this strategy and data confirms the success of the program. The data indicated that 84% of our students demonstrated growth in reading as indicated either on the STAR reading assessment or the Istation reading assessment. We have one Elementary Education certified teacher that provides 24- 45 minutes session per week. Each of the selected students attends 2 - 45 minute sessions per week. This year we have added an additional tutor that provides 5 hours of remediation 2 days per week with students in grade K-2. Her focus is to remediate students on deficient foundational Literacy skills in Phonemic Awareness or Phonics.

Strategy Rationale

Mascotte Elementary's core curriculum and intervention programs have demonstrated success increasing achievement levels for lower quartile students scoring achievement level 1 on the FSA. ELA levels increased by 4 % in achievement, 1% in gains, and 2% in our lower quartile.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McMillan, Mary Lou, mcmillanm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

FSA, STAR reading or I Station reading baseline testing will be used to identify students in need of remediation for reading in all grades.
The effectiveness of the program will be determined by the Florida Standards Assessment, STAR reading and IStation end of the year testing scores.

Strategy: Extended School Day

Minutes added to school year: 22,500

We will use our Potentials Specialist to provide remedial instruction for targeted students in grades 1-5 for reading. Each student in the 3-5 session will receive 67.5 hours of additional reading instruction. Grades 1 and 2 will have two sessions. Each session will last for 45 days for a total of 33.75 hours of remediation in reading.

Strategy Rationale

The Potentials Specialist teacher will be able to give focused vocabulary instruction, our identified area of need, in a small group setting. She will give additional support for classroom instruction of comprehension skills. She will also serve as a mentor to the those under-performing students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
McMillan, Mary Lou, mcmillanm@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will use the data from FSA, STAR reading and I Station reading to determine the effectiveness of the program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

We host an annual Kindergarten registration and orientation each Spring for kindergarten parents and students who will begin Kindergarten in the Fall We go over requirements for Kindergarten and provide students with an activity book for practice over the summer in order to develop the skills needed for Kindergarten. Kindergarten teachers speak to the parents about literacy and helping their children be successful learners.

The school leadership team revised the special area schedule to allow our 4th and 5th grade students to choose 2 electives during the 8 day rotation. Choices included Music Ensemble, Music Composition, Science Fair 101, Science Brain Busters, Maker Space, and the News Show Crew. These experiences will better prepare our students for middle school.

Our 5th grade students attend an assembly presented by Gray Middle school in the spring to prepare them for the changes and demands of middle school curriculum. Gray Middle school also offers a 'Gator Camp' in the summer for incoming 6th graders to learn about the school.

We have 2 onsite VPK teachers. One is a full year program funded through Title One that serves targeted students from our economically disadvantaged population. The other VPK teacher has two, single semester classes. This allows us to fully prepare 60 of our incoming kindergarten students.

VPK teachers communicate with parents through two required parent conferences which are scheduled at the middle and end of the program.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Mascotte Elementary Charter School's goal is to increase ELA proficiency levels to 55% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading software will increase student proficiency levels through rigorous practice and application of the ELA standards. Student progress will be monitored through STAR Reading and the ISIP assessment within the IStation program.

G2. Mascotte Charter School's teachers and staff will use our resources to engage students in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels to 55% or above in targeted content areas.

G3. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of developing the characteristics of a growth mindset and understand that our school is a bully-free zone.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Mascotte Elementary Charter School's goal is to increase ELA proficiency levels to 55% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading software will increase student proficiency levels through rigorous practice and application of the ELA standards. Student progress will be monitored through STAR Reading and the ISIP assessment within the IStation program. `1a`

🔍 G097754

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	55.0

Targeted Barriers to Achieving the Goal `3`

- Our school needs to update our switches in our server rooms to better accommodate our access points and increase band width available in order for our students to more quickly access the internet and our software programs.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Our school has 326 student ipads and 406 desktop computers available for our students to use for learning.

- Mascotte Elementary operates 3 computer labs containing 92 desktops so that students in kindergarten through third grades have 30 minutes of computer lab time 4-5 days each week. Our fourth and fifth grade students each have an HP Stream assigned to them to work on technology based programs in their classrooms. Kindergarten through third grade classrooms all have 5 desktop computers.

- Our students have access to Istation Reading and Accelerated Reading software in order to practice and apply reading skills.

- We employ a full-time technology support technician to provide support for our growing technology based curriculum.

Plan to Monitor Progress Toward G1. `8`

Students will access reading software programs in all classrooms using Ipads, HP Streams, and desktop computers.
Istation Reading and Accelerated Reading usage and individual student progress toward proficiency will be monitored and analyzed each quarter.

Person Responsible
Mary Lou McMillan

Schedule
Quarterly, from 8/10/2017 to 6/7/2018

Evidence of Completion
Students will demonstrate increased achievement levels in Reading and Language Arts on end of year assessments and increase FSA reading achievement from 50% proficiency to 55% proficiency.

G2. Mascotte Charter School's teachers and staff will use our resources to engage students in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels to 55% or above in targeted content areas. `1a`

🔑 G097755

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	63.0
FSA ELA Achievement	55.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal `3`

- Implementation of the Florida Standards Teachers are having difficulty adapting curriculum to include the rigorous tasks students must master to increase proficiency levels and learning gains on FSA Math, ELA, and Science.

- Our percentage of third, fourth, and fifth grade students that scored in the proficient range on the Florida Standards ELA Assessment is 50%. 47% of our students made learning gains in ELA and 49% of our lower quartile made ELA gains

- Parent Involvement- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. We have been unable to find resources to train our parents how to help their students master our rigorous curriculum.

- 54% of our 3rd, 4th, and fifth grade students scored in the proficient range on the Mathematics FSA. 43% of our students made learning gains and only 24% of the lower quartile made gains in math.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Support Personnel for Intervention Classes and Grade Level Classrooms; Use Title 1 funds to hire an in-school tutor to work with targeted students in grades K-5. She will provide 192 students with an additional 2000 minutes of instruction. Use Title 1 funds to hire an additional in-school tutor to work with kindergarten, first and second grade students one to two days a week on phonics skills. Use Title 1 funds to pay salaries for 8 academic teacher assistants that work directly with students in classrooms. Provide ELL support through strategic intervention with targeted students with our Potentials/Reading teacher. She will provide ELL students with 3 - 30 minute support sessions per week. Potentials/Reading teacher will provide 4500 minutes of additional Reading instruction for our lowest performing students in grades 3-5. Potentials/Reading teacher will provide 90 minutes per week sessions for reading intervention with grades 1 and 2. Reading Resource room has many supplemental teaching materials.

- Technology - Three computer labs with a total of 92 computers plus a scheduled 20 minute lab time daily for 1st - 3rd grade students. Each kindergarten, first and second grade classroom will have at least 6 IPADS and 5 desktop computers for students to use phonics and reading software. Every fourth and fifth grade student has a HP Stream laptop assigned to them for use in the classroom. All teachers have an IPAD to use for instruction and demonstrations. Our students have access to IStation reading, ZEARN Math, Accelerated Math(3rd-5th) and Accelerated Reader.

- Professional Development-- Professional development for our software programs is ongoing for teachers so that they become proficient at integrating technology based programs with content instruction. Our Title 1 science teacher provides support to classroom teachers by providing students with an understanding of the relevance and everyday application of science principals within the science special area classes. Classroom teachers participate in a Standards Based

Reading PLC paid for through Title 2 which provides teachers collaboration time to develop tools and strategies for standards based reading instruction. A school-wide Growth Mindset initiative has been implemented for all teachers, staff and students. Professional development using Title 1 funds is being provided for teachers and teacher assistants to increase their understanding of best practices and strategies.

• Parental Involvement funds through Title 1 are used to provide events such as Orlando Science Center Science Nights, books for our Eagle Family Picnic, and translators for our Parent Conference Nights.

Plan to Monitor Progress Toward G2. `8`

Analyze benchmark assessment data from STAR Reading and STAR Math, Istation Reading, and Writing midyear data to determine if increased student achievement has occurred. FSA assessment data will be used to determine if adjustments to curriculum and instruction is needed.

Person Responsible
Tiffany Mayhugh-Rego

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Pre and post test Excel worksheets completed and data analyzed by leadership team and teachers.

G3. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of developing the characteristics of a growth mindset and understand that our school is a bully-free zone. 1a

🔑 G097756

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	6.0

Targeted Barriers to Achieving the Goal 3

- Many students do not understand what behaviors are considered to be bullying.

- Teachers, staff and students have not learned or developed the attributes necessary for having a growth mindset.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MCS has 2 guidance counselors who are able to meet with students experiencing behavior issues. Life Stream conducts on-site counseling for targeted students. We adhere to the Lake County School policy and all state laws for bullying.

- We have a workplace safety committee and a safety committee that meets 6 times per school year. in order to maintain a safe work environment. A full time Mascotte Police Officer is on campus each day during school hours to assist with discipline and safety.

- Mascotte Elementary uses the PBS (Positive Behavior Support) model for monitoring discipline issues and frequency. PBS focuses on explicitly teaching students how to make a positive impact in the classroom and in our school. Our teachers also use Class Dojo to promote positive behavior, growth mindset thinking, and parent communications concerning behavior.

- Mascotte Charter School has earned micro credentials from the state of Florida for becoming a Growth Mindset model school.

Plan to Monitor Progress Toward G3. 8

Leadership will analyze progress monitoring data from STAR Reading and STAR math, discipline referral logs and quarterly summary of discipline trends.

Person Responsible
Radean Johnson

Schedule
Quarterly, from 9/25/2017 to 5/24/2018

Evidence of Completion
Discipline logs and reports in Skyward will be compiled for review and adjustments made to our plan based on this data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. Mascotte Elementary Charter School's goal is to increase ELA proficiency levels to 55% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading software will increase student proficiency levels through rigorous practice and application of the ELA standards. Student progress will be monitored through STAR Reading and the ISIP assessment within the IStation program. `1`

🔑 G097754

G1.B1 Our school needs to update our switches in our server rooms to better accommodate our access points and increase band width available in order for our students to more quickly access the internet and our software programs. `2`

🔑 B262773

G1.B1.S1 The technology team has developed a Digital Classroom Plan to address connectivity issues, new hardware, and maintaining our servers. `4`

🔑 S278252

Strategy Rationale

The computers and student devices will not operate efficiently without the necessary infrastructure.

Action Step 1 `5`

Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Charter budget will reflect the digital expenditures associated with replacement and updates of the school's technology.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Our technology support technician and principal will order the hardware necessary to implement the digital plan.

Person Responsible

Radean Johnson

Schedule

Semiannually, from 10/2/2017 to 2/23/2018

Evidence of Completion

Access points will be installed in all classrooms and switches will be replaced on the servers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Tech support will report server or access issues to the principal. Students will be able to access and use internet software programs using the Ipads, HP Streams, and desktop computers.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Tech support will keep an implementation log and budget expenditures spreadsheet. Tech will monitor usage reports for our technology based programs and report findings to administration.

G2. Mascotte Charter School's teachers and staff will use our resources to engage students in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels to 55% or above in targeted content areas. 1

🔑 G097755

G2.B1 Implementation of the Florida Standards Teachers are having difficulty adapting curriculum to include the rigorous tasks students must master to increase proficiency levels and learning gains on FSA Math, ELA, and Science. 2

🔑 B262774

G2.B1.S1 Continue to develop rigorous curriculums at all grade levels with emphasis on standards-based instruction, mastery of foundational skills(K-2), technology, and authentic literacy. 4

🔑 S278253

Strategy Rationale

We use the Florida standards to create a focused and strategic curriculum that motivates students to learn and increase achievement.

Action Step 1 5

All grade levels will participate in professional learning communities, standards based instruction workshops, and a KAGAN brain based learning workshop in order to strengthen instructional strategies for reading, math and science.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 8/3/2017 to 5/24/2018

Evidence of Completion

Grade Level PLC Groups will meet to plan and discuss teaching strategies during collegial planning, teachers will attend SBRI workshops, and standards based lesson studies will be implemented at each grade level.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Grade level groups are required to participate in data driven Professional Learning Communities, weekly collegial planning and workshops to increase instructional effectiveness. Teachers are expected to plan/teach rigorous standards based lessons and plan student performance tasks that meet the requirements of the Florida Standards. Our administrative team participates and monitors participation and implementation through walkthroughs, sign-in sheets, and progress monitoring data.

Person Responsible

Radean Johnson

Schedule

Weekly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Teachers will attend Standards Based Reading workshops, Kagan Brain Based Learning workshop, A Mindset for Learning book study, and Math Strategies for the Lower Quartile workshops. Grade Levels will create curriculum maps for all subjects to document instruction of all grade level standards. Teachers will use a common template to plan lessons and document that all Florida Standards are taught to all students. Templates, lesson plans, and maps are uploaded to the share folder for review by administration.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Principal and Assistant Principals will perform daily classroom walkthroughs to observe implementation of the standards based curriculum.
Students in Grades 1-5 will be assessed at the end of each nine weeks using STAR Reading and Math. Istation reading will be used for monthly progress monitoring in grades kindergarten through fifth. The Literacy First assessments for P.A., phonics, and fluency will be used to monitor progress in foundational skills in kindergarten, first, and second grades. Science Boot Camp materials will be used to monitor science achievement levels for 3rd-5th grade.

Person Responsible

Radean Johnson

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walkthrough notes, teacher evaluation observation data, and lesson plans will be used to monitor implementation and document effectiveness. Our leadership team has implemented Learning Walks with feedback notes in order to created a constant dialogue about teaching and learning in our classrooms. Benchmark assessment data will be used to determine the effects of the standards based curriculum on student achievement.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Provide and monitor attendance of teachers' professional learning and collegial planning for ELA, Math, and Science.

Person Responsible

Terri Brown

Schedule

Monthly, from 8/3/2017 to 5/25/2018

Evidence of Completion

Professional development sign-in sheets, agendas, and workshop surveys will be used to determine the completion and effectiveness of our professional learning opportunities.

G2.B2 Our percentage of third, fourth, and fifth grade students that scored in the proficient range on the Florida Standards ELA Assessment is 50%. 47% of our students made learning gains in ELA and 49% of our lower quartile made ELA gains `2`

🔑 B262775

G2.B2.S1 Support Personnel for Intervention Classes and Grade Level Classrooms Use Title 1 funds to hire two in-school tutors to work with targeted students in grades K-5. Use Title 1 funds to pay salaries for 8 Academic Teacher Assistants to work with low performing students daily in regular education classrooms. `4`

🔑 S278254

Strategy Rationale

Lower performing students need more time to practice and more exposure to curriculum in order to increase achievement levels and demonstrate growth.

Action Step 1 `5`

Implement the Title 1 in-school tutoring program by scheduling tutors, students and purchasing curriculum materials. Assign academic teacher assistants to classrooms during ELA and Math blocks.

Person Responsible

Mary Lou McMillan

Schedule

Daily, from 10/12/2017 to 4/6/2018

Evidence of Completion

Title 1 student attendance sheets, progress monitoring assessment data, tutor time sheets.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Our Curriculum Resource Teacher manages this program and keeps detailed records of student attendance and growth on progress monitoring assessments.

Person Responsible

Mary Lou McMillan

Schedule

Weekly, from 10/12/2017 to 4/12/2018

Evidence of Completion

The Title 1 LEA contact maintains this data and submits these records to the Federal Programs office.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The assistant principal and MTSS team will monitor the progress of students identified as needing additional support through data analysis and intervention planning meetings.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 9/25/2017 to 5/24/2018

Evidence of Completion

We collect teacher data sheets, MTSS meeting notes, tutor fidelity logs, and tutor lesson plans for analysis.

G2.B3 Parent Involvement- Parental Involvement for instructional initiatives is difficult due to the fact that many of our students' parents do not speak English fluently. We have been unable to find resources to train our parents how to help their students master our rigorous curriculum. 2

🔑 B262776

G2.B3.S1 Utilize the Title One Resource Center I PAD training and check out for targeted ELL students. 4

🔑 S278255

Strategy Rationale

Parents are not able to assist their student(s) due to language barriers. The use of the I PADs for supplemental instruction at home should increase student performance.

Action Step 1 5

Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out program.

Person Responsible

Mary Lou McMillan

Schedule

Monthly, from 9/29/2017 to 5/24/2018

Evidence of Completion

List of students with their ELL status and STAR data.

Action Step 2 5

Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD through out Title One Parent Resource Center. Provide them with Training at flex times to accommodate parent schedules.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Schedule with date and time as well as agenda of trainings.

Action Step 3 5

Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Flex schedule approved by Mrs. Mayhugh.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

A log of parents who check out I PADS will be turned into Mrs. Mayhugh each month. A member of the Leadership team will attend one of the offered trainings each month.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 9/29/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, meeting agendas and notes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Request parent feedback on our parent I PAD check out program. Provide a short survey for the parents to complete once they have returned the I PAD.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 10/2/2017 to 5/18/2018

Evidence of Completion

Parent surveys and sign in sheets.

G2.B3.S2 Parent Conference Night 4

🔑 S278256

Strategy Rationale

Parents can meet with all of their children's teachers in one evening. This alleviates the issue of having to make multiple trips to the school for conferences. The conference times begin at 3:30 and end at 7:00. This also allows parents to conference outside of regular work hours.

Action Step 1 5

We will hold parent conference nights at the end of the first and third nine weeks from 3:30-7:00 PM.

Person Responsible

Radean Johnson

Schedule

Semiannually, from 10/24/2017 to 4/5/2018

Evidence of Completion

Parent sign in sheets and conference forms are collected.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Leadership conducts a review of parent conference forms and feedback surveys from parents.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Semiannually, from 10/24/2017 to 4/5/2018

Evidence of Completion

We will review the signed parent conference forms and parent surveys. We will also calculate percentage of parents attending the conference nights.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

Parent sign in sheets

Person Responsible

Radean Johnson

Schedule

Semiannually, from 10/24/2017 to 4/5/2018

Evidence of Completion

Parent sign in sheet and teacher feedback of conferences held.

G2.B4 54% of our 3rd, 4th, and fifth grade students scored in the proficient range on the Mathematics FSA. 43% of our students made learning gains and only 24% of the lower quartile made gains in math. `2`

🔍 B262777

G2.B4.S1 Our full staff will participate in an all day Kagan training focused on brain based learning and retention of content. `4`

🔍 S278257

Strategy Rationale

Brain research and its applications to teaching and learning will help our teachers learn core principals of brain friendly teaching.

Action Step 1 `5`

Our PD department will use Title 2 funds to provide Kagan Brain-based learning workshop for all teachers and selected staff.

Person Responsible

Mary Lou McMillan

Schedule

On 11/4/2017

Evidence of Completion

Classroom walkthrough data, deliberate practice plan data, and collegial planning meeting notes will be used to monitor effectiveness of the strategy.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Leadership team members will conduct learning walks to monitor implementation.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Weekly, from 11/6/2017 to 5/24/2018

Evidence of Completion

Feedback notes from learning walks, teacher evaluation meeting notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

We will promote brain-based strategies during our collegial planning meetings and during deliberate practice PD.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Weekly, from 11/6/2017 to 5/24/2018

Evidence of Completion

We will collect lesson plans and notes from collegial planning meetings to monitor implementation of brain-based strategies.

G2.B4.S2 4th and 5th grade teachers will attend a school-based workshop - Math: Reaching the Lower Quartile. 4

🔑 S278258

Strategy Rationale

Our teachers need to examine the individual student data for our lower quartile students and create intervention strategies and lessons to increase their math achievement levels.

Action Step 1 5

Design and deliver a workshop for 4th and 5th grade teachers to learn teaching strategies for meeting the needs of students in the math lower quartile.

Person Responsible

Terri Brown

Schedule

On 1/18/2018

Evidence of Completion

Sign-in sheets and lesson plans will be collected to demonstrate completion of the workshop.

Plan to Monitor Fidelity of Implementation of G2.B4.S2 6

Leadership team will provide coaching and lesson feedback through Learning Walks and through MTSS student meetings.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Weekly, from 12/18/2017 to 5/24/2018

Evidence of Completion

We'll collect Learning Walk observation data and monitor MTSS intervention data.

Plan to Monitor Effectiveness of Implementation of G2.B4.S2 `7`

Analyze STAR Math progress monitoring data and FSA Math data when available.

Person Responsible

Mary Lou McMillan

Schedule

Quarterly, from 8/18/2017 to 5/24/2018

Evidence of Completion

STAR Math student diagnostic data and FSA Math data.

G3. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of developing the characteristics of a growth mindset and understand that our school is a bully-free zone. `1`

🔑 G097756

G3.B1 Many students do not understand what behaviors are considered to be bullying. `2`

🔑 B262778

G3.B1.S1 Anti-bullying videos and character building lessons will be shown to students through our school wide broadcasting system during lunch and media time. `4`

🔑 S278259

Strategy Rationale

Viewing the lessons on video will ensure that are students have a good understanding of what is considered to be bullying.

Action Step 1 `5`

Choose the character building and anti-bullying videos from the selection on Safari Montage and lessons from Steps to Respect for school-wide viewing.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

We will save a selection of character development and anti-bullying videos on a playlist in Safari Montage.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Our Technology Support Technician and Assistant Principal will create a schedule for showing the videos to each grade level.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

Video play list logs will be kept by the Technology Support Assistant.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The PBS Team, and administrators will analyze behavior incident logs quarterly for bullying issues.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 10/23/2017 to 5/24/2018

Evidence of Completion

Data from Skyward will be exported to an excel spread sheet for behavior incidents and the quarterly summary will be analyzed for trends.

G3.B1.S2 Our media specialist will teach internet safety lessons that contain an anti-bullying message and strategies for students to learn to be safe when online. 4

🔑 S278260

Strategy Rationale

All students attend media classes once a week so she can teach the lessons in a timely and consistent manner.

Action Step 1 5

The media specialist will plan and teach internet safety lessons appropriate for each grade level during the first 9 weeks of school.

Person Responsible

Debbie Campbell

Schedule

On 10/13/2017

Evidence of Completion

Media Specialist will document lessons in her lesson plans.

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Internet Safety Lessons will be documented in Media lesson plans and the assistant principal will monitor incidents involving students misusing the internet access granted through the school.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Annually, from 8/10/2017 to 10/13/2017

Evidence of Completion

Students will use school technology and the internet with safety in mind. Incidents involving misuse of the internet will be documented and compared to last year.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 `7`

Discipline referrals for internet issues will be documented and compiled in Skyward. Leadership team will make decisions about internet safety issues based on this data.

Person Responsible

Radean Johnson

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Data will be discussed at the quarterly data meetings with the leadership team.

G3.B2 Teachers, staff and students have not learned or developed the attributes necessary for having a growth mindset. `2`

🔑 B262779

G3.B2.S1 Provide ongoing professional development for teachers to help them examine their own attitudes about learning, achievement and their own mindsets. `4`

🔑 S278261

Strategy Rationale

Once teachers understand the principals and importance of developing a growth mindset, they can teach these ideas to students and practice the positive thinking needed to be successful with challenging content . Growth Mindset will become embedded within our school culture and vision.

Action Step 1 `5`

Leadership team and two teacher leads will provide growth mindset PD for teachers and staff and parents.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets and feedback parent surveys will be collected for fidelity.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

Monitor attendance for workshops, and TLC meetings, attend collegial planning meetings and support growth mindset initiatives.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Monthly, from 8/7/2017 to 5/24/2018

Evidence of Completion

Leadership team will conduct weekly CWTs, collect PD sign-ins and collegial planning logs.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Leadership team members will analyze assessment performance data, discipline data, and parent and teacher survey data.

Person Responsible

Tiffany Mayhugh-Rego

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Star Reading and Math progress monitoring data, Istation ISIP data, Skyward discipline data, Title 1 parent survey data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.B1.S2.MA1 🔑 M404696	Internet Safety Lessons will be documented in Media lesson plans and the assistant principal will...	Mayhugh-Rego, Tiffany	8/10/2017	Students will use school technology and the internet with safety in mind. Incidents involving misuse of the internet will be documented and compared to last year.	10/13/2017 annually
G3.B1.S2.A1 🔑 A374811	The media specialist will plan and teach internet safety lessons appropriate for each grade level...	Campbell, Debbie	8/10/2017	Media Specialist will document lessons in her lesson plans.	10/13/2017 one-time
G2.B4.S1.A1 🔑 A374808	Our PD department will use Title 2 funds to provide Kagan Brain-based learning workshop for all...	McMillan, Mary Lou	11/4/2017	Classroom walkthrough data, deliberate practice plan data, and collegial planning meeting notes will be used to monitor effectiveness of the strategy.	11/4/2017 one-time
G2.B4.S2.A1 🔑 A374809	Design and deliver a workshop for 4th and 5th grade teachers to learn teaching strategies for...	Brown, Terri	12/17/2017	Sign-in sheets and lesson plans will be collected to demonstrate completion of the workshop.	1/18/2018 one-time
G1.B1.S1.MA1 🔑 M404677	Our technology support technician and principal will order the hardware necessary to implement the...	Johnson, Radean	10/2/2017	Access points will be installed in all classrooms and switches will be replaced on the servers.	2/23/2018 semiannually
G2.B3.S2.MA1 🔑 M404686	Parent sign in sheets	Johnson, Radean	10/24/2017	Parent sign in sheet and teacher feedback of conferences held.	4/5/2018 semiannually
G2.B3.S2.MA1 🔑 M404687	Leadership conducts a review of parent conference forms and feedback surveys from parents.	Mayhugh-Rego, Tiffany	10/24/2017	We will review the signed parent conference forms and parent surveys. We will also calculate percentage of parents attending the conference nights.	4/5/2018 semiannually
G2.B3.S2.A1 🔑 A374807	We will hold parent conference nights at the end of the first and third nine weeks from 3:30-7:00...	Johnson, Radean	10/24/2017	Parent sign in sheets and conference forms are collected.	4/5/2018 semiannually
G2.B2.S1.A1 🔑 A374803	Implement the Title 1 in-school tutoring program by scheduling tutors, students and purchasing...	McMillan, Mary Lou	10/12/2017	Title 1 student attendance sheets, progress monitoring assessment data, tutor time sheets.	4/6/2018 daily
G2.B2.S1.MA1 🔑 M404683	Our Curriculum Resource Teacher manages this program and keeps detailed records of student...	McMillan, Mary Lou	10/12/2017	The Title 1 LEA contact maintains this data and submits these records to the Federal Programs office.	4/12/2018 weekly
G2.B3.S1.MA1 🔑 M404684	Request parent feedback on our parent I PAD check out program. Provide a short survey for the...	Johnson, Radean	10/2/2017	Parent surveys and sign in sheets.	5/18/2018 quarterly
G3.MA1 🔑 M404699	Leadership will analyze progress monitoring data from STAR Reading and STAR math, discipline...	Johnson, Radean	9/25/2017	Discipline logs and reports in Skyward will be compiled for review and adjustments made to our plan based on this data.	5/24/2018 quarterly
G1.B1.S1.MA1 🔑 M404676	Tech support will report server or access issues to the principal. Students will be able to access...	Johnson, Radean	8/10/2017	Tech support will keep an implementation log and budget expenditures spreadsheet. Tech will monitor usage reports for our technology based programs and report findings to administration.	5/24/2018 quarterly
G2.B1.S1.A1 🔑 A374802	All grade levels will participate in professional learning communities, standards based instruction...	Mayhugh-Rego, Tiffany	8/3/2017	Grade Level PLC Groups will meet to plan and discuss teaching strategies during collegial planning, teachers will attend SBRI workshops, and standards based lesson studies will be implemented at each grade level.	5/24/2018 monthly
G2.B2.S1.MA1 🔑 M404682	The assistant principal and MTSS team will monitor the progress of students identified as needing...	Mayhugh-Rego, Tiffany	9/25/2017	We collect teacher data sheets, MTSS meeting notes, tutor fidelity logs, and tutor lesson plans for analysis.	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1 M404685	A log of parents who check out I PADS will be turned into Mrs. Mayhugh each month. A member of the...	Mayhugh-Rego, Tiffany	9/29/2017	Sign-in sheets, meeting agendas and notes.	5/24/2018 monthly
G2.B3.S1.A1 A374804	Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out...	McMillan, Mary Lou	9/29/2017	List of students with their ELL status and STAR data.	5/24/2018 monthly
G2.B3.S1.A2 A374805	Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD...	Mayhugh-Rego, Tiffany	9/29/2017	Schedule with date and time as well as agenda of trainings.	5/24/2018 monthly
G2.B3.S1.A3 A374806	Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.	Mayhugh-Rego, Tiffany	9/29/2017	Flex schedule approved by Mrs. Mayhugh.	5/24/2018 monthly
G2.B4.S1.MA1 M404688	We will promote brain-based strategies during our collegial planning meetings and during deliberate...	Mayhugh-Rego, Tiffany	11/6/2017	We will collect lesson plans and notes from collegial planning meetings to monitor implementation of brain-based strategies.	5/24/2018 weekly
G2.B4.S1.MA1 M404689	Leadership team members will conduct learning walks to monitor implementation.	Mayhugh-Rego, Tiffany	11/6/2017	Feedback notes from learning walks, teacher evaluation meeting notes, lesson plans	5/24/2018 weekly
G3.B1.S1.MA1 M404693	The PBS Team, and administrators will analyze behavior incident logs quarterly for bullying issues.	Johnson, Radean	10/23/2017	Data from Skyward will be exported to an excel spread sheet for behavior incidents and the quarterly summary will be analyzed for trends.	5/24/2018 quarterly
G3.B1.S1.MA1 M404694	Our Technology Support Technician and Assistant Principal will create a schedule for showing the...	Mayhugh-Rego, Tiffany	10/23/2017	Video play list logs will be kept by the Technology Support Assistant.	5/24/2018 quarterly
G3.B1.S1.A1 A374810	Choose the character building and anti-bullying videos from the selection on Safari Montage and...	Mayhugh-Rego, Tiffany	10/23/2017	We will save a selection of character development and anti-bullying videos on a playlist in Safari Montage.	5/24/2018 quarterly
G3.B2.S1.MA1 M404697	Leadership team members will analyze assessment performance data, discipline data, and parent and...	Mayhugh-Rego, Tiffany	8/10/2017	Star Reading and Math progress monitoring data, Istation ISIP data, Skyward discipline data, Title 1 parent survey data	5/24/2018 biweekly
G3.B2.S1.MA1 M404698	Monitor attendance for workshops, and TLC meetings, attend collegial planning meetings and support...	Mayhugh-Rego, Tiffany	8/7/2017	Leadership team will conduct weekly CWTs, collect PD sign-ins and collegial planning logs.	5/24/2018 monthly
G3.B2.S1.A1 A374812	Leadership team and two teacher leads will provide growth mindset PD for teachers and staff and...	Mayhugh-Rego, Tiffany	8/7/2017	Sign-in sheets and feedback parent surveys will be collected for fidelity.	5/24/2018 quarterly
G2.B4.S2.MA1 M404690	Analyze STAR Math progress monitoring data and FSA Math data when available.	McMillan, Mary Lou	8/18/2017	STAR Math student diagnostic data and FSA Math data.	5/24/2018 quarterly
G2.B4.S2.MA1 M404691	Leadership team will provide coaching and lesson feedback through Learning Walks and through MTSS...	Mayhugh-Rego, Tiffany	12/18/2017	We'll collect Learning Walk observation data and monitor MTSS intervention data.	5/24/2018 weekly
G3.B1.S2.MA1 M404695	Discipline referrals for internet issues will be documented and compiled in Skyward. Leadership...	Johnson, Radean	8/10/2017	Data will be discussed at the quarterly data meetings with the leadership team.	5/24/2018 quarterly
G2.MA1 M404692	Analyze benchmark assessment data from STAR Reading and STAR Math, Istation Reading, and Writing...	Mayhugh-Rego, Tiffany	8/10/2017	Pre and post test Excel worksheets completed and data analyzed by leadership team and teachers.	5/25/2018 quarterly
G2.B1.S1.MA1 M404679	Principal and Assistant Principals will perform daily classroom walkthroughs to observe...	Johnson, Radean	8/10/2017	Walkthrough notes, teacher evaluation observation data, and lesson plans will be used to monitor implementation and document effectiveness. Our leadership team has implemented Learning Walks with feedback notes in order to created a constant dialogue about teaching and learning in our classrooms. Benchmark assessment data will be used to determine the effects of the standards	5/25/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				based curriculum on student achievement.	
G2.B1.S1.MA3 🔍 M404680	Provide and monitor attendance of teachers' professional learning and collegial planning for ELA,...	Brown, Terri	8/3/2017	Professional development sign-in sheets, agendas, and workshop surveys will be used to determine the completion and effectiveness of our professional learning opportunities.	5/25/2018 monthly
G2.B1.S1.MA1 🔍 M404681	Grade level groups are required to participate in data driven Professional Learning Communities,...	Johnson, Radean	8/3/2017	Teachers will attend Standards Based Reading workshops, Kagan Brain Based Learning workshop, A Mindset for Learning book study, and Math Strategies for the Lower Quartile workshops. Grade Levels will create curriculum maps for all subjects to document instruction of all grade level standards. Teachers will use a common template to plan lessons and document that all Florida Standards are taught to all students. Templates, lesson plans, and maps are uploaded to the share folder for review by administration.	5/25/2018 weekly
G1.B1.S1.A1 🔍 A374801	Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.	Johnson, Radean	8/10/2017	Charter budget will reflect the digital expenditures associated with replacement and updates of the school's technology.	5/31/2018 quarterly
G1.MA1 🔍 M404678	Students will access reading software programs in all classrooms using Ipads, HP Streams, and...	McMillan, Mary Lou	8/10/2017	Students will demonstrate increased achievement levels in Reading and Language Arts on end of year assessments and increase FSA reading achievement from 50% proficiency to 55% proficiency.	6/7/2018 quarterly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Mascotte Charter School's teachers and staff will use our resources to engage students in school-based and extended learning experiences that will help them practice and deepen new knowledge and increase achievement levels to 55% or above in targeted content areas.

G2.B1 Implementation of the Florida Standards Teachers are having difficulty adapting curriculum to include the rigorous tasks students must master to increase proficiency levels and learning gains on FSA Math, ELA, and Science.

G2.B1.S1 Continue to develop rigorous curriculums at all grade levels with emphasis on standards-based instruction, mastery of foundational skills(K-2), technology, and authentic literacy.

PD Opportunity 1

All grade levels will participate in professional learning communities, standards based instruction workshops, and a KAGAN brain based learning workshop in order to strengthen instructional strategies for reading, math and science.

Facilitator

Terri Brown

Participants

All Instructional Staff

Schedule

Monthly, from 8/3/2017 to 5/24/2018

G2.B4 54% of our 3rd, 4th, and fifth grade students scored in the proficient range on the Mathematics FSA. 43% of our students made learning gains and only 24% of the lower quartile made gains in math.

G2.B4.S1 Our full staff will participate in an all day Kagan training focused on brain based learning and retention of content.

PD Opportunity 1

Our PD department will use Title 2 funds to provide Kagan Brain-based learning workshop for all teachers and selected staff.

Facilitator

Kagan Professional Development

Participants

Instructional staff and selected support staff will participate

Schedule

On 11/4/2017

G2.B4.S2 4th and 5th grade teachers will attend a school-based workshop - Math: Reaching the Lower Quartile.

PD Opportunity 1

Design and deliver a workshop for 4th and 5th grade teachers to learn teaching strategies for meeting the needs of students in the math lower quartile.

Facilitator

Terri Brown

Participants

4th and 5th grade teachers.

Schedule

On 1/18/2018

G3. Mascotte Elementary Charter School will provide a secure, safe, and respectful school environment for all students, staff and parents. Students will learn the importance of developing the characteristics of a growth mindset and understand that our school is a bully-free zone.

G3.B2 Teachers, staff and students have not learned or developed the attributes necessary for having a growth mindset.

G3.B2.S1 Provide ongoing professional development for teachers to help them examine their own attitudes about learning, achievement and their own mindsets.

PD Opportunity 1

Leadership team and two teacher leads will provide growth mindset PD for teachers and staff and parents.

Facilitator

Tiffany Mayhugh

Participants

Instructional and support staff 3will receive ongoing PD and parents will receive a one time workshop.

Schedule

Quarterly, from 8/7/2017 to 5/24/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Mascotte Elementary Charter School's goal is to increase ELA proficiency levels to 55% or above by improving student access to reading instructional software. Accelerated Reader and Istation reading software will increase student proficiency levels through rigorous practice and application of the ELA standards. Student progress will be monitored through STAR Reading and the ISIP assessment within the IStation program.

G1.B1 Our school needs to update our switches in our server rooms to better accommodate our access points and increase band width available in order for our students to more quickly access the internet and our software programs.

G1.B1.S1 The technology team has developed a Digital Classroom Plan to address connectivity issues, new hardware, and maintaining our servers.

TA Opportunity 1

Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.

Facilitator

Lake County Schools IT Department

Participants

Robin Harris

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

VII. Budget

1	G1.B1.S1.A1	Develop a digital plan and a budget for replacing outdated hardware and updating infrastructure.				$18,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	643-Capitalized Hardware and Technology-Related Infrastructure	0541 - Mascotte Elementary School	General Fund		$18,400.00
			Notes: Notes Check this.			
2	G2.B1.S1.A1	All grade levels will participate in professional learning communities, standards based instruction workshops, and a KAGAN brain based learning workshop in order to strengthen instructional strategies for reading, math and science.				$12,402.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0541 - Mascotte Elementary School	Title II		$9,594.00

			Notes: Notes These funds will be used for Subs.			
	6400	120-Classroom Teachers	0541 - Mascotte Elementary School	Title II		$840.00
			Notes: These Funds will used to pay Teacher Stipends.			
	6400	140-Substitute Teachers	0541 - Mascotte Elementary School	Title II		$1,968.00
			Notes: Subs for our Standards Based Reading Instruction workshop			
3	G2.B2.S1.A1	**Implement the Title 1 in-school tutoring program by scheduling tutors, students and purchasing curriculum materials. Assign academic teacher assistants to classrooms during ELA and Math blocks.**				**$157,787.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	130-Other Certified Instructional Personnel	0541 - Mascotte Elementary School	Title I, Part A		$23,519.00
			Notes: Salaries for tutors and site facilitator			
	1141	150-Aides	0541 - Mascotte Elementary School	Title, I Part A		$134,268.00
			Notes: Notes			
4	G2.B3.S1.A1	**Identify ELL students to be targeted for our Title One Parent Resource Center I PAD check out program.**				**$0.00**
5	G2.B3.S1.A2	**Coordinate with our FSL to contact our targeted ELL students' parents to check out an I PAD through out Title One Parent Resource Center. Provide them with Training at flex times to accommodate parent schedules.**				**$0.00**
6	G2.B3.S1.A3	**Develop a flex schedule for our FSL to provide training for our targeted ELL students' parents.**				**$0.00**
7	G2.B3.S2.A1	**We will hold parent conference nights at the end of the first and third nine weeks from 3:30-7:00 PM.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - Mascotte Elementary School	Title, I Part A		$3,000.00
			Notes: Notes			
8	G2.B4.S1.A1	**Our PD department will use Title 2 funds to provide Kagan Brain-based learning workshop for all teachers and selected staff.**				**$15,249.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - Mascotte Elementary School	Title II		$15,249.00
			Notes: Notes			
9	G2.B4.S2.A1	**Design and deliver a workshop for 4th and 5th grade teachers to learn teaching strategies for meeting the needs of students in the math lower quartile.**				**$1,968.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1140	140-Substitute Teachers	0541 - Mascotte Elementary School	Title II		$1,968.00
			Notes: For substitutes.			
10	**G3.B1.S1.A1**	**Choose the character building and anti-bullying videos from the selection on Safari Montage and lessons from Steps to Respect for school-wide viewing.**				**$75.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$75.00
			Notes: Notes			
11	**G3.B1.S2.A1**	**The media specialist will plan and teach internet safety lessons appropriate for each grade level during the first 9 weeks of school.**				**$0.00**
12	**G3.B2.S1.A1**	**Leadership team and two teacher leads will provide growth mindset PD for teachers and staff and parents.**				**$250.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0541 - Mascotte Elementary School	Title, I Part A		$250.00
			Notes: Notes			
					Total:	**$209,131.00**