Mirage Elementary School
No Excuses University Endorsement

Mirage Culture of Universal Achievement

Mirage Goals and Beliefs

Our One Goal:

Every student will be performing at or above grade level in ALL subject areas.

Our Beliefs

We believe…

~ every student will be proficient in all subject areas, including life skills such as respect for themselves and others. Student growth is the key to proficiency, and in order to support this, staff members must collaborate with one another to help all students.

~ student effort is driven by our expectations, example, and excitement. It is our job to state expectations, model positive interactions with one another, and provide a positive learning environment which offers students multiple opportunities to participate in a variety of learning experiences in which they can be successful.

~ students' challenges in life do not define who they will become. These challenges are simply stepping stones to success. It is our job to create positive relationships with students and their families. Challenges will not interfere with our high expectations; expectations will be fair for all students.

~ consistent collaboration among staff members and with students/families, is critical to student and school success. Collaboration should happen on a daily basis through formal structures, as well as informally with students at the heart of our work.

~ high expectations will be set for students, staff, and parents, with permission to fail while taking academic risks, support for persevering and showing grit, and opportunities to learn while never giving up- no matter what- No Excuses!

Our Pledge & Mission:

We are committed to providing extraordinary educational opportunities to every learner.

Accomplishing Our Beliefs

Our Beliefs

We believe…

~ every student will be proficient in all subject areas, including life skills such as respect for themselves and others. Student growth is the key to proficiency, and in order to support this, staff members must collaborate with one another to help all students.

- Purposeful data meetings
- Student Study Team meetings (SST)
- Instructional coaches
- Response to Intervention (RTI)
- Student buy in/Student data folders
- Tiered support system of learning
- Monitoring of student data: MI, RI, DIBELS, ESGI, etc.

- Teaching social skills with a common language through Morning Meetings, school expectations, and teachable moments
- Use of Sanford Harmony SEL program & PBIS
- RULE Tickets & Golden Tickets
- Class Dojo behavioral system
- Modeling expectations
- Modeling respectful interactions with one another

~ student effort is driven by our expectations, example, and excitement. It is our job to state expectations, model positive interactions with one another, and provide a positive learning environment which offers students multiple opportunities to participate in a variety of learning experiences in which they can be successful.

- Every student gets a fresh start each day
- We set the daily tone in our morning meetings
- Keep the classroom tone positive

- Modeling expectations
- RULE Tickets & Golden Tickets
- PBIS w/ the use of Class Dojo

~ students' challenges in life do not define who they will become. These challenges are simply stepping stones to success. It is our job to create positive relationships with students and their families. Challenges will not interfere with our high expectations; expectations will be fair for all students.

- Parent/Teacher/Student conferences
- Family Engagement events- in person & virtual when needed
- Giving Closet available with new/gently used clothing, toiletries, & resources
- Frequent home/school communication
- Holiday Help Program
- Modeling expectations
- Relationship building with students & families

~ consistent collaboration among staff members and with students/families, is critical to student and school success. Collaboration should happen on a daily basis through formal structures, as well as informally with students at the heart of our work.

- Collaborative PLC Meetings centered around student data for subject areas & behavior
- Morning Meeting
- Multi-Tiered System of Supports (MTSS)
- Student Success Team meetings (SST)
- Gen Ed & Special Education collaboration
- Special Area collaboration w/ team and other staff
- Title 1 team supports through coaching, data meetings, modeling, lessons, & walk-thrus

~ high expectations will be set for students, staff, and parents, with permission to fail while taking academic risks, support for persevering and showing grit, and opportunities to learn while never giving up- no matter what- No Excuses!

- Tiered learning supports
- Student accountability
- Student data folders
- Classroom goal setting and tracking
- Response to Intervention (RTI)
- Small group instruction
- Learning about universities & NEU Philosophy
- Providing re-teaching and tutoring for students
- Re-taking tests for mastery
- Teaching students that mistakes are ok--FAIL= *First Attempt in Learning*
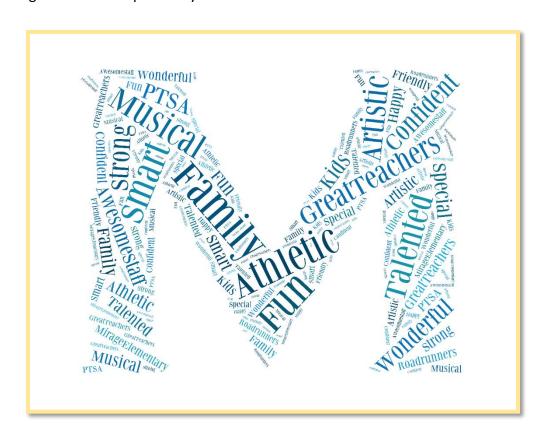- Encouraging family buy in and accountability

Staff members at Mirage believe in partnering with students and families for academic and behavior success. Through communication on a regular basis via email, conferences, Take Home Tuesday Folders, social media, and reminder texts, the mission, vision, and beliefs of the school are communicated through various avenues and activities.

At fall conferences, all families, students, and teachers are asked to sign a 3-Way Pledge that outlines promises to one another to assist in success of our students.

All students participate in a 'Day 1' assembly that clearly outlines Mirage's beliefs and expectations. Students are asked to make a commitment to our expectations and their school success, and in return, an official No Excuses University t-shirt is provided to wear on Mondays as a reminder of the commitment to success.

Families are invited to the annual Title 1 Night & No Excuses University Parent Forum during the first semester of the year. Information is shared with parents about our school-wide Title 1 program, as well as the school's beliefs and goals regarding what it means to be 'college bound'. The 6 Exceptional Systems are shared and examples provided for families, including the powerful symbolism of 4-year universities on campus.

Annually, staff members revisit goals and beliefs to review and update if necessary. Potential staff members are provided with the school culture and beliefs upon expressing interest in employment at Mirage. New staff members are given the opportunity to engage in discussions and trainings on the 6 Exceptional Systems.

Staff	*Students*	*Parents/Guardians*
Assessments: Mirage staff will use continuous improvement in the classroom, setting student goals that are based on data obtained from common assessments. Assessments will be used to drive instruction.	**Preparing for College:** Mirage students will be provided with specific ways they can prepare for college. Teachers will utilize AZ College and Career Readiness Standards as a basis for engaging, tech-rich lessons that are relevant to life.	**Parent Forums:** Mirage parents/guardians will participate in a 'Parent Forum' at the beginning of the year to learn about school's goals, NEU, and Title 1.
Collaboration: Mirage staff will participate in collaboration formally and informally through grade level and/or department meetings, data meetings, and work teams that build strong relationships with one another, provide opportunities for professional growth, and support our students in making them college ready.	**Celebration:** Academic and character success will be celebrated by all at Mirage as students strive for college readiness.	**Family Engagement:** Mirage families will be invited to a variety of activities during the year to promote a partnership between home and school. Parents/Guardians will be invited to provide input, participate in PTSA, meet with the principal and staff to review school goals and data, as well as attend family events.
Candid Collaboration: Mirage staff will communicate concerns that may inhibit academic and social growth of students by using strategies that are respectful and solution minded.	**Student Handbook:** The Mirage Family Handbook is focused on basic processes and procedures, as well as character traits and work habits that will guide students to be successful and college ready.	**Title 1 Compact and Pledge:** Mirage Parents/Guardians will endorse the annual Title 1 Compact and Mirage Pledge signed by student, principal, teacher, and parent. These contracts will outline expectations for all as we work toward success for our students and being a *No Excuses University* school.
Standards: Mirage staff use AZ College and Career Readiness Standards as a basis for all lessons, activities, and learning opportunities for students. These opportunities will be engaging, tech-rich, and relevant to life.	**Power of Symbolism:** Mirage staff members will support students every Monday by wearing No Excuses University shirts to set the tone of learning for the week. Fridays will be college readiness day as students and staff will wear their classroom adopted university logos and/or colors.	
Powerful Symbolism: Students will be encouraged by a variety of higher education opportunities that are focused on 4- year university symbolism. *See student section	**Student Goals:** Mirage students will set academic and character goals through the use of student data notebooks/folders. These goals will be tied to college readiness and AZ Standards; they will be tracked by students.	

MIRAGE *Elementary School*

Mirage 3 Way Pledge

The Teacher Pledge	The Student Pledge	The Parent Pledge
I understand the importance of putting students first in all decisions. I will work to achieve the school goal and agree to carry out the staff responsibilities and expectations. I am committed to:	I understand that my education is very important to my future. It will help me develop the tools I need to become a successful and productive person. I know that my education now will prepare me for college and the future. I am committed to:	I understand that my child's education today is essential to their success in life. This experience will support him/her to become a successful and productive person. It will also prepare them for college if they so choose to attend. I am committed to:
- Teach state standards - Communicate regularly with parents - Strive to meet the individual needs of each student	- Arriving to school, every day, on time, unless I am ill - Following the school rule - Completing and turning in assignments - Sharing letters, corrected work, and other materials with my parents	- Ensuring my child attends school every day, on time, unless they are ill - Looking at communication from school- work, letters, fliers, etc. - Engaging in meetings, conferences, and events when I am able
I am committed to providing extraordinary learning experiences for all students. Teacher Signature: _____ Date: _____	I am committed to learn and become the best student I can be. Student Signature: _____ Date: _____	I am committed to these responsibilities in order to ensure a bright future for my child. Parent/Guardian Signature: _____ Date: _____

We believe in college readiness for all. Every student deserves the opportunity to be educated in a way that prepares them for college if they so choose to attend.

Mirage Collaboration

Mirage is committed to collaborating with each other in many ways. We understand that the academic progress for our students comes as a result of quality instruction from the classroom teacher and effective collaboration among team members. We work with teams in many ways.

Mirage Elementary Collaborative Commitments

As staff members of Mirage Elementary School, we are committed to collaborating with one another in a variety of ways. We understand that the greatest academic and social gains for our students come as a result of high quality instruction and collaboration among team members. Mirage staff members work interdependently with their teams in many ways. The following are examples of individual commitments that we are willing to make as we collaborate as a staff:

Clarity of Purpose: Mirage staff members remain focused on our 1 Goal to ensure that **every** student is at or above grade level in all subject areas. Staff members meet with a purpose and use agendas and timelines to ensure success for every collaborative meeting. Meeting topics are decided upon in advance. After a meeting staff members follow through with their next steps.

Respectful of Time: Mirage staff members are focused and value one another's time. They are prompt to all collaborative meetings. They make the most of their time together by collaborating creatively with student learning at the center of conversations.

Professional Development: Mirage staff members are actively engaged in Professional Development activities, whether they are at the school or district level. Staff members learn from one another and are committed to growing professionally together.

Respectful relationships: Mirage staff members are committed to developing strong professional relationships with each other. They praise one another, celebrate one another, and are honest with one

another. Like a family, we will support one another during times of challenge and times of celebration, whether it be personally or professionally. We will have open, honest conversations, even if they make us uncomfortable. Because we respect one another, we will be able to work together to make good choices for kids, no matter what!

Mirage Elementary School

Collaborative Commitment:	What is it?	When will we do it?	How will it be accomplished?
90 min. Release Days	90 minute release days will take place 3-4 times a month.

1 day is designated for Professional Development, and on the other days, Collaborative Team meetings will take place. | **PD Days:** 8/13, 9/17, 10/1, 2/4, 3/25, 5/6

Collaborative Team Days: 8/6, 8/20, 8/27, 9/3, 9/24, 10/8, 10/29, 11/5, 11/19, 12/3, 12/10, 1/14, 1/28, 2/11, 3/4, 3/11, 4/29, 5/13 | **Utilize resources:** *Learning By Doing *Visible Learning *The New Art and Science of Teaching *No Excuses University *Be a Bridge Builder *Teach Like a Champion *Hacking School Discipline

Utilize PLC Process: ~Set group norms ~Set year-long and short term goals ~Identify Essential Standards ~Identify Levels of Proficiency ~Create CFAs ~Use 4 Critical ?s: *What do we expect our students to learn? *How will we know they are learning? *How will we respond when they don't learn? *How will we respond if they already know it?

~Celebrate student learning! ~Utilize archival system in Google Team Drive |

Academic Collaborative Team Meetings	Meet with the Math Specialist or Reading Specialist, if needed, to strengthen planning and lesson delivery: ❖ Backwards design ❖ Determine the focus for each lesson ❖ Align the focus to the standard ❖ Modify the lesson/assessment/ rubric using the focus ❖ Analyze data ❖ Create RTI groups ❖ Brainstorm ways to meet students' needs	As needed for cycles of learning	**Utilize PLC Process:** ~Set group norms ~Set year-long and short term goals ~Identify Essential Standards ~Identify Levels of Proficiency ~Create CFAs ~Use 4 Critical ?s: 　*What do we expect our students to learn? 　*How will we know they are learning? 　*How will we respond when they don't learn? 　*How will we respond if they already know it? ~Celebrate student learning! ~Utilize archival system in Google Team Drive
Multi-School Collaborative Teams (4-6, Math/ELA)	Meet with the Math Specialist, Reading Specialist, or other facilitator, if needed, to strengthen planning and lesson delivery: ❖ Backwards design ❖ Determine the focus for each lesson ❖ Align the focus to the standard ❖ Modify the lesson/assessment/ rubric using the focus ❖ Analyze data Brainstorm ways to meet students' needs	As needed for cycles of learning *See Multi-School Team Link	**Utilize PLC Process:** ~Set group norms ~Set year-long and short term goals ~Identify Essential Standards ~Identify Levels of Proficiency ~Create CFAs ~Use 4 Critical ?s: 　*What do we expect our students to learn? 　*How will we know they are learning? 　*How will we respond when they don't learn? 　*How will we respond if they already know it? ~Celebrate student learning! ~Utilize archival system in Google Team Drive
Grade Level Meetings	Grade levels are expected to meet together at least once a week. Items for discussion: ❖ Student behaviors ❖ Upcoming lessons ❖ Celebrations ❖ House keeping items	Weekly	Grade levels will set a day of the week to meet as a team to discuss lessons, field trips, grade level rewards, etc.

Staff Meetings	Staff meet together to provide input & participate in professional development. ❖ Group Activity ❖ Celebrations	Wednesday 1x/month 3-3:45pm 8/4, 9/8, 10/14, 11/17 , 12/7 , 1/ 6, 2/8 , 3/1, 4/5, 5/3	All staff members are encouraged to attend. Timely information is given out, input sought for campus improvement and goals, as well as professional development provided regarding school initiatives.
Vertical Sharing	Grade levels have opportunities to meet with grades above and below their own to discuss learning outcomes at each grade level.	As needed	Discuss grading expectations across grade levels- including rubrics Discuss student learning based on yearly learning targets 6th grade: Reach out to 7th grade to ensure students are ready for middle school
Positive / Professional Colleague Relationships	In order to create a school culture of collaboration, staff members need to feel comfortable to be able to be open and honest with each other. We need to be *bucket fillers* for our peers and be open about praise and thankful when someone helps others out. Constructive feedback is professional not personal.	Happy Minutes- sponsored by the Social Committee Happy Hours- off campus as needed	Open and honest with peers Build trust with one another Taking time to praise and celebrate with each other Campus STAR program, DV STAR, Staff Favorites Survey, etc. Use of Candid Collaboration- privately speaking to one another about concerns. Don't wait until concerns become big issues!
Co-Teaching & Planning	General education teachers and Special education teachers work together to create equitable education for all students. ❖ Differentiate Instruction ❖ Modeling Instruction ❖ Lesson Planning ❖ Providing Accommodations as needed, per IEPs	Weekly	Use of student data and needs will be the driving force behind decisions made that put students first

Paraprofessional Collaboration	Paraprofessionals collaborate with special education teachers and one another to ensure student success.	As Needed & During 90 min. Release Days	Goal Setting

Use of student IEP goals/needs |
| Student Study Teams (SST) | Teams of teachers, along with specialists, collaborate to support the learning and behavioral needs of students who are struggling. | Mondays- See SST referral Link in the MTSS section of the HUB | See MTSS and SST process maps |
| Family Engagement Teams | All certified staff members are responsible to participate on a Family Engagement Team during the school year.

There are major events that are scheduled each school year. | As Determined by Team | Team meets to plan Family Engagement events

Collaborative notes are kept in the Google Team Drive.

Events include: Back to School Bash, Veteran's Day Celebration, Polar Express Night, Literacy Week/Literacy Night/Craft Night, & STEM Night |
| Leadership Team | A team of teachers from each grade level and special area help administration with looking at school goals and action steps.
They bring information back to teammates and vice versa. | Wednesday 1x/month 3-3:45pm

8/35, 9/22, 10/26, 11/9, 12/15, 1/19, 2/23, 3/23, 4/20, 5/10 | Input is gathered by Team Leaders

Team Leaders represent their grade level and/or department

Utilize agendas and needs of school for topics and activities. |
| **Solution Minded Mentality** | When a problem arises, face the problem positively and try to come up with solutions individually or with the help of colleagues. | When problems arise | Get ideas from team/mentor.

Utilize Instructional Coaches and Specialists on campus.

Use resources available.

Think outside the box & try something new and different! |

MIRAGE AS A PROFESSIONAL LEARNING COMMUNITY (PLC)

As a school, we have adopted the DuFour model for Professional Learning Communities: *"A PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve."* (*Learning By Doing*, DuFour)

PLC expectations include:
- Collaborate on a regular basis with others
- Use the 4 Critical Questions to guide our work
- Identify Essential Standards as a team
- Create Common Formative Assessments (CFAs)
- Maintain student data in an organized way
- Set SMART goals, create action steps, and keep agendas/records up to date
- Share data openly with one another
- Continue to learn from others
- Collective Commitment to ALL Learners
- Celebrate often
- All means ALL!

4 Critical Questions that will guide our work:
1. What do we want students to know?
2. How will we know if they have learned it?
2a. What instructional practices will produce our best results?
3. What will we do if they didn't learn it?
4. What will we do if they already know it?

3 Big Ideas of a PLC:
1. The purpose of a PLC is to ensure that **all students** learn at **high levels**.
2. Helping **all students** learn requires a **collaborative and collective** effort.
3. To assess effectiveness in helping all students learn, we must **focus on results**- evidence of student learning-and **use results** to **inform and improve our professional practice** and respond to students who need **intervention** or **enrichment.**

6 Characteristics of the PLC process: (adapted from *Learning By Doing*)

1. Shared mission, vision, values, goals
Educators in a PLC benefit from clarity regarding their shared purpose, a common understanding of the school they are trying to create, collective communities to help move the school in the desired direction, and specific, measurable, attainable, results-oriented, and time bound (SMART) goals to mark their progress.

2. Collaborative teams focused on learning
In a PLC, educators work together interdependently in collaborative teams to achieve common goals for which they are mutually accountable. The structure of the school is aligned to ensure teams are provided

the time and support essential to adult learning.

"Collaboration is a systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results."

3. Collective inquiry
Teams in a PLC relentlessly question the status quo, seek new methods of teaching and learning, test the methods, and then reflect on the results. Building shared knowledge of both current reality and best practice is an essential part of each team's decision-making process.

4. Action orientation and experimentation
Members of a PLC constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas. They learn by doing.

5. Commitment to Continuous improvement
Not content with the status quo, members of a PLC constantly seek better ways to achieve mutual goals and accomplish their fundamental purpose of learning for all. All teams engage in an ongoing cycle of:
• Gathering evidence of current levels of student learning
• Developing strategies and ideas to build on strengths and address weaknesses in that
  learning
• Implementing the strategies and ideas
• Analyzing the impact of the changes to discover what was effective and what was not
• Applying the new knowledge in the next cycle of continuous improvement

6. Results orientation
Educators in a PLC assess their efforts on the basis of tangible results. They are hungry for evidence of student learning and use that evidence to inform and improve their practice.

"The success of the PLC concept depends not on the merits of the concept itself, but on the most important element in the improvement of any school—the commitment and persistence of the educators within it."
—*Richard DuFour*

Example of a PLC protocol used in a Date Meeting for Collaboratio

Mirage Tier 2 Planning

Date:	
Here's What (10 minutes)	

Standards Assessed:	**Type of Assessment:**	**Proficiency Expectation:**

Teacher	# below 70%	# 71% or higher	Tier 1: % of students at 70% or above (the goal is to have 80% or higher)	# of students at or above 70% after Tier 2	Tier 2: % of total students at 870% or above:

So What (15 minutes) Student Work Analysis
What trends did you notice?
Was there a specific concept or skill that students struggled with? Which one(s)?
What were the common errors that student made with the concept or skill?
Did you notice a specific strategy or process that student who showed mastery used (or was effective)?
Instructional Practice Discussion (Start with teacher who has the highest % of mastery)
What instructional strategies did you use that were effective?

Now What? (15 minutes) Decision Making	Teacher	Students identified for RtI, Practice, or Enrichment:	Planned Instructional Strategy	Name of students who did not show mastery after Tier 2 (Possible Tier 3 students)
Which students need more time and support?				
RtI	T1: T2: T3:			T1: T2: T3:
Additional Practice	T1: T2: T3:			
Enrichment (highlight students who scored 90% or above)	T1: T2: T3:			Retest Date:

Discuss:	
What will mastery look like on the next assessment? Standard: Date of Assessment: Date of Next Meeting:	

Mirage Standards Alignment

"Standards alignment is not something you have done; it is something that you do."

~Damen Lopez

Common Formative Assessments Teachers within the same grade level collaborate and utilize common assessments and rubrics in various areas. Continued growth is being made in using the PLC structure for creating and maintaining common assessments.

Vertical Alignment Planning Teachers have opportunities for discussion regarding standards deficits seen within the grade level. This creates opportunity for articulation with various grade levels to ensure that students have mastered necessary skills and are working toward proficiency in all areas.

Exit Tickets Teachers utilize exit tickets to check for understanding and to guide small group instruction. Student data is analyzed and is used to differentiate instruction, provide re engagement lessons, and allows teachers the opportunity to reflect on Tier 1 practices.

Co-Teaching General education teachers are provided the opportunity to co-teach and co-plan with special education teachers, intervention specialists, and curriculum specialists. Using various co-teaching models and the collaborative structures on campus, teachers use standards and IEP goals to ensure equitable learning opportunities for students.

Lesson Plans Teachers craft lesson plans that are aligned to the Arizona College and Career Readiness Standards. Lesson plans include standards, objectives, essential questions, activities, closure, and assessment. Lesson plans are reviewed and feedback is given by administration during observation follow ups.

Grading Mirage teachers focus on grading practice related to Arizona Career and College Readiness Standards. Mirage teachers avoid recording zeros in an effort to avoid locking

students in failure (Students will receive 50% on assignments) In terms of standard mastery, we allow additional attempts at mastery of a skill or concept to encourage students to do their best and to demonstrate student's actual level of mastery. Grades are a reflection of student achievement and academic factors. Each standard is tagged with a rating of 1-4 indicating the level of independence the student demonstrated on that specific standard.

PLC's Teachers in grade levels meet regularly in Professional Learning Communities to unpack standards currently being worked on inside the classroom. This creates dialogue in what skills students are expected to know, as well as what are next steps when students successfully master a standard and what to do when students have not met a standard. When keeping a PLC logs, this gives teachers across the grade level ideas of what is working in some classrooms and not in others.

Mirage Assessment Plan

Mirage follows the Deer Valley Unified School District's Assessment plan, participating in the required district and state assessments through the year. We follow the district assessment calendar.

To gather formative assessment data, teachers gather baseline data in the areas of ELA and Math. Assessments may be given as paper/pencil assessments, observations, student and parent surveys, and computer based assessments.

To ensure formative data is being gathered throughout all stages of learning units; pre, mid, and post assessments are given. Staff use the information from these assessments to drive their instruction and ensure that students are meeting proficiency standards as set forth by the state and district. Teachers create assessment calendars with input from support staff such as the math and literacy coaches, administration, and the guidance of district personnel. Assessment reminders for school wide assessments (such as DIBELS, Math Inventory, and Reading Inventory) are given frequently to ensure all staff members are aware of the assessment timing and expectation.

School City is the District's assessment system; housed in this system are required and optional District assessments, as well as previous year's assessment scores. Teachers have the

option to create their own assessments within this system that align to standards, as well as can be shared within the school or school to school in the District.

Rubrics

A variety of rubrics are used on campus; many are grade level created, while others used are provided by the district and/or state of Arizona.

Rubrics are also used at Mirage to grade all major math assessments. The rubrics allow teachers to determine how students arrived at a particular answer, and if necessary, how to correct the thinking process to make certain that the student does not continue the mistake.

Additionally, self-evaluative rubrics are used in various subjects for students to provide reflection regarding effort, as well as proficiency.

Special Areas incorporate various rubrics for skills that are taught, observed, and assessed. Rubrics are shared verbally and in writing to students.

Mirage Data Analysis

At Mirage, data is utilized within collaborative meetings and planning. Weekly collaborative math meetings take place with each grade level and the Math Specialist. Upcoming lessons are discussed, assessments and rubrics created, and student data is reviewed and used for future lessons at the Tier 1, Tier 2, and Tier 3 level.

4-6 Math teachers, 4-6 ELA, & 5th grade Science/SS teachers participate in multi-school collaborative meetings that allow for collaboration, standards alignment, common formative assessments, analyzation of data, and planning for instruction and interventions.

The K-3 Reading Specialist meet with K-3 teachers regularly to discuss DIBELS scores, progress monitoring and reading groups for Tier 2 and Tier 3 support. High yield strategies for Tier 1 small group instruction are also discussed. Instructional practices are adjusted as needed, based on student learning. K-3 teachers also collaborate with the Literacy Coach assigned to our school from District Office. This coach works closely with our Reading Specialist to ensure that teachers on track with strategies based on student data.

The 4-6 Reading Specialist meets with 4-6 ELA teacher and SpEd teachers regularly to discuss System 44 data, planning, and student progress. Data reports are shared with administration and teachers regularly and next steps are discussed. Students are moved and put in System 44 and/or Read 180 as needed.

Data is shared openly and honestly with one another. Adjustment to instruction takes place, based on student results, coupled with sharing of strategies within the classroom.

Math and ELA data is housed in the District-wide system of School City (see additional information in Assessment Plan regarding School City). Current and past District and State level assessment data for each student is kept and updated regularly in this system. Teachers utilize School City regularly to plan for all tiers of instruction. Additionally, the DIBELS database (K-3), Reading Inventory database, and simple excel docs are also used to house and share data within and among the school.
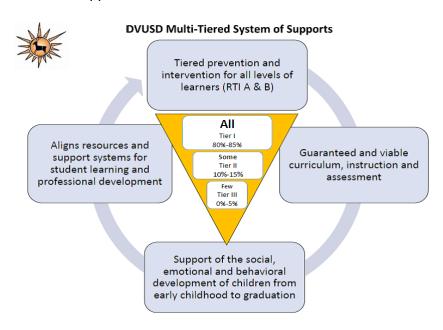
Student data folders are kept at some grade level in various forms. This portion of the system is being refined and strengthened to include goal setting and to create consistency for students.

Teachers are responsible for keeping track of students that are in RtI-A cycles. Through collaborative team meetings within teams and with specialists, staff members identify students in need of additional skill groups; through the meetings, teachers work to organize students into intervention or enrichment groups. At times, students go to another class to receive intervention. Ongoing monitoring occurs to determine when students have mastered skills through progress monitoring and exit assessments.

The School Counselor, along with the RtI-B interventionist maintains behavioral data through behavior plans and log entries. Overall, behavioral data is maintained through the District-wide system of Power School. The PBIS team reviews student behavioral data regularly to make adjustments to the campus-wide PBIS program.

Mirage continues to refine data collection and management processes annually.

Student Study Teams (SSTs) take place bi-weekly to address academic and/or behavioral needs of students, per teacher requests. Student data is gathered through work samples, anecdotal records, grades, assessment scores, and behavioral tracking. This system is continually being refined to include additional supports and interventions for classroom teachers.

DVUSD Multi-Tiered System of Supports

Tiered prevention and intervention for all levels of learners (RTI A & B)

Aligns resources and support systems for student learning and professional development

Guaranteed and viable curriculum, instruction and assessment

All
Tier I
80%-85%

Some
Tier II
10%-15%

Few
Tier III
0%-5%

Support of the social, emotional and behavioral development of children from early childhood to graduation
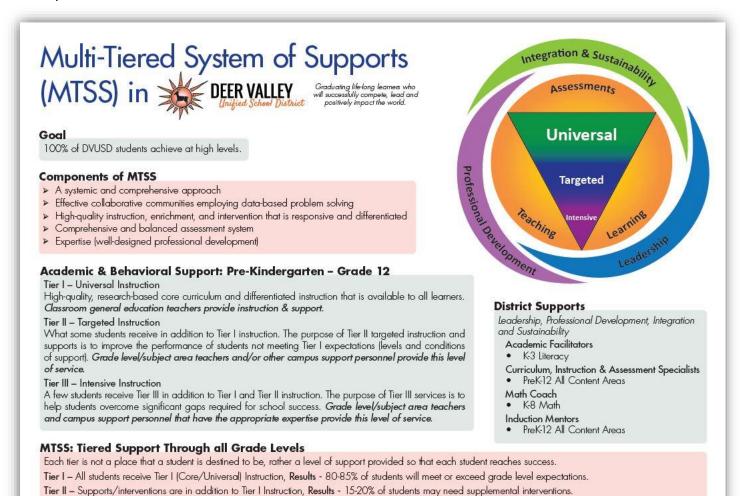
Mirage Interventions

Multi-Tiered Systems of Support (MTSS): MTSS is in place for all students at Mirage. For students who are not making adequate growth, academically or behaviorally, a team of teachers, specialists, and administration meet to discuss strategies being implemented, as well as new interventions to put in place. It helps keep everyone connected with students and each other, as we believe that 'everyone owns all kids'.
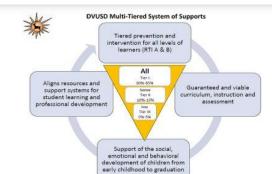
The MTSS Mirage Process Map is as follows, in alignment with the Deer Valley Unified School District processes.

Multi-Tiered System of Supports (MTSS) in DEER VALLEY Unified School District

Graduating life-long learners who will successfully compete, lead and positively impact the world.

Goal
100% of DVUSD students achieve at high levels.

Components of MTSS
- A systemic and comprehensive approach
- Effective collaborative communities employing data-based problem solving
- High-quality instruction, enrichment, and intervention that is responsive and differentiated
- Comprehensive and balanced assessment system
- Expertise (well-designed professional development)

Academic & Behavioral Support: Pre-Kindergarten – Grade 12

Tier I – Universal Instruction
High-quality, research-based core curriculum and differentiated instruction that is available to all learners. *Classroom general education teachers provide instruction & support.*

Tier II – Targeted Instruction
What some students receive in addition to Tier I instruction. The purpose of Tier II targeted instruction and supports is to improve the performance of students not meeting Tier I expectations (levels and conditions of support). *Grade level/subject area teachers and/or other campus support personnel provide this level of service.*

Tier III – Intensive Instruction
A few students receive Tier III in addition to Tier I and Tier II instruction. The purpose of Tier III services is to help students overcome significant gaps required for school success. *Grade level/subject area teachers and campus support personnel that have the appropriate expertise provide this level of service.*

District Supports
Leadership, Professional Development, Integration and Sustainability

Academic Facilitators
- K-3 Literacy

Curriculum, Instruction & Assessment Specialists
- PreK-12 All Content Areas

Math Coach
- K-8 Math

Induction Mentors
- PreK-12 All Content Areas

MTSS: Tiered Support Through all Grade Levels

Each tier is not a place that a student is destined to be, rather a level of support provided so that each student reaches success.

Tier I – All students receive Tier I (Core/Universal) Instruction, **Results** - 80-85% of students will meet or exceed grade level expectations.

Tier II – Supports/interventions are in addition to Tier I Instruction, **Results** - 15-20% of students may need supplemental interventions.

Tier III – Supports/interventions are in addition to Tier I and Tier II, **Results** - 5-10% of students may need intensive interventions. The expected outcome of Tier III services, combined with Tiers I and II is that the student will achieve or exceed Tier I proficiency levels.

Rev. 10/15

Mirage Elementary School MTSS Process Map

DVUSD Multi-Tiered System of Supports

Tiered prevention and intervention for all levels of learners (RTI A & B)

All
Tier 1
80%-85%

Some
Tier II
10%-15%

Few
Tier III
0%-5%

Aligns resources and support systems for student learning and professional development

Guaranteed and viable curriculum, instruction and assessment

Support of the social, emotional and behavioral development of children from early childhood to graduation

Step 1:

Meet as a Grade Level to determine students in need of support:

Use student data to determine RtI for Tier 2.

A: Execute academic Tier 2 groups within the classroom.
B: Provide specific behavior supports for student.

Collect student work samples and/or behavior charts & file in working file.

*If student is receiving support by a specialist, the specialist will send home an additional letter. describing their program

RtI should occur for student(s) 4-5 days/week, with weekly/bi-weekly progress monitoring results kept in working file or Grade Level Google Folder.

Wait 2-3 RtI Cycles (Cycle = 2-3 weeks of implementing the same intervention, with fidelity, & weekly checks for understanding)

Step 2:

Review data or concerns @ grade level meetings.

Collect student work samples

A: Refine academic interventions- implement new ones if needed.

B: Create behavior plan.

RtI should occur for student(s) 4-5 days/week, with weekly/bi-weekly progress monitoring results kept in working file or Grade Level Google Drive.

Wait 2-3 RtI Cycles (Cycle = 2-3 weeks of implementing the same intervention, with fidelity, & weekly checks for understanding)

Step 3:

Review data and/or RtI documentation @ grade level meeting.

Initiate SST if no growth is being made. Continue Tier 2 interventions.
LINK TO SST

Step 4:

Wait 2-3 RtI Cycles

Follow up SST scheduled by classroom teacher- *if needed or continue interventions if successful

*Follow Up SST w/ School Psych present, if decided at SST mtg.

*LINK TO SST

Continue interventions

AND/OR
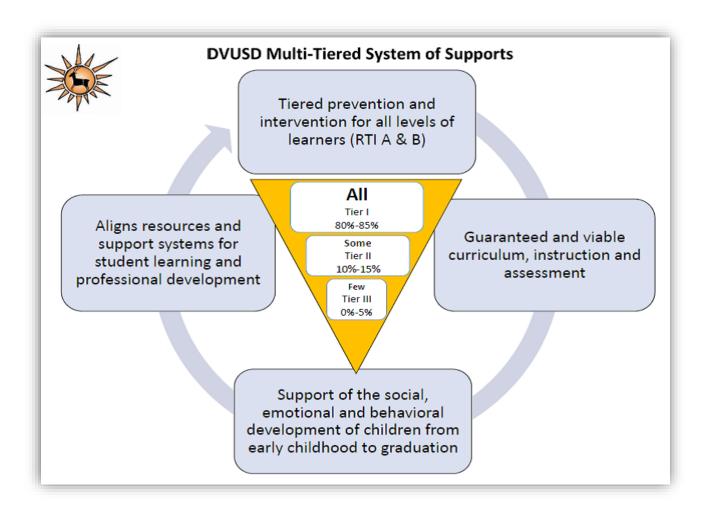PreMET (Multidisciplinary Evaluation Team) Referral Form.

MIRAGE
Elementary School

Response to Intervention (RtI):

We have several RtI groups available for our students. RtI times are scheduled into each grade level's master schedule. Kindergarten has 2 official RtI times, while 1st-6th grade have times that are specific to Math and ELA, as well as RtI built into blocks of learning (See Master Schedule). Students are identified for Tier 2 based on data collected and inadequate growth being made. RtI cycles vary from grade to grade, however, data is collected to not only determine who needs additional support in Math and/or ELA, but also progress monitoring data is collected and used for exiting out of an RtI group.

After several interventions have been implemented with inadequate growth, an initial SST is called. If the student is still showing no growth, an additional SST will be scheduled with the addition of the school psychologist. The team provides information and a determination is then made regarding moving forward with an official PreMet (a meeting that consists of multi-disciplinary team members). The special education process then begins, adhering to District and Federal timelines.

DVUSD Multi-Tiered System of Supports

Tiered prevention and intervention for all levels of learners (RTI A & B)

All
Tier I
80%-85%

Some
Tier II
10%-15%

Few
Tier III
0%-5%

Aligns resources and support systems for student learning and professional development

Guaranteed and viable curriculum, instruction and assessment

Support of the social, emotional and behavioral development of children from early childhood to graduation

Examples of RtI parent letters:

To the parents of _____, **2021-2022**

Mirage Elementary school uses the Response to Intervention Program to ensure academic success for all. RtI is a program that provides targeted reading and math interventions to students in need. It allows teachers to screen students continuously throughout the year and identify curriculum needs in reading and math. The Multi-Tiered System of Support Team (MTSS Team) will collaborate with teachers to service students in small group work that is monitored often by the classroom teacher and math and reading specialists. It is designed to ensure all students' reading and math needs are met quickly and effectively. In addition, it supports the Move on When Reading initiative.

Students are placed in a tier based on their academic performance and may move up and down the tiers throughout the year as needed. The tiers are as follows:

Reading

Tier 1: Your child receives whole class reading instruction by the classroom teacher. Your child's class work is equal to their peers and your child is performing at or above grade level.

Tier 2: Your child is showing signs that he/she would benefit from additional interventions. Your child will receive instruction in a small group setting in addition to whole class instruction. Small group, teacher directed instruction will teach the material in an alternative method that is researched based. Students are progress monitored regularly to track progress.

Tier 3: Your child is showing signs that he/she would benefit from small group or one-on-one instruction with the Reading Specialist. Your child will receive alternative teaching strategies and methods using research based materials to develop skills needed to perform at grade level. Your child will be pulled from their classroom to work, but will not lose any core academic time. This will be in addition to the literacy block of time in their classroom. Students are progress monitored regularly to track progress. Parents will be notified and kept informed of student progress by the Reading Specialist.

Math

Tier 1: Your child receives whole class math instruction by the classroom teacher. Your child's class work is equal to their peers and your child is performing at or above grade level.

Tier 2: Your child is showing signs that he/she would benefit from additional interventions. Your child will receive instruction in a small group setting in addition to whole class instruction. Small group, teacher directed instruction will teach the material in an alternative method that is researched based. Students are progress monitored regularly to track progress.

Tier 3: Your child is showing signs that he/she would benefit from small group or one-on-one instruction with the Math Specialist. Your child will receive alternative teaching strategies and methods using research based materials to develop skills needed to perform at grade level. Your child will be pulled from their classroom to work, but will not lose any core academic time. This will be in addition to the literacy block of time in their classroom. Students are progress monitored regularly to track progress. Parents will be notified and kept informed of student progress by the Math Specialist.

If you have questions, please feel free to contact your student's homeroom teacher or me

Thank you,

Jamie L. Wilber

Jamie Wilber

Principal, Mirage Elementary   Date: _____ Teacher Initials:_____

Mirage Elementary School
Dream It. Believe It. Achieve It.

To the parents of _____,

Mirage Elementary school uses the Response to Intervention Program to ensure academic success for all. RtI is a program that provides targeted math interventions to students in need. It allows teachers to screen students continuously throughout the year and identify curriculum needs in math. The Multi-Tiered System of Support Team (MTSS Team) will collaborate with teachers to service students in small group work that is monitored often by the classroom teacher and math specialist. It is designed to ensure all students' math needs are met quickly and effectively.

Students are placed in a tier based on their academic performance and may move up and down the tiers throughout the year as needed.   The tiers are as follows:

Math

Tier 1: Your child receives whole class math instruction by the classroom teacher. Your child's class work is equal to their peers and your child is performing at or above grade level.

Tier 2: Your child is showing signs that he/she would benefit from additional interventions. Your child will receive instruction in a small group setting in addition to whole class instruction. Small group, teacher directed instruction will teach the material in an alternative method that is researched based. Students are progress monitored regularly to track progress.

Tier 3: Your child is showing signs that he/she would benefit from small group or one-on-one instruction with the Math Specialist. Your child will receive alternative teaching strategies and methods using research based materials to develop skills needed to perform at grade level. Your child will be pulled from their classroom to work, but will not lose any core academic time. This will be in addition to the math block of time in their classroom. Students are progress monitored regularly to track progress. Parents will be notified and kept informed of student progress by the Math Specialist.

Your child is currently receiving **Tier 1**, **Tier 2**, and **Tier 3** services in math.

Thank you,

Lisa Squire
Math Specialist
602-467-5375

Parent Signature: _____   Date: _____

Teacher Signature:_____   Date: _____

**Mirage Elementary School
Pre-Met Letter**

Date:

Dear Parents/Guardians of   ,

As you know, our team has been implementing specific, research-based interventions over the past six to eight weeks to help your child achieve grade level benchmarks.

I recently met with the Multi-Tiered System of Support Team (MTSS Team) to review your child's response to these interventions.

Although your child has made some progress, the team has determined that we need to refer your child to the Multi-Disciplinary Educational Team (MET) for further support. The school's psychologist will contact you directly to set up a Pre-Met meeting to discuss next steps to support your child's educational growth.

Sincerely,

Please sign and return this portion:

I have received notification of that my child will be referred to a Pre-Met meeting.

Student Name: _____ Grade: _____

Parent Name/Signature: _____

Date:_____

Academic Interventions

Small group instruction is an expectation at all grade levels and is offered in and out of the classroom for Tier 1 and Tier 2 instruction. Students who need additional support are also pulled out by our reading and math specialists for Tier 2 and Tier 3 support within their day.

Read 180 READ180 is a research-based reading intervention program designed to raise the reading levels and test scores of struggling readers. Individual student needs are met using customized instructional software, high-interest fiction and nonfiction text, and systematic direct instruction in reading skills, vocabulary, written response and grammar.

Students who have been identified to receive support will have the advantage of receiving core reading instruction from the general education ELA teacher and the additional support of READ180. In order to give a student this opportunity, he/she spends 60 minutes in the ELA classroom and 45 minutes in the READ180 classroom. These minutes allow students to receive the benefit of grade level instruction, Response to Intervention, and reading support to help them reach grade level reading goals. The focus in the READ180 classroom is Comprehension Skills, teacher led in a small group setting; partnered with Independent Software time to further enhance reading comprehension, word, vocabulary and spelling skills.

Math 180 Math 180 is a Math Intervention Program that works successfully to fill math gaps from previous grade levels using small group instruction and software.

Read Better, Be Better Read Better, Be Better is an at home literacy support program for families in Title 1 schools in Kindergarten through 5th grade. It is designed to utilize older siblings or another caregiver in families to support comprehension skills with the learner in the home. All learners will receive literacy kits, but it is up to families to register online if they choose to participate. This is an offline program which allows students to build literacy skills away from screens. Read Better, Be Better employees provide the support directly to families once they sign up. Originally it was designed for students with older siblings to read with younger siblings, but RBBB decided to let families participate.

Do the Math Do the Math is an intervention program for our 1st - 3rd grade students. This intervention curriculum includes various modules, each containing 30 half-hour lessons. Teachers build capacity as students move from basic conceptual understanding to skills development in addition and subtraction, multiplication, division, and fractions.

Amplify Kinder - 5th grade Amplify is a reading program for Kindergarteners through 5th grease. It is a highly targeted foundational skills instructional program. Amplify focuses on reading comprehension and builds strong foundational skills.

Prodigy Prodigy is an interactive math game that 2nd - 6th grades use for intervention. It is an engaging game that builds on 1st through 8th grade math skills.

XtraMath XtraMath is an online fact fluency program that helps students develop quick recall and automaticity of their basic math facts. It is used to increase math fact fluency in first and second grade. It builds through addition and into subtraction. Students who master addition move onto subtraction.

Fundations Fundations is a multisensory, structured language program that provides comprehensive reading, spelling, and handwriting. Second grade students are receiving this intervention in Tier 2 and 3.

Walk to Read 1st grade forms walk to read groups based on PSI data. Teachers place kids in groups based on where they bottomed out on the test. Once they begin the groups, teachers meet with a group of kids for about 2 weeks and focus on a specific skill (digraphs, blends, silent 'e', etc.) On the last day of the 2nd week teachers will do a skill based test where the students read words based on the skill they are focusing on and 2 sentences with the skill in it. If the students get 80% or higher they will proceed to the next level and students who test lower than 80% will continue in the same group for another 2 weeks.

DreamBox Dreambox is an online math intervention tool that gives students extra practice with their math standards in a game-based platform. Students experience adaptive K-8 math skills that help raise achievement and provide intervention based on answers. DreamBox is used by all K-6 students in not only math centers, but as a Tier 2 and at times, a Tier 3 intervention. DreamBox adjusts to students' level of learning, providing below grade level lessons, as well as on and above grade level lessons. Lessons completed and student growth are tracked by classroom teachers and the math specialist on campus.

Behavior Interventions & School-Wide Behavior Support

A school-wide PBIS system is in place for expectations and management of students. K-6 classrooms utilize Class Dojo. Common area expectations have been created and are posted on campus. A PBIS handbook is shared with all staff members; families receive information through the Family Handbook on an annual basis.

RULE (Respect Everyone, Use Kind Words and Actions, Learn by Taking Risks, & Engage in Safe Activities) was created as a way to set campus expectations. These expectations are posted in all learning spaces, the restrooms, the cafeteria, as well as office areas.

We have 1 Campus Rule:
No one has the right to interfere with the learning, safety or well-being of others.

K-1 uses a calendar behavior management system based on the school rule. We use Class Dojo as a successful means of communication. The students have the opportunity to earn a smiley face for following expectations.

2nd-6th uses Class Dojo as the behavior management system. This system is all electronic through the Class Dojo program, which also has a free app. It helps promote positive behavior choices and promotes students to self-monitor their behavior.

Class Dojo Advantages:
- ❖ Students are acknowledged for positive behavior choices.

- ❖ Students feel a sense of accomplishment when they make good behavior choices and earn points.
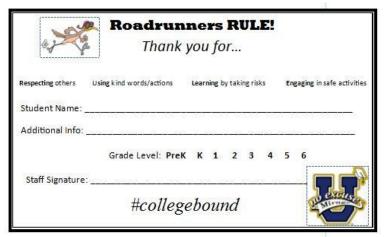

ClassDojo

- ❖ Students who have lost points have the opportunity to improve and earn points later in the day, thus they continue to stay motivated to make positive behavior choices.

- ❖ Parents receive information in 'real time'.

- ❖ Teachers can message parents as needed through the app, as well as communicate with all parents at once for reminders, upcoming events, as well as provide pictures of what is happening during the day.

Mirage staff members take the first few weeks of the school year to go over the RULE in all areas of campus. This helps to ensure we have a safe yet engaging community where everyone is respected and treated as equals. Staff members review these expectations as they see needed throughout the school year. The Roadrunner RULE Matrix is posted in ALL classrooms for the students to refer to at any time.

MIRAGE Elementary School Roadrunners RULE!

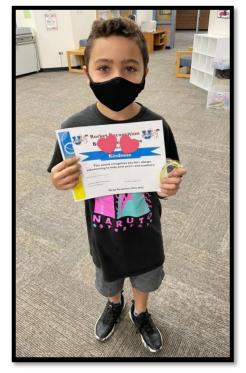|	**Respect** everyone	**Use** kind words & actions	**Learn** by taking risks	**Engage** in safe activities
Learning Spaces	• Take care of all materials • Listen and follow directions	• Support classmates • Be Polite	• Actively participate & listen • Try- even when you are unsure of the answer	• Follow classroom expectations
Bathroom	• Respect privacy of others • Respect personal space of others • Use sign out/ins	• Conserve and use bathroom supplies wisely • Be friendly		• Flush, wash, dry, goodbye • Report any issues
Cafeteria	• Wait patiently in line for your turn • Use manners	• Follow directions • Clean up after yourself • Use manners	• Try new foods	• Keep hands, feet, and objects to yourself • Only eat your food
Playground	• Take turns • Keep hands and feet to yourself • Line up quickly	• Be polite • Play fair • Have a voice for others being mistreated	• Include others in activities • Reach out to others who need a friend	• Use all equipment appropriately • Follow directions • Play in designated areas
Common Areas	• Pay attention when walking • Keep hands, feet and objects to yourself • Move quietly around campus	• Be polite • Be friendly • Keep our campus clean		• Walk up and down stairs - using handrails • Walk in line • Go directly to your destination

No one has the right to interfere with the learning, safety, or well-being of others.

RULE Tickets are awarded on a daily basis for students and staff that are exhibiting positive behaviors on campus. Tickets are collected each week in the library, by grade level. Students are able to spend their tickets in the school store. All tickets spent are then put into a monthly and quarterly drawing for additional prizes.

Golden Tickets are awarded to classrooms exhibiting expectations in common areas and/or learning spaces. Individual classroom acknowledgments and celebrations are determined by homeroom teachers. Monthly classrooms are announced over live announcements.

Rocket Recognition Each month grade levels, special area, and special education teachers choose students who exemplify our RULE characteristics. These students receive a special "ROCKET RECOGNITION" certificate, bracelet, and have their name called over the announcements.

4S Line

With the purpose of increasing unity and structure within the campus, Mirage has implemented the 4S Line. All students on campus have been taught the expectations of standing in line and to follow the 4S expectations: Silent, Still, Straight, Smiling. Posters were created and hang in every classroom and throughout the campus as reminders to the students.

Mirage utilizes RTI for not only academics, but also behavior. The School Counselor assists teachers with behavior management, behavior strategies, behavior plan implementation, mediations, social groups, as well as provides character lessons to classrooms when necessary. At times, behavior contracts are used as a Tier 2 or Tier 3 intervention for students. Other behavior supports include sensory breaks, check in/check outs, positive phone calls/emails home and the use of buddy classrooms.

Mirage Miscellaneous Information

Spirit Assemblies

The Mirage Spirit Assemblies are a time when the whole school celebrates the end of a quarter and enjoys time together to build community and show off their College Spirit. Each quarter, students are recognized through the use of RULE tickets, as well as participate in grade level vs. staff games, picture slide shows, and finally spirit calls.

Each classroom college is announced at which time the class presents their college chant/cheer. Guest judges attend to watch all of the spirit calls and announce 4 classrooms to win the spirit stick for the quarter.

NEU Shirts/College Days

Every Monday is No Excuses Day. Staff and students wear NEU shirts proudly. Students earn their shirt each year on Day 1 of school, where they attend an assembly and take a pledge to ne an NEU student.

Fridays are college days on campus. Students and staff wear college shirts and/or colors each Friday.
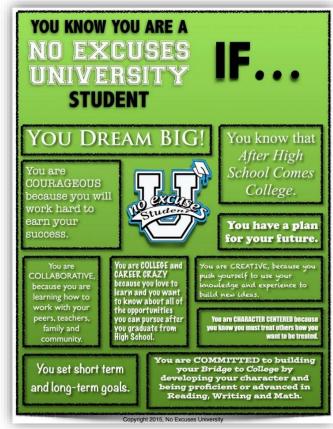

University Banners

University banners are located outside of every classroom door, in the hallways, cafeteria and throughout the school. These banners help contribute to building an NEU culture and keeping the focus of higher education in the minds of the students throughout the school year.

Each room/staff member is responsible for adopting a 4-year University. A college bulletin board is displayed in each classroom, and students learn chants, cheers, and fight songs of that college. This promotes college awareness and readiness throughout the campus. By the time a student graduates from Mirage Elementary, they will have been introduced to several colleges throughout the United States.

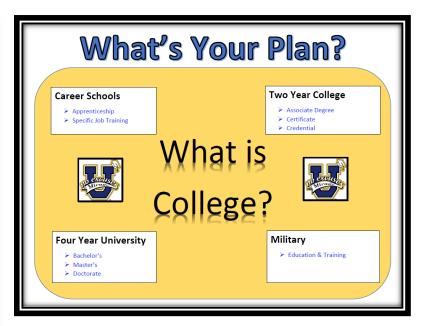

No Excuses University reminders and signage

Various posters for staff, students, and parents can be found in the Mirage classrooms, restrooms, office, cafeteria, and library. These are reminders
of our culture and goals

Family Engagement

Family events after school hours are a great way to build community. Staff members and families gather for community events, whether in person or virtual. These events range from *Meet the Teacher Night,* to viewing our Veterans Day celebration to *PTSA virtual Bingo Nights*, *Literacy Week* events, and more!

Academic events such *as Celebration of Learning, Math Nights, and Parent University Nights* are also held during the times when protocols can be followed for health safety of the campus.

Monthly Family Engagement events take place that are sponsored by the PTSA or the school.

Conferences All Teachers have parent teacher conferences throughout the year. Official conferences are held in October and February.

A form is sent home to ensure that all parents can sign up for a conference time online or through the teacher. Teachers reach out to all families to encourage participation. This a critical time to meet with families and students to discuss progress, areas of strengths, and areas to grow.

The goal is to meet with 100% of families in the fall and have student-led conferences in the spring.

The Giving Closet Mirage provides a Giving Closet for our families. The Giving Closet contains new and gently used clothing, shoes, and new toiletries. Appointments are also accepted to help ensure that Mirage families are taken care of.

Pamphlets regarding ELA and Math are available, as well as parenting support.

No Excuses University- 1 page explanation This double sided, 1-page explanation is used for families, community members, and when recruiting new staff members. It helps to explain the history of NEU, as well as how Mirage embodies this culture, our beliefs, and our goals.

WHAT IS NO EXCUSES UNIVERISTY?

Damen Lopez is the founder of No Excuses University (NEU). He began NEU when he was a principal at Los Penasquito (Los Pen), an elementary school in Poway Unified School District in San Diego. He started NEU after researching the kinds of programs available for teaching elementary school students about going to college. Because there wasn't anything for elementary school, he founded No Excuses University.

His mother used to tell him every night before bed, "After high school, comes college."

No Excuses University is based on the idea of college readiness— "Every student deserves the opportunity to be educated in a way that prepares them for college, if they so choose to attend."

The Six Exceptional Systems help schools focus on the most important part of a school- learning and better results for students' education. No Excuses! No Limits!

NEU: Six Exceptional Systems

A Culture of Universal Achievement: When everyone at a school believes that all students can learn, no matter what! **At Mirage,**

staff members have created beliefs and norms and have one goal:

Every student will be performing at or above grade level in all subject areas.

Our Beliefs
We believe...

~ every student will be proficient in all subject areas, including life skills such as respect for themselves and others. Student growth is the key to proficiency, and in order to support this, staff members must collaborate with one another to help all students.

~ student effort is driven by our expectations, example, & excitement. It is our job to state expectations, model positive interactions with one another, and provide a positive learning environment, which offers students multiple opportunities to participate in a variety of learning experiences in which they can be successful.

~ students' challenges in life do not define who they will become. These challenges are simply stepping-stones to success. It is our job to create positive relationships with students and their families. Challenges will not interfere with our high expectations; expectations will be fair for all students.

~ consistent collaboration among staff members, and with students/families, is critical to student and school success. Collaboration should happen on a daily basis through formal

structures, as well as informally with students at the heart of our work.

~ high expectations will be set for students, staff, and parents, with permission to fail while taking academic risks, support for persevering and showing grit, and opportunities to learn while never giving up- no matter what- No Excuses!

Collaboration: Teachers and other staff members work together in an effort to prepare students for college. **At Mirage,** teachers engage in the Professional Learning Community (PLC) process within their own grade level, as well as across grade levels and schools. Staff members also participate in planning family fun and engagement events.

Standards Alignment: Teachers plan their lessons using the correct grade level standards for the area(s) they teach. **At Mirage,** teachers use AZ College and Career Readiness standards as a guide for all they do.

Assessment Plan: Teachers plan common assessments that align to the standards. Successful common assessments will show teachers if students have mastered the standards. Teachers can then adjust their lessons as necessary. **At Mirage,** teachers have been and

continue to engage in trainings that help them analyze data and provide them with new strategies for lessons and interventions.

Data Analysis: Data should be the language of any NEU school. Teachers analyze data to plan for interventions and daily lessons. **At Mirage**, teachers use data to plan for instruction during weekly math planning, weekly grade level meetings, and monthly data meetings.

Interventions: Data is used to plan interventions. Interventions provide teachers with data regarding the effectiveness of an intervention. **At Mirage,** all students engage in interventions/enrichment 4-5 days/week for Reading or Mathematics.
Mirage has been working hard to implement these systems and will continue to refine them.

NEU: Mirage Pledges

An important part of being a No Excuses University (NEU) school is that everyone makes a pledge to give their best effort to help send Mirage students to college.

At Mirage, a 3-way pledge is introduced every academic year. Students, parents, and teachers are asked to sign it as a way to begin the conversation of helping to support students to be college bound.

Part of the staff pledge is that:

We are committed to providing extraordinary educational opportunities to every learner.

Teachers Pledge to:
- ❖ Teach state standards
- ❖ Communicate regularly with parents
- ❖ Strive to meet the individual needs of each student

Students Pledge to:
- ❖ Arrive to school every day, on time unless they are ill
- ❖ Follow the school rule
- ❖ Complete and turn in assignments
- ❖ Share letters, corrected work, and other school information with parents.

Parents Pledge to:
- ❖ Ensure that their child(ren) attend school every day, on time, unless they are ill
- ❖ Look at communication from school- corrected work, fliers, letters, etc.
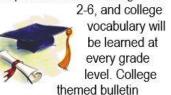- ❖ Partner with staff to support students

NEU: Symbols

At Mirage, one of the most obvious signs is our No Excuses University logo! This logo is on everything related to Mirage. NEU shirts will continue to be worn by staff and students on Mondays.

Every classroom has adopted a 4-year university and that university's symbols are visible in and outside of the classroom.

Fridays are college spirit days, when we encourage students to proudly wear their college t-shirt or colors.

During the year, students will continue to learn about their classroom adopted college through virtual field trips, and possibly a visit from that college. NEU planners are used in grades 2-6, and college vocabulary will be learned at every grade level. College themed bulletin boards and flags are in hallways and other common areas.

All of this is done to get students to think about college and begin the conversation about which college they would like to attend.

At Mirage, we truly believe that every child should begin preparing for college, starting in preschool—

NO EXCUSES! NO LIMITS!

MIRAGE *Elementary School*