

STANWOOD MIDDLE SCHOOL: (SIP)
Goals and Strategies for Realizing our 3-year Vision
2022-2023, 2023-2024, 2024-2025

| GOALS At the end of the 2024-2025 school year, students will... <i>Imagine a student sitting in your classroom; what will they do?</i> | STRATEGIES To achieve our three-year goals, teachers will... <i>Imagine a teacher providing instruction in front of their class; what will they do?</i> |
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| <p>Literacy By the end of the 2024-2025 school year, students will:</p> <ul style="list-style-type: none"> ● Consistently produce writing samples in all content areas that show mastery of (over current levels of performance as measured by course grades, classroom assessments, MAPs and SBA or other measures): <ul style="list-style-type: none"> ○ Proper use of conventions ○ Using appropriate detail in written work ○ Responding to a writing task as the tasks demands ● In reading across all content areas, students show consistent mastery of : <ul style="list-style-type: none"> ○ Identify and understand the big/main idea of a reading passage, working towards making inferences ○ Ability to (unaided) make inferences based on a reading sample (long or short) ● Demonstrate and report improved ability and understanding on how to persist through challenging learning activities and assignments that require persistence and resiliency as compared to abilities in the 2021-2022 school year | <p>Literacy Over the course of the next three years, teachers will:</p> <ul style="list-style-type: none"> ● Provide practice, opportunity, reinforcement, direct instruction and support in the following: <ul style="list-style-type: none"> ○ Incrementally increase the complexity and cognitive demand of (standards-aligned) lessons and units ○ Utilize narrow and focused assessments to give students feedback on their mastery of content standards ○ Provide direct instruction on techniques to increase resilience, perseverance, and use of time, detail and effort on learning activities SAMPLE ● Intentionally work as teams to look for ways to bridge students current state (limited persistence, resilience, use of detail, inference-making, etc.) with a future state (improved persistence, etc.) as measured by: <ul style="list-style-type: none"> ○ Rubrics (student-generated or co-constructed) ○ Self-assessments (pre and post) ○ Teacher reporting based on a rubric or data collection tool (pre and post) ● Develop routines around using outcomes on SBA, MAPs, CBA or other assessment tools to enhance instructional practices |
| <p>Math By the end of the 2024-2025 school year, students will:</p> <ul style="list-style-type: none"> ● Demonstrate a three-year upward trajectory of mastery of math standards in all courses (as measured by course grades, classroom assessments, MAPs and SBA or other measures) ● Dmonsrate and report improved ability and understanding on how to persist through challenging learning activities and assignments that require persistence and resiliency (as compared to abilities in the 2021-2022 school year) | <p>Math Over the course of the next three years, teachers will:</p> <ul style="list-style-type: none"> ● Provide practice, opportunity, reinforcement, direct instruction and support in the following: <ul style="list-style-type: none"> ○ Incrementally increase the complexity and cognitive demand of (standards-aligned) lessons and units ○ Utilize narrow and focused assessments to give students feedback on their mastery of content standards |

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MTSS

By the end of the 2024-2025 school year, **students will:**

- Have access and know-how to access layered supports in academic courses.
- Demonstrate and report improved ability and understanding of how to persist through challenging learning activities and assignments that require persistence and resiliency as measured by self-assessments, rubrics, classroom observations, quality of work, student grades, and other methods

MTSS

Over the course of the next three years, **teachers will:**

- Prioritize advisory to be focused on teaching students the skills for emotional regulation and advocacy for support when needed
- Prioritize advisory to be focused on teaching students how to pause, reflect, determine strengths and needs mid-lesson for purposes of self-advocacy
- Use strategies like flexible grouping to provide layered support for students that are missing skills (try to move away from “unison” teaching strategies...all students doing the same thing at the same time)
- Intentionally design small, formative assessments to seek out areas of need for student groups and differentiate learning activities for students based on need
- Advise leadership team on way to reconfigure para educator staff to support strategies that include grouping, re-teaching, pre-teaching, and assessing needs
- Work with all school staff to prioritize family involvement in understanding, reinforcing and partnering with the school in the use of layered support (MTSS) for their students in both academic and social and emotional development