

**SES SIP Planning Template**  
**Goals and Strategies for Realizing our 3-year Vision**  
**For Years: 2022-2023, 2023-2024, 2024-2025**

GOALS (students will...)	STRATEGIES (teachers will...)
<p>In order to obtain our three-year goals, for students are:  <i>Imagine a student sitting in a seat in your classroom; what will they do?</i></p>	<p>In order to obtain our three-year goals, our strategies for staff are:  <i>What will teachers do in classrooms during instructional time?</i></p>
<p><b>Math Goals</b> (students will...)</p> <p>Over the next three years, students will transition from dependent learners to independent learners as they:</p> <ul style="list-style-type: none"> <li>● the ability to increased stamina to complete a complex task or skill (self-reported and teacher observed)</li> <li>● the ability to understand and explain of place value &amp; number sense (classroom assessment and state assessment)</li> <li>● deeper application of concepts from one setting or context to another (teacher observation and classroom assessment)</li> <li>● use of multiple strategies to problem solve (teacher observation and classroom assessment)</li> <li>● peer to peer interaction, and application and solidifying of concepts</li> </ul> <p>Students will build confidence and competence in their ability to demonstrate the application of learning from one setting or strand as they:</p> <ul style="list-style-type: none"> <li>● Real-time, school-wide mathematical thinking models</li> <li>● Reflecting, communicating and learning how mathematical concepts are transferable from one setting or context to another</li> <li>● Regularly using peer-to-peer structured math talk</li> </ul>	<p><b>Math Strategies</b> (teachers will...)</p> <p>Over the next three years, teachers will use the following common instructional strategies and tasks (schoolwide agreements) as they:</p> <ul style="list-style-type: none"> <li>● Develop, teach and utilize school-wide strategies during math instruction: <ul style="list-style-type: none"> <li>○ Schoolwide math talk strategies</li> <li>○ Schoolwide unstuck protocols</li> <li>○ Persistence tools and support</li> <li>○ Lessons on transferability of math concepts across settings and contexts</li> </ul> </li> <li>● Plan lessons with a gradual release to students to help build stamina over time</li> <li>● Instruct and provide practice how to represent a problem in multiple ways (and ways to get unstuck)</li> <li>● Provide direct instruction on how to carefully read and understand the “academic ask” in real time</li> <li>● Lead inquiry with students around identifying what they do know to diagnose what they do not know</li> <li>● Encourage goal setting and self-reflection with students</li> <li>● Plan for support using student work analysis (anchor papers)</li> </ul>
<p><b>GOALS</b> (students will...)</p> <p>To obtain our three-year goals, for students are:  <i>Imagine a student sitting in a seat in your classroom; what will they do?</i></p>	<p><b>STRATEGIES</b> (teachers will...)</p> <p>To obtain our three-year goals, our strategies for staff are:  <i>What will teachers do in classrooms during instructional time?</i></p>

<p><b>Literacy Goals</b> (students will...)</p> <p>Over the next three years, students will strengthen their competence of reading comprehension skills through reading, writing, and communication as they</p> <ul style="list-style-type: none"> <li>● use well-established routines and habits for decoding, academic risk-taking and increased stamina through a challenging task</li> <li>● routinely self-assess areas of strength and need, AND connect that assessment to classroom-based supports</li> <li>● reflect on their own work and that of their peers as a way to demonstrate learning with self and in groups</li> <li>● engage in predictable and repeatable routines, habits and behaviors in literacy regardless of what classroom they are in</li> </ul>	<p><b>Literacy Strategies</b> (teachers will...)</p> <p>Teachers will use the following common instructional strategies and tasks as they:</p> <ul style="list-style-type: none"> <li>● Provide direct instruction on how to read carefully and understand the “academic ask”</li> <li>● Leading inquiry with students around identifying what they do know to diagnose what they do not know</li> <li>● Encourage goal setting strategies</li> <li>● Plan for classroom-level supports using student work analysis (anchor paper)</li> <li>● Multiple modalities to demonstrate learning</li> <li>● Increase stamina through gradual release</li> <li>● Support the school’s SIP/AAP goals by following the agreed upon school-wide strategies</li> </ul>
<p><b>MTSS GOALS/Academic (students will...)</b></p> <p>In order to obtain our three-year goals, for students are:  <i>Imagine a student sitting in a seat in your classroom; what will they do?</i></p>	<p><b>MTSS STRATEGIES/Academic (teachers will...)</b></p> <p>In order to obtain our three-year goals, our strategies for staff are:  <i>What will teachers do in classrooms during instructional time?</i></p>
<p><b>MTSS Goals</b> (students will...)</p> <p>Over the next three years, students will demonstrate continuous <u>growth</u> in core academics as they:</p> <ul style="list-style-type: none"> <li>● utilize schoolwide routines to: <ul style="list-style-type: none"> <li>○ identify a need for help, articulate areas of strength, access schoolwide, classroom-level supports</li> </ul> </li> <li>● reflect on the usefulness of schoolwide, classroom-level supports in their learning through a reflection protocol (checking in with the teacher, written reflection, talking with peers, etc.)</li> <li>● develop a comfort in and normalizing supports in the classroom</li> </ul>	<p><b>MTSS Strategies</b> (teachers will...)</p> <p>Teachers will use the following common instructional strategies and tasks:</p> <ul style="list-style-type: none"> <li>● Provide on-grade-level direct instruction for all students</li> <li>● Assess student understanding regularly and use this information to drive instruction</li> <li>● Actively engage in data cycles with grade level and school teams to increase student understanding</li> <li>● Provide on-time intervention for students in need</li> <li>● Refer students in need to Student Success Team and Student Support Advocate</li> <li>● Actively participate continuous improvement meetings</li> <li>● Utilize similar strategies used to support T3 instructional interventions in classrooms with all students as needed, regardless of participation Title/LAP supports</li> <li>● Support the school’s SIP/AAP goals by following the agreed upon school-wide strategies</li> </ul>
<p><b>MTSS GOALS/Behavioral (students will...)</b></p> <p>In order to obtain our three-year goals, for students are:  <i>Imagine a student sitting in a seat in your classroom; what will they do?</i></p>	<p><b>MTSS STRATEGIES/Academic (teachers will...)</b></p> <p>In order to obtain our three-year goals, our strategies for staff are:  <i>What will teachers do in classrooms during instructional time?</i></p>
<p><b>MTSS Goals</b> (students will...)</p> <p>Over the next three years, students will:</p>	<p><b>MTSS Strategies</b> (teachers will...)</p> <p>Teachers will use the following common instructional strategies and tasks:</p>

- grow in their ability to recognize, understand, label, express, and regulate their emotions and feelings to, in turn, regulate their behaviors.
- receive direct instruction and ongoing positive feedback on the frequency of use of PAX and other behavioral strategies.
- play a key role in the development and ownership of schoolwide and classroom-level culture

- Provide meaningful, daily Morning Meetings
- Engage students in creating social-emotional goals for themselves
- Be intentional about teaching de-escalation strategies to students
- Implement PAX (the good behavior game) with fidelity in own classroom
- Refer students in need to Student Success Team and Student Support AdvocateSupport the school's SIP/AAP goals by following the agreed upon school-wide strategies