

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

<b>GOALS</b> At the end of the 2024-2025 school year, students will... <i>Imagine a student sitting in your classroom; what will they do?</i>	<b>STRATEGIES</b> To achieve our three-year goals, teachers will... <i>Imagine a teacher providing instruction in front of their class; what will they do?</i>
<p><b>Math</b> Over the next three years, students will develop the traits and characteristics of independent learners over a three-year period of time. Students will focus on skill development in:</p> <ul style="list-style-type: none"> <li>● perseverance in problem-solving to build stamina</li> <li>● student-led discussions using math talk and number talks to develop confidence and flexibility with concepts</li> <li>● peer based instruction to increase math vocabulary and transfer learning</li> <li>● flexibility of concepts in order to transfer skills from one learning setting to another</li> <li>● the standard domains number and operations in base ten and operations and algebraic thinking</li> </ul>	<p><b>Math</b> Over the next three years teachers will support student goals by developing the math systems, routines, and structures (including team-held accountability) that includes:</p> <ul style="list-style-type: none"> <li>● work in teacher teams to review, modify, and adjust pacing guides to meet student needs so students can engage with just in time content and standard</li> <li>● work in teacher teams to identify standards and instruction appropriate for students</li> <li>● plan for opportunities to embed writing and math skills across all content areas so that students will increase their flexibility with math concepts and improve problem solving</li> <li>● provide small group instructional opportunities for students</li> <li>● plan for methods to provide direct instruction in problem solving so students can engage in productive struggle, defend answers, build stamina, and build mathematical vocabulary</li> </ul>
<p><b>Literacy</b> Over the next three years, students will demonstrate improved reading comprehension skills through reading, writing, and discussion.</p> <p>Students will focus on reading skill development in:</p> <ul style="list-style-type: none"> <li>● increasing foundational skills appropriate to student need and grade level to improve phonemic awareness and close gaps in phonics learning</li> <li>● reading comprehension in order to read, write and discuss their reading</li> <li>● application of comprehension strategies to better understand informational text</li> </ul>	<p><b>Literacy</b> Over the next three years teachers will support student goals by developing the reading and writing systems, routines, and structures (including team-held accountability) that include...</p> <ul style="list-style-type: none"> <li>● provide direct instruction in foundational skills</li> <li>● work in teacher teams to review, modify, and adjust pacing guides to meet student needs in reading, writing, foundational, and speaking and listening skills</li> <li>● provide small group reading and writing instructional opportunities</li> <li>● monitor and track progress of students using teacher made, district directed and state assessments</li> <li>● provide direct instruction using the speaking and listening standards so students increase their ability to engage in student led discussions</li> </ul>

<ul style="list-style-type: none"> <li>● student led discussions using accountable talk and alignment to the speaking and listening standards to improve comprehension of complex text</li> </ul> <p>Students will focus on navigating complex writing tasks including:</p> <ul style="list-style-type: none"> <li>● use complex vocabulary, text features and appropriate conventions in writing</li> <li>● increase complexity of writing by grounding writing in text based evidence</li> <li>● increase flexibility in writing across all text types: narrative, expository, and opinion</li> </ul>	<ul style="list-style-type: none"> <li>● plan for opportunities to embed reading and writing skills across all content areas so students increase stamina and demonstrate flexibility</li> <li>● work in teacher teams to determine appropriate grade level standards and use of text features, vocabulary and conventions</li> </ul>
<p><b>MTSS</b> Over the next three years, students will demonstrate improved self-efficacy and individual ability to determine areas of strength and growth in academic and social emotional areas of learning.</p> <p>Students will focus skill development in:</p> <ul style="list-style-type: none"> <li>● identifying areas of personal strength and growth</li> <li>● establishing meaningful individual goals based on area of growth and strength</li> <li>● using mindfulness, understanding brain development, and using calming strategies, in order to advocate for their learning needs</li> </ul> <p><u>Schoolwide inclusive practices:</u> Students will focus on skill development in:</p> <ul style="list-style-type: none"> <li>● increase awareness of their own styles of learning and that other student have different learning styles</li> <li>● know and identify their own personal strengths</li> <li>● learning how to seek assistance in multiple settings</li> <li>● feel safe and valued in all settings</li> <li>● participate in developing a positive classroom culture</li> <li>● participate in inclusive environments</li> </ul>	<p><b>MTSS</b> Over the next three years teachers will <b>support student goals by developing and implementing the MTSS model for supporting all learners</b> (including team-held accountability):</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>● instruct all learners on how to identify student’s strengths and areas of growth in order to make academic and behavioral gains</li> <li>● provide feedback to students on progress to build self-efficacy</li> <li>● provide benchmark data for individual students to review in order for students to determine successes and areas of growth</li> <li>● regularly work in teacher teams to review data and plan targeted interventions to maximize learning opportunities for students</li> <li>● demonstrate understanding of best practices in reading, and math to identify interventions for students</li> <li>● progress monitor students receiving interventions at 6 week intervals</li> <li>● provide instruction for all learners regardless of program participation or disability in order to create an inclusive learning environment</li> <li>● plan for small group differentiated instruction in math and reading using the Tiered model for interventions in order to provide just in time instruction for all students</li> <li>● work in teacher teams to create lessons using a variety of engagement strategies in order to increase student achievement</li> <li>● provide meaningful access to lessons for all learners in order to engage students and build inclusive classroom environments</li> </ul>