

**PORT SUSAN 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>
<p><b>Literacy: Reading</b> Students will...</p> <ul style="list-style-type: none"> <li>● use common reading strategies as taught by all teachers so that they can actively read, comprehend and discuss complex passages and/or informational text</li> <li>● students will utilize a variety of close reading strategies taught by teachers to improve current levels of persistence through a long or difficult reading</li> <li>● students will self-assess which close reading strategies (as taught by teachers) are most useful to them when reading a difficult or lengthy text</li> </ul> <p><b>Literacy: Writing</b> Students will...</p> <ul style="list-style-type: none"> <li>● using a performance rubric, write a multi-paragraph essay that is properly formatted, organized, detailed, and cited across content areas so that overall writing ability is continuously improving over time</li> <li>● unaided, use common writing strategies to outline ideas before drafting across all content areas</li> </ul> <p><b>Literacy: Comprehension</b> Students will...</p> <ul style="list-style-type: none"> <li>● employ schoolwide comprehension strategies to improve their understanding of texts across all content areas</li> <li>● keep track of their progress/self-assess through journals, surveys, conferencing with teachers, etc. and be able to show improvement throughout the year</li> </ul>	<p><b>Literacy: Reading</b> Teachers will...</p> <ul style="list-style-type: none"> <li>● teach common strategies to engage students while actively reading</li> <li>● model ways to break passages into smaller pieces, so students can learn how to do this for themselves</li> <li>● teach and use self-assessments with students to adjust instruction during class time</li> </ul> <p><b>Literacy: Writing</b> Teachers will...</p> <ul style="list-style-type: none"> <li>● provide instruction that builds throughout the year from a well-written paragraph to a multi-paragraph essay</li> <li>● incorporate common writing strategies across content areas.</li> <li>● provide opportunities for practice with feedback until students can prove proficiency</li> </ul> <p><b>Literacy: Comprehension</b> Teachers will...</p> <ul style="list-style-type: none"> <li>● use formative assessment to check for comprehension and adjust instructional strategies when reading complex texts across content areas</li> <li>● teach and implement common reading strategies in every content area</li> </ul>
<p><b>Math: Problem-Solving</b> Students will...</p> <ul style="list-style-type: none"> <li>● be able to use the skills and strategies learned in class(es) to work through complex problems using the common framework</li> </ul>	<p><b>Math: Problem Solving</b> Teachers will...</p> <ul style="list-style-type: none"> <li>● provide a framework with a common language to break tasks down into smaller steps and teach problem-solving strategies</li> </ul>

- as a result of direct instruction on methods for problem-solving, practice using a variety of problems in all areas of study and at various difficulties starting from basic to more advanced to build the capacity to get un-stuck and become more independent learners

**Math: Number Sense and Reasoning**

**Students will...**

- check their strategies, thinking, and problem-solving approaches to determine if their solutions are realistic and make sense given the academic task in front of them
- use the appropriate academic language to justify their solution to a problem and articulate where their understanding is strong and where they need additional supports

- model a problem-solving framework to approach complex problems providing direct instruction on predicted areas of struggle and how students can navigate stuck points

**Number Sense and Reasoning**

**Teachers will...**

- demonstrate methods for identifying unreasonable and reasonable answers and help students grow in their ability to think about their thinking
- facilitate conversations around the justification of solutions to problems

**MTSS**

**Students will...**

Behaviors

- be able to self-assess and be accountable for their behavior and make modifications as needed
- learn and be able to explain (in their own words) their current behavior compared to the expectations of behavior in a classroom and act on the next steps or their needs
- develop the skills and have the supports needed to participate in school in a way that behaves in a manner that demonstrates their understanding of positive behavior and provides others the right to learn

Perseverance

- access the skills and strategies taught by teachers demonstrate their abilities to break down a task as they work through difficult learning activities
- use the formative assessments to identify where they are at in their learning; where they are successful and where they need support, AND how supports and needs are obtained/acquired

Connection

- through instruction and support by teachers, understand their right to feel safe and comfortable in the school environment and how to support others
- be taught how to voice their concerns to teachers and/or other staff so that a certain level of understanding can be conveyed to the teacher

**MTSS**

**Teachers will...**

Behaviors

- teach school-wide behaviors that promote a positive learning environment
- model and explain expectations of what behavior promotes a positive learning environment
- establish classroom norms to ensure high levels of learning for all students

Perseverance

- provide a framework to break tasks down into smaller steps and teach problem-solving strategies
- provide daily formative assessments to seek out areas of need and move students forward in student growth

Connection

- intentionally check in with all students for both academic and social/emotional needs
- provide emotional support by creating an environment of personal relationships.