

STANWOOD HIGH 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>Literacy: Students will...</p> <ul style="list-style-type: none"> ● pass their classes on the first attempt ● be engaged in their course work. ● pass the SBA at pre-pandemic levels. (74.2%) ● take ownership of their education. 	<p>Literacy: Teachers will...</p> <ul style="list-style-type: none"> ● increase student engagement in the classroom as shown by increased participation and work completion. Students will demonstrate interest through increased classroom engagement and fewer students failing. ● participate in professional development and continuous collaboration to improve instructional strategies that support student engagement and success. ● connect fundamental literacy pedagogy across all content areas.
<p>Math: Students will...</p> <ul style="list-style-type: none"> ● increase achievement in all levels of Mathematics. ● pass the SBA at pre-pandemic levels. (48.1%). ● demonstrate an understanding of how mathematics connects to real-world phenomena. ● take ownership of their learning. 	<p>Math: Teachers will...</p> <ul style="list-style-type: none"> ● use shared lessons, quizzes, and chapter tests as a math department to track microdata. Data will be used to compare, develop, and utilize targeted instructional strategies. ● implement the common practice of leading the classes through a performance task once per chapter. ● include a review problem per lesson quiz based on class need. ● host a math help night on the second Tuesday of every month starting in the 2022-2023 school year. ● participate in professional development and continuous collaboration to improve instructional strategies that support student engagement and success. ● support instructional strategies across disciplines.

MTSS: Students will. . .

- use academic and behavioral strategies in the classroom setting to reduce the number of student F grades over the course of the next three years.
- have the ability to access all general education classes with proper modifications and accommodations.
- feel physically and emotionally safe to learn.
- understand their personal responsibility and role in developing a positive classroom culture.
- participate in developmentally appropriate classroom management.

MTSS: Staff will...

- be trained on academic and behavioral strategies to use in the classroom setting and throughout the building.
- offer academic tutoring for students.
- conduct advisory grade checks.
- participate in professional development on inclusion. (Teacher strategies on helping struggling students.)
- participate in training on behavioral strategies, recognizing student triggers, and getting students' buy-in to accept support.
- have para educators in general education classes monitor student behavior and assist struggling students with their understanding of the content.
- receive training on SEL Signature Practice to increase a sense of welcome in class.
- provide feedback on how signature practices enhanced a welcoming learning environment.
- identify two strategies to build rapport with students in their classrooms.
- explore classroom management (beyond discipline/rules) to help add structure and positive classroom routines.