

**Twin City Elementary**  
**School Improvement Plan for Years: 2022-23, 2023-24, 2024-25**

GOALS	STRATEGIES
<p>Over a <b>three-year</b> trajectory, our goals for our students are:  <i>Imagine a student sitting in a seat in your classroom; what will they do?</i></p>	<p>The strategies we intend to use to achieve our <b>three-year</b> goals are:  <i>Imagine a teacher, providing instruction in front of their class; what will they do?</i></p>
<p><u>Math Goal</u>  <i>In year one, students will...</i></p> <ul style="list-style-type: none"> <li>Engage in whole, and small group instruction based on grade level standards to make sense of problems and persevere in solving them</li> <li>Take risks and understand that mistakes are a part of learning new math skills</li> </ul> <p><i>In year two, students will also...</i></p> <ul style="list-style-type: none"> <li>Reflect on an understanding of standards and use strategies to advocate when needing additional support</li> </ul> <p><i>In year three, students will also...</i></p> <ul style="list-style-type: none"> <li>Engage, self-assess, and participate in an intervention model based on their demonstrated level of need to become self directed learners effectively seeking out and using resources to assist them</li> </ul>	<p><u>Math Strategies</u>  <i>In year one, teachers/staff will...</i></p> <ul style="list-style-type: none"> <li>Provide explicit instruction, in whole and small groups, based on grade level standards to teach students to make sense of problems and persevere in solving them.</li> <li>Teach and model strategies based on the Mathematical Practice to normalize making mistakes and empower students to advocate for their own needs</li> </ul> <p><i>In year two, teachers/staff will also...</i></p> <ul style="list-style-type: none"> <li>Systematically collect and review data (pre- and post-assessment) to make instructional and grouping adjustments based on student needs</li> </ul> <p><i>In year three, teachers/staff will also...</i></p> <ul style="list-style-type: none"> <li>Using data, collaborate with grade level staff to create instructional groupings based on student need</li> <li>Develop and utilize a school-wide intervention model to reteach, practice, and accelerate instruction</li> </ul>
<p><u>Literacy Goal</u>  <i>In year one, students will...</i></p> <ul style="list-style-type: none"> <li>Engage in whole group and small group instruction aligned to standards to gain text awareness, purpose, and understanding</li> <li>During small group instruction, engage with text that is a just-right fit to build fluency and comprehension</li> </ul>	<p><u>Literacy Strategies</u>  <i>In year one, teachers/staff will...</i></p> <ul style="list-style-type: none"> <li>Provide high-quality, whole and small group, literacy instruction aligned to standards to provide text exposure, create purpose, and support comprehension</li> <li>Use a variety of texts during small group instruction based on student's level of need to build fluency and understanding</li> </ul>

<p><i>In year two, students will also...</i></p> <ul style="list-style-type: none"> <li>● Participate in fluency practice opportunities to support increased accuracy, speed and expression</li> <li>● Apply word attack skills for decoding complex text</li> </ul> <p><i>In year three, students will also...</i></p> <ul style="list-style-type: none"> <li>● Write for a variety of purposes and audiences</li> <li>● Demonstrate comprehension by providing text-based evidence</li> </ul>	<p><i>In year two, teachers/staff will also...</i></p> <ul style="list-style-type: none"> <li>● Focus on student development of fluency and accuracy</li> <li>● Teach word attack skills and strategies for decoding complex text</li> </ul> <p><i>In year three, teachers/staff will also...</i></p> <ul style="list-style-type: none"> <li>● Provide instruction on writing for a variety of purposes and audiences</li> <li>● Teach and model providing text-based evidence to demonstrate comprehension</li> </ul>
<p><u>MTSS Goal</u></p> <p><i>In year one, students will...</i></p> <ul style="list-style-type: none"> <li>● Receive, reflect, and participate in behavioral supports in the classroom so that participation and engagement increase</li> <li>● Receive instruction and reinforcement on a schoolwide PBIS model of behavioral expectations to become self directed learners by seeking out and using resources</li> <li>● Engage in Character Strong's PurposeFull People lessons to increase social-emotional skills and positive peer relationships so that students are ready to learn</li> </ul> <p><i>In year two, students will also...</i></p> <ul style="list-style-type: none"> <li>● Engage and participating in the classroom and schoolwide behavior and social emotional activities</li> <li>● Provide leadership roles throughout school where their voices are heard and valued</li> </ul> <p><i>In year three, students will also...</i></p> <ul style="list-style-type: none"> <li>● Participate in school wide behavioral and social emotional groups and/or interventions based on student needs</li> <li>● Demonstrate skills needed to advocate for their academic, social, and emotional needs</li> </ul>	<p><u>MTSS Strategies</u></p> <p><i>In year one, teachers/staff will...</i></p> <ul style="list-style-type: none"> <li>● Develop and regularly use common understanding, language and strategies to support student behavioral needs in the classroom</li> <li>● Provide instruction and reinforce schoolwide PBIS model of behavioral expectations to reduce behavior distractions that decrease engagement</li> <li>● Provide instruction using Character Strong's PurposeFull People lessons in alignment with the Comprehensive School Counseling Program to support social emotional development of students</li> </ul> <p><i>In year two, teachers/staff will also...</i></p> <ul style="list-style-type: none"> <li>● Systematically collect and review data to track social emotional and behavioral trends of students to inform intervention decisions aligned with the Comprehensive School Counseling Plan</li> <li>● Elevate student's voices and provide leadership opportunities to deter negative or disengaged behaviors</li> </ul> <p><i>In year three, teachers/staff will also...</i></p> <ul style="list-style-type: none"> <li>● School-wide staff collaboration around data, grouping, and identification of student needs for Tier 2 interventions</li> <li>● Provide instruction and support for school-wide, Tier 2 interventions to address behavioral and social emotional needs</li> </ul>

