ELGER BAY ELEMENTARY 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…** *Imagine a student sitting in your classroom; what will they do?*	STRATEGIES **To achieve our three-year goals, teachers will…** *Imagine a teacher providing instruction in front of their class; what will they do?*
Literacy: Students will… ● use academic language and vocabulary to interpret and understand a task and its ask/demand independently ● write daily to increase writing stamina over time for a range of tasks, purposes, and audiences within each genre (narrative, informational, and opinion)	**Literacy: Teachers will…** ● teach students how to use academic language and strategies to interpret & understand a task ● be intentional about planning & providing opportunities for writing in all content areas ● for a range of tasks, purposes, and audiences within each genre (narrative, informational, and opinion)
Math: Students will… ● regularly engage in small group instruction to improve mastery of math standards ● with minimal assistance, engage in math tasks to improve mastery of math standards while small group instruction takes place ● take mathematical risks and understand that mistakes are to be expected	**Math: Teachers will…** ● use benchmark and formative data to identify student needs and provide small group instruction ● create a culture of students as mathematicians by understanding, identifying, and teaching through direct whole group instruction ● model and teach about the importance of a growth mindset

MTSS: Students will. . .	**MTSS: Staff will…**
Academic Support ● engage and reflect in the learning process and advocate for help when needed ● actively utilize supports and interventions being offered when needed Behavior Support ● consistently and independently ● understand and display expected behaviors ● articulate and utilize strategies and resources when support is needed to meet expectations	Academic Support ● consistently incorporate differentiated academic supports into core instruction for all students ● develop data routines, habits, and structures to inform instruction and provide daily academic interventions ● utilize the SST process for students whose needs are not being met through core instruction or daily academic intervention support Behavior Support ● co-create and implement a PBIS program that includes supports for all students with fidelity ● teach expected behaviors and model strategies and resources for students to use when additional support is needed to meet expectations