

Access & Opportunity Goal

Outcome	<i>100% of students will develop and reflect on their use of IB ATL skills (21st century/POG) as reported by self-assessments throughout the 2022-2023 school year.</i>
Strategy 1	<i>Students will practice and improve their use of skills (PoG/IB ATL) in each class, at least once a quarter/semester. Students will reflect on their use of these skills.</i>
Strategy 2	<i>Students will use ATL skill development workbooks during advisory.</i>

English Language Arts

Outcome	<i>By gaining greater access to and awareness of the strategies and IB skills that support their learning, 100% of students will show growth or proficiency on a standards-based, common assessment from the beginning of the year to the end of year.</i>
Strategy 1	<i>Ensure differentiated access to rigor for all students at Tier 1 by modeling strategies and skills that support IB Approaches to Learning and are needed for inquiry-based, problem-based, student-led learning (IB Approaches to Teaching).</i>
Strategy 2	<i>Collectively create data-based Tier 2 action plans for intervention and enrichment of essential standards after core instruction.</i>
Strategy 3	<i>Identify and plan for individual students in need of intensive intervention with foundational literacy and English language skills.</i>

Mathematics

Outcome	<i>All students in Algebra 1, AFDA, Geometry, and Algebra 2 will actively engage in at least three math tasks connected to a real-world context that requires them to use critical and creative thinking skills around the design cycle, and/or project-based learning. Students will use a rubric to reflect on and assess their growth over time in critical and creative thinking.</i>
Strategy 1	<i>Teachers provide time for students to engage with mathematical problems, developing flexibility by encouraging student selection and use of efficient strategies; teacher provides opportunities for students to evaluate when a strategy is best suited for the problem at hand.</i>
Strategy 2	<i>Teacher identifies specific strategies or representations that are important to notice based on the learning intentions and strategically uses observations, student responses to questions, and written work to determine what students understand; and uses these data to inform in-the-moment discourse and future lessons.</i>
Strategy 3	<i>Teams will reflect on student data and design/implement tiered intervention and extension plans by name and need.</i>

Science

Outcome	<i>By gaining greater access to and awareness of the strategies and IB skills that support their learning, 100% of Science students will show growth or proficiency on a standards-based, common assessment from the beginning of the year to the end of the year.</i>
Strategy 1	<i>Increase awareness and understanding of Scientific Investigation by embedding Scientific Investigation skills into every unit. (Tier 1)</i>
Strategy 2	<i>Implementation of Tier 2 and Tier 3 interventions</i>

Strategy 3	<i>Increase rigor of all common assessments.</i>
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Wellness

Outcome	<i>By the end of June 2023, MVHS will decrease chronic absenteeism by 5% by creating a school culture and environment that fosters student engagement as evident by an increase in student belonging as measured by the SEL Screener.</i>
Strategy 1	<i>Positive Behavior Intervention Systems - implement and improve school wide behavior expectations and processes for recognizing and reinforce positive behavioral choices. This program will work tangentially with our Learning Seminar and RAM programming</i>
Strategy 2	<i>Targeted Interventions - These will be tier 2 intervention programs to impact students whose identified stressors indicate a need for more support and intervention.</i>
Strategy 3	<i>Social Emotional Learning Opportunities - to foster a culture where social/emotional needs of students are met by community stakeholders, to include parents, staff, and community stakeholders and advocates.</i>