

# Madera South High School - MTSS Roadmap

<b>Mission</b> (purpose/ why)	<b>It is the mission</b> of Madera South High School that all students will graduate with the skills to ensure they are caring, competent, critical thinkers who are prepared for college, career, and community success.		
<b>Vision</b> (what we must become)	<b>Our vision</b> is that in partnership with families and community, we help to create lifelong learners through strong relationships, high expectations with support, and an unwavering commitment to succeed.		
<b>Collective Commitments (Values)</b>	<ul style="list-style-type: none"> <li>We will be <b>collaborative</b> by being open minded, listening and validating each other's ideas.</li> <li>We will be <b>equitable</b>, making sure that everyone feels valued, embracing differences and working through new challenges.</li> <li>We will build <b>community partnerships</b> by providing leadership and supporting all of its various members, taking into account the specific needs experienced community-wide, and addressing them all with an interest of serving the whole through serving its parts.</li> <li>We aim for <b>innovation</b> not only in our planning but also in the way we approach every aspect of our organization.</li> <li>We are <b>results-oriented</b> and focused on the outcome of our tasks.</li> <li>We are <b>high-achieving</b> and will not compromise our high expectations.</li> <li>We will ensure that decisions made are <b>student-centered</b> and focused on their needs.</li> </ul>		
<b>Goals</b>	<p>Growth Goal: 80% of students will reach their BEST ELA growth goal on NWEA by 2025</p> <p>2022-23 Goal: 55% of students will reach their BEST ELA growth goal on NWEA by Spring 2023</p> <p>Achievement Goal: 15 points increase in DFS on CAASPP</p> <p>+ PLC S.M.A.R.T Goals</p>	<p>Growth Goal: 80% of students will reach their BEST Math growth goal on NWEA by 2025</p> <p>2022-23 Goal: 52% of students will reach their BEST Math growth goal on NWEA by Spring 2023</p> <p>Achievement Goal: 42 points increase in DFS on CAASPP</p> <p>+ PLC S.M.A.R.T Goals</p>	<p>Culture Goal: Build student engagement by Building a Safe &amp; Healthy Environment for Learning and Work</p> <p>+ PBIS Team S.M.A.R.T Goals</p> <p>Referrals, Suspensions, Climate, Panorama Student Survey</p>
<b>Strategies &amp; Initiatives</b>	<p>*Highly Effective PLCs</p> <p>*Response to Instruction (RTI)</p> <p>*Viable Curriculum, Highly Effective Instructional Practices, Assessment, and Intervention</p> <ul style="list-style-type: none"> <li>EL Success Team</li> <li>Stallion Honor Society</li> <li>Literature Circles</li> <li>Claim, Evidence, Reasoning</li> <li>Project Based Learning (PBL)</li> <li>Annotating Tool</li> <li>NWEA Goal Setting</li> <li>ARC</li> <li>RI Goal Setting</li> </ul>	<p>*Highly Effective PLCs</p> <p>*Response to Instruction (RTI)</p> <p>*Viable Curriculum, Highly Effective Instructional Practices, Assessment, and Intervention</p> <ul style="list-style-type: none"> <li>EL Success Team</li> <li>Math Success Team</li> <li>Stallion Honor Society</li> <li>Lesson Study</li> <li>Project Based Learning (PBL)</li> <li>80/20 Student/Teacher Talk</li> <li>Portfolios/Reflection</li> <li>NWEA Goal Setting</li> <li>Community Circles with SVU</li> </ul>	<p>*Positive Behavioral Interventions and Supports (PBIS)</p> <p>*Alternative Discipline (AD)</p> <p>*Social-Emotional Learning</p> <ul style="list-style-type: none"> <li>House Model</li> <li>Frosh Success Team</li> <li>Safe school Ambassadors</li> <li>Restorative Justice</li> <li>Student advocates</li> <li>Behavior intervention in Student Responsibility Center</li> <li>Weekly Newsletter Shout-Outs</li> <li>Tardy Sweeps</li> <li>In-class intervention folder</li> <li>Greet students at the door each morning</li> <li>Admin and safety team supervise at all breaks, passings, and lunch</li> <li>Student-Teacher Respect Agreements</li> <li>Campus tours to teach</li> </ul>

			<ul style="list-style-type: none"> <li>expectations in context</li> <li>Classroom matrices (teacher S.T.O.R.M. expectations)</li> <li>Stallion of the Week</li> <li>Monthly S.T.O.R.M. Awards</li> <li>Student Store</li> <li>Minor and Major Referrals</li> <li><a href="#">Evidence-Based Practices</a></li> <li>Community Connections</li> <li>Cultural Months</li> </ul>
<b>*Family &amp; Community Partnerships</b>	<ul style="list-style-type: none"> <li>Student Study Team meetings (as needed)</li> <li>ELAC</li> <li>School Site Council</li> <li>PIQE</li> <li>PTA</li> <li>Community Connections</li> <li>Athletic Boosters</li> <li>Back to School Night</li> <li>Communication through Parent Square</li> <li>Parent-Teacher Conferences</li> <li>Targeted phone calls home</li> <li>Timely Phone calls home regarding concerns</li> <li>Utilize the Student Advocates, Counselors, Home Liaisons, Safety Officers, and Office Administrative Assistants to connect with parents</li> <li>Award ceremonies <ul style="list-style-type: none"> <li>Athletics</li> <li>4.0 Night</li> <li>Student Recognition Night</li> <li>Stallion Honor Society Pinning Celebration &amp; Recognition Night</li> <li>CTE Recognition Nights</li> <li>Seal of Biliteracy</li> <li>Scholarship</li> </ul> </li> </ul>		

*\* No School has ever improved just because they wrote a vision, mission, goals, and value statements. These important elements must be translated into reality.*

*\* Actions bring about change. Setting purpose and priorities helps create a school culture that does not tolerate failure.*

*\* Students do not have achievement gaps we have to fill. They have gifts we need to leverage."*  
~ Dr. Jose Medina, Educational Advocate

## **Obstacles/fixed mindset taboos that DON'T support our mission, vision, values, goals, a growth mindset, or high expectations...and CONTRIBUTE TO MAKING A CULTURE TOXIC:**

- Focusing on what our students CAN'T do or blaming students or colleagues, as opposed to focusing on what our students CAN do and how we move forward regardless.**
- What we don't want to hear:**
  - CAN'T --- instead, say, "will" or "yet"
  - I give up (i.e. on a goal, task, colleague, student, group of students)
  - The ones that don't get, never will
  - Low kids - reflect, will they ever be anything but low?
  - Only if...the previous teacher, grade, had done their job (blame)
  - It's THEIR culture not to...what can we expect of...?

- It's a CULTURAL thing to...
- Because of their circumstances...disabilities, language, home life, academic levels, parents, SES...
- They're in or on an IEP, so I wouldn't expect them to....

**3. Empathy for our students WILL NOT translate to lowering expectations.**