



BOE Presentation

December 10, 2024



HIGHLIGHTS





River Trails

SCHOOL DISTRICT 26

River Trails Middle School Goal Update

2024-2025

December 10, 2024

ALIGNMENT



Student Goals

Classroom/Teacher Goals

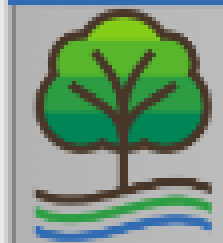
Principal/Building Goals

Annual District Goals

Strategic Plan Goals

Vision/Mission

Core Values and Beliefs



DISTRICT GOALS 24-25



Simultaneously strengthening and anchoring existing practices into standard organizational systems, while addressing lagging or missing components, in order to drive student growth using...

1. Ongoing application and use of research based practices across all disciplines
2. A formalized plan to assess, monitor and shape “head-ready and heart-ready” instructional practices
3. Data to guide decisions
4. Organizational leadership skills to facilitate growth and change



RIVER TRAILS MIDDLE SCHOOL



Where are we now?	Where do we want to go?	How do we get there?
Beginning of Year Launch	Goals	Roadmap
<ul style="list-style-type: none">○ Alignment○ Systems○ Intentionality	<ul style="list-style-type: none">○ 65% meeting growth goal in math and reading MAP○ Increase student connection to school	<ul style="list-style-type: none">○ Defining & Connecting Teams○ Data Dig (New approach)○ Adaptive Instruction

AREAS OF FOCUS



HEAD READY

HEA READY

- Student Dialogue (Learning v. Doing)
- Questioning
- Adaptive Instruction
- New SEL Curriculum
- Building Staff/Student Relationships

HEAD READY



Category	Description	How It's Measured	Fall			Fall - Spring				
Just-Right Learning	At least 65% of students tested at BOY will meet or exceed their EOY target in reading and math	Growth MAP Fall-to-Spring Conditional Growth	MAP ELA				MAP ELA	222	483	46.0%
			MAP Math				MAP Math	360	477	75.5%
High School/College Ready	At least 80% of students tested at EOY will be at or above the 50th percentile in reading and math	Achievement MAP Spring Achievement Percentiles	MAP ELA	338	485	69.7%	MAP ELA	317	488	65.0%
			MAP Math	307	485	63.3%	MAP Math	362	482	75.1%
Catch-Up Targets	A majority of students at or below the 50th percentile at BOY will meet or exceed their expected end-of-year growth target in reading and math	Growth MAP Fall-to-Spring Conditional Growth	MAP ELA				MAP ELA	45	182	24.7%
			MAP Math				MAP Math	69	123	56.1%
Balanced and Targeted Growth	A decrease in the number of students at or below the 35th percentile at BOY by end-of-year in reading and math	Achievement MAP Fall-to-Spring Achievement Percentiles	MAP ELA	79			MAP ELA	99		
			MAP Math	100			MAP Math	72		
Balanced and Targeted Growth	An increase in the number of students at or above the 90th percentile at BOY by end-of-year in reading and math	Achievement MAP Fall-to-Spring Achievement Percentiles	MAP ELA	48			MAP ELA	34		
			MAP Math	80			MAP Math	110		

LEARNING TARGET DATA



StartRIT	Start Percentile	Start Test Duration	Projected RIT	Projected Growth	Met Fall 2023 to Fall 2024
221	52	34	227	6	No
224	59	53	230	6	Yes
225	61	37	231	6	No
230	71	48	236	6	Yes*
230	71	75	236	6	Yes*
230	71	67	236	6	Yes*
232	75	61	238	6	Yes
234	79	47	241	7	Yes
234	79	30	241	7	No*
235	80	51	242	7	Yes
236	82	59	243	7	Yes*
236	82	44	243	7	Yes*
236	82	27	243	7	No
237	83	50	244	7	Yes
241	88	53	248	7	No
246	93	57	253	7	No
248	94	70	255	7	No*
250	96	86	257	7	Yes
250	99	46	258	8	No
253	99	99	261	8	Yes*
253	99	60	261	8	No*
261	99	50	269	8	Yes*

CURRENT WORK



Skills and Concepts to Enhance 171 - 180	Skills and Concepts to Develop 181 - 190	Skills and Concepts to Introduce 191 - 200
<p data-bbox="613 602 1149 634">Reason with Shapes and their Attributes</p> <ul data-bbox="613 639 1149 816" style="list-style-type: none"> Identifies and names a triangle Identifies and names a square Identifies and names a rectangle* Identifies and names a circle* <div data-bbox="613 778 1316 1679" style="background-color: #ffffcc; border-radius: 15px; padding: 10px;"> <p data-bbox="693 827 1149 990">LEFT COLUMN: Skills and Concepts to Enhance</p> <p data-bbox="693 1039 1149 1191">Skills on which the student is closer to approaching mastery</p> </div>	<p data-bbox="1326 602 1862 634">Reason with Shapes and their Attributes</p> <ul data-bbox="1326 639 1862 816" style="list-style-type: none"> Compares squares (larger, smaller) Identifies and names multiple shapes (e.g., square, rectangle, triangle, circle)* Classifies polygons by sides and vertices <div data-bbox="1326 778 2029 1679" style="background-color: #ccffcc; border-radius: 15px; padding: 10px;"> <p data-bbox="1406 827 1862 990">MIDDLE COLUMN: Skills and Concepts to Develop</p> <div data-bbox="1406 1028 1959 1164" style="background-color: #f0e68c; border-radius: 10px; padding: 5px; text-align: center;"> <p data-bbox="1459 1046 1905 1140">Where the student's RIT score falls</p> </div> <p data-bbox="1406 1196 1929 1397">Represents the student's Instructional Level, the skills he or she should be working on right now.</p> <p data-bbox="1406 1453 1952 1654">A RIT score represents the level at which the student answered the questions correctly 50% of the time.</p> </div>	<p data-bbox="2039 602 2575 634">Reason with Shapes and their Attributes</p> <ul data-bbox="2039 639 2708 816" style="list-style-type: none"> Identifies and names a polygon* Identifies the number of faces on rectangular prisms Identifies and names a cylinder Identifies and names a sphere <div data-bbox="2039 778 2742 1679" style="background-color: #ccffff; border-radius: 15px; padding: 10px;"> <p data-bbox="2119 827 2575 990">RIGHT COLUMN: Skills and Concepts to Introduce</p> <p data-bbox="2119 1039 2548 1078">Skills to work toward</p> <p data-bbox="2119 1140 2702 1240">Use for goal setting and future instructional planning</p> </div>

HEART READY



December 2024							
	SUN	MON	TUES	WED	THURS	FRI	SAT
Week 15	1	2	3	4	5	6	7
				*Rethink - Learn & Practice Activities	*Rethink - Learn & Practice Activities	*Rethink	
		6th Grade	6th Grade	6th - Listening with Empathy	6th - Resolving Conflicts	6th - Giving and Receiving Feedback	
		7th Grade	7th Grade	7th - Empathy for Connection	7th - Conflict Happens	7th - Think Collectively	
		8th Grade	8th Grade	8th - Developing Empathy	8th - Healthy Conflict	8th - Strengths and Responsibilities	
Week 16	8	9	10	11	12	13	14
		*Rethink	*Rethink	*Rethink - Rewatch Learn Video - Dive Deeper Activity & Quiz	*Rethink - Rewatch Learn Video - Dive Deeper Activity & Quiz	Spirit Week 2024	
		6th - My Personal Values	6th - Feelings and Actions	6th - Listening with Empathy	6th - Resolving Conflicts	6th Grade * need new pictures	
		7th - Mind Your Media	7th - Rethink It!	7th - Empathy for Connections	7th - Conflict Happens	7th Grade * need new pictures	
		8th - Our Values	8th - Calm, Cool and Collected	8th - Developing Empathy	8th - Healthy Conflict	8th Grade * need new pictures	
Week 17	15	16	17	18	19	20	21
		Spirit Week	Spirit Week	Spirit Week	Spirit Week		
		6th Grade	6th Grade	6th Grade	6th Grade	Winter Carnival Set-Up	
		7th Grade	7th Grade	7th Grade	7th Grade		
		8th Grade	8th Grade	8th Grade	8th Grade		

HEART READY



THE CASEL 5:

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: *self-awareness, self-management, social awareness, relationship skills, and responsible decision-making*. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

www.casel.org/what-is-SEL

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/systems on behavior

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside & outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

HEART READY



- Live the*
Life Rules
- Be Responsible
 - Be Respectful
 - Be Ready to Learn



Fall 2024	
Total Score	High
Self-Management	Average
Self-Awareness	High
Social Awareness	High
Relationship Skills	Average
Resp. Decision-Making	Average

Wednesday - Social Awareness

*Be the one who
makes others feel
included*

Throughout our school community and the greater community there are individuals of varying races, genders, nationalities, cultures and abilities. Having all of this diversity in our community is what makes our school great.

What are some examples of diversity in our school community?

What are some benefits of belonging to a diverse school community?!

Absent	Tardy	Count of D/F	Majors	Health Visits	Total At Risk Areas	Panorama SEL Status	Panorama Well Being
3	1	1	1	5	1	1 - Reported All Strengths	1 - Reported All Strengths
3	1	1	5	3	1	2 - Reported Many Strengths	1 - Reported All Strengths
3	3	1	1	5	1	1 - Reported All Strengths	1 - Reported All Strengths
3	1	1	1	5	1	1 - Reported All Strengths	1 - Reported All Strengths

QUESTIONS

