

# SIP

## Jones-Farrar IB World School

## Resources

Instructions: Develop activities for each strategy that you will implement. Activities are significant steps that a school must accomplish in the implementation of the strategy. Milestones/Activities are key actions that must take place in order to move the work. Indicate the category, and the responsible. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

### Provide Your priority Description (Using a SMART GOAL format)

### Root Cause

What are the root causes of the situation within our sphere of control.

### Possible Solutions

Potential ways to solve or correct the root cause.

By June 2021, 100% of certified staff will show growth on implementing IB practices as measured by the IB implementation rubric.

- Staff does not have consistency of I.B. practices
- staff turnover/changes in the last several years
- lack of an IB coordinator to facilitate and lead practices
- uncommon understanding of I.B. practices in a public school setting and how it can fully impact global citizenship, cultural relevant teaching practices and inquiry

- Give PD on the Learning Agency, Learning Environment, and Inquiry
- Use a common transdisciplinary template
- Provide opportunities for safe practice and reflection
- Peer observation and coaching that will provide explicit focus on Inquiry and culturally relevant T&L

### If we...

### Then...

### Which leads to....

- Give PD on the Learning Agency, Learning Environment, and Inquiry
- Use a common transdisciplinary template
- Provide opportunities for safe practice and reflection
- Peer observation and coaching

- teachers will consistently embed IB practices into their instruction
- there will be consistency in the quality of implementation and design of the program

Staff will implement IB practices, and students will be more actively engaged as evidenced through student work and conversations in the classroom.

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Provide Your priority Description (Using a SMART GOAL format)	Root Cause What are the root causes of the situation within our sphere of control.	Possible Solutions Potential ways to solve or correct the root cause.
<p>By June 2021, 85% of students at Jones-Farrar will be at the end of grade level expectation as measured by F &amp; P as a result of consistent teacher practice, quality implementation of guided reading and regular progress monitoring of student work.</p>	<ul style="list-style-type: none"> <li>*inconsistent delivery of when &amp; how guided reading instruction</li> <li>*inconsistent data collected on students</li> <li>*lack of guided reading resources</li> <li>*lack of knowledge on how to implement guided reading</li> <li>*need for format, non negotiables for guided reading instruction</li> <li>*need for time management in order to embed guided reading in daily schedule <b>AND Progress MONITORING</b></li> </ul>	<p>Provide PD on guided reading practices (differentiated for) within grade levels Provide evidence of conferring/annecdotal/notes consistent methods of documentation/data collection Have common expectations for F&amp;P assessment <b>AND PROGRESS MONITORING CYCLES</b> Pushing in the reading specialist instead of always doing the pullout method for instruction Summer tutoring for students who aren't meeting grade level expectations Complete guided reading self reflection survey</p>
If we...	Then...	Which leads to....
<p>Provide PD on guided reading practices (differentiated for) within grade levels Provide evidence of conferring/annecdotal/notes consistent methods of documentation/data collection Have common expectations for F&amp;P assessment</p>	<p>Staff will provide consistent practices and implementation in guided reading which will result in student reading growth. There will be a consistency in the quality of implementation Reading instruction will be data driven</p>	<p>Students will reading be at end of grade level expectations as measured by F &amp; P</p>

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### Provide Your priority Description (Using a SMART GOAL format)

### Root Cause

What are the root causes of the situation within our sphere of control.

### Possible Solutions

Potential ways to solve or correct the root cause.

Through providing direct instruction of SEL skills and implementing TBRI practices in k-4, we will decrease ODRs by 10% by May 2021.

- \*We have a large number of students receiving O.D.R.'s.
- \*Lack of consistency with SEL instruction
- \*Lack of priority on SEL instruction AND ALIGNMENT TO SEL STANDARDS
- \*students with ACES
- \*lack of consistent approach of behavior management
- \*students with chronic attendance issues who are also struggling with SEL skills

provide strategies to staff on relationship building with students **AND SUPPORT SYSTEMS** establish a mentoring system for teachers **AND OPPORTUNITY TO MODEL STRATEGIES** set small milestones with SEL instruction to track SEL progress each quarter **AND INCLUDE THESE MILESTONES WHEN DOING LEARNING WALKS OR PLCs WITH STAFF.** **(ESTABLISH A MONITORING SYSTEM FOR STUDENTS WHO HAVE THE HIGHEEST NUMBER OF ODRs AND MAKE SURE THERE ARE INTENTIONAL SUPPORTS FOR THEM IN ADDITION TO OUR TIER 1 WORK)**

### If we...

### Then...

### Which leads to....

provide strategies to staff on ways to build relationships with students  
establish opportunities for safe practice & reflection  
peer observation & coaching  
**(CONSISTENTLY MONITOR OUR AT RISK STUDENTS BASED ON THE NUMBER OF ODRs AND PROVIDE TARGETED SUPPORTS)**

We will see SEL embedded in classroom practices, resulting in a decline of conduct referrals, **(PARTICULARLY FOR OUR AT-RISK STUDENTS)**

Decrease number of ODR's by 10% percent.