

# SIP

Carl Sandburg School		Resources
<p>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.</p>		
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 focusing on non-fiction text in the schoolwide reading curriculum, implementing strategies for reading in the content areas, and providing additional support for struggling readers through MTSS process, RISE, and afterschool tutoring we will increase the number of students who reach their targeted growth goals in MAP reading to 55% by the Spring of 2020.</p>	<ul style="list-style-type: none"> <li>- Inconsistent implementation of the tier 1 curriculum.</li> <li>- Lack of student voice in reading materials.</li> <li>- Lack of additional opportunities for students to read outside of the ELA block.</li> <li>- Inconsistency in differentiation.</li> <li>- Minimal opportunities for small group instruction for guided reading.</li> <li>- Lack of reading strategies implemented in the content areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Provide additional training for the curriculum and develop departmental short cycle goals to have real time data to inform instruction.</li> <li>- Provide students with interests survey and enhance the selection of culturally relevant reading materials.</li> <li>- Provide training for reading in the content areas and integrate reading strategies in the content areas regularly and consistently.</li> <li>- Provide additional assistance and structure for guided reading.</li> <li>- Provide additional time for students to read after school.</li> </ul>
If we...	Then...	Which leads to....
<p>... provide all teachers with the resources and training to integrate literacy strategies across the curriculum (In the content area - non-fiction text), provide ELA teaching teams with the skills and resources to develop and implement short cycle goals for reading with a focus on non-fiction text, and provide students with opportunities for intensive instruction in reading at their instructional level and actively monitor our action plan.</p>	<p>... our collaborative leadership team and teachers will have the structures, skills and resources needed to select research based instructional practices, make data driven decisions and select resources that are based on students' individual needs</p>	<p>... a minimum of 55% students reaching their growth goals in reading. (MENTION YOUR ACTUAL TARGET METRIC HERE)</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.

By focusing tier one instruction on mathematical reasoning and comprehending word problems, integrating numeracy across the curriculum, and providing additional time for math instruction based on levels of needed support we will increase the number of students who meet their MAP Math growth goals to 48% by the end SY20.

- Lack of resources that actively engage students.
- Lack of opportunity to differentiate instruction or provide small group instruction. Minimal opportunities to integrate numeracy across the curriculum.
- Inconsistent implementation of the math forums, problems and investigations, and extended responses.
- Previous failure and fixed mindsets

- Increase opportunities for integrated curriculum that promotes mathematical reasoning.
- Student interest survey and teacher training on career connections.
- Provide additional supports for students who are struggling.
- Provide enrichment opportunities for students who need to receive additional challenging tasks.
- Provide additional training for teachers in Mathematical mindsets and district curriculum.

### If we...

### Then...

### Which leads to....

provide math teachers with ongoing training in the math curriculum, additional training in mathematical mindsets, integrate numeracy strategies across the curriculum, implement the short cycle goal process in the math department, provide students with multiple opportunities for intensive numeracy support and regularly monitor the implementation of our plans

we will provide teachers with the necessary skills and resources to develop short cycle goals that are differentiated as well as deliver instruction to students within their instructional range and flexibly respond to students' needs. This will provide us with clear and consistent expectations for tier one instruction based on MTSS best practices

Which leads to at least 48% of students meeting their growth goals (YOU NEED TO WRITE THE TARGET- METRIC HERE)

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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.

By providing students with direct instruction of the SEL standards and self-regulation strategies and providing teacher with the necessary training for SEL instruction, we will improve students social and emotional wellbeing as measured by the Student Risk Screening Scale in both the internal (shy, sad, anxious, lonely and emotionally flat) and external (steal, lie, poor conduct and peer relationships, aggressive behaviors) categories from 61% in the low risk range for external behaviors to 75% and from 69% in the low risk range for internal behaviors to 80%.

Lack of instruction in social emotional skills and self-regulation strategies. Few opportunities for direct instruction of SEL standards. Inconsistent implementation of the strategies. Teachers report they need additional training in SEL. Classroom management skill levels vary greatly. Inconsistent use of the crisis/noncrisis guide. Lack the resources for small group instruction. Teacher wellbeing varies. PBIS skills and implementation vary greatly

Increase opportunities to provide direct instruction of SEL standards. Provide teachers with additional training on SEL and Self-regulation strategies. Align restorative practices with each infraction in the discipline code. Training for those who need it on the discipline code. Provide additional opportunities for teachers to learn from one another. Promote teacher wellbeing through social committee events, teacher supports and recognition programs.

### If we...

### Then...

### Which leads to....

By providing teachers with the training on self-regulation strategies, restorative practices and trauma informed care, the time and framework for implementing SEL strategies, and provide students with additional opportunities for intensive SEL instruction, and monitor our progress

we will increase teachers skills and confidence to directly teach SEL strategies, regularly integrate SEL instruction throughout the day and support students as needed in tiered supports

... 75% of our students in the low risk range for externalizing behaviors and 80% of our students in the low risk range for internalizing behaviors.