

# SIP

## Center Elementary

## 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, 54% (up from 42%) of the African American students or those that identify with AA and do not have an IEP, in grades 1-3 (2020) and grades 2-4 (2021) will meet or exceed their growth target at the end of the spring MAP window in reading.

- Lack of understanding of how to provide culturally engaging instruction to African American Students.
- Lack of cultural reading materials.
- Conflict of expectations of Schoowide versus Guided Reading/Workshop model

- More PD on teaching and connecting with African American students.
- Provide staff with culturally relevant materials and experiences.
- Consistent balanced literacy expectations and time for teacher teams to collaborate, look at student work, create data cycles, engage in learning walks, and monitor implementation of balanced literacy across grades.

### If we...

### Then...

### Which leads to....

If we...create and implement a balanced literacy cycle of learning for teachers that will embed Africian American culturally relevant literature during Guided Reading...

Then... through the use of culturally relevant materials during Guided Reading...

- teachers will differentiate instruction and grouping, promote a love of reading and connect to students
- students will connect to self, connect to peers and experience love of reading

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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 June 2021, 51% (up from 37%) of the African American students or those that identify with AA and do not have an IEP, in grades 1-3 (2020) and grades 2-4 (2021) will meet or exceed their growth target at the end of the spring MAP window in math.

- lack of consistent curriculum in the past (current curriculum is in year three and being used with fidelity)  
- can't connect math to the real world

- continue implementing bridges with fidelity  
- learning walks with grade level teams to assess quality of math instruction  
- implement school wide number sense program  
- implement one math PBL project per semester

### If we...

If we, develop students' deep understandings of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems and provided time during core instruction to differentiate instruction...

### Then...

Then... through the use of Bridges, Number Corner, number sense programs and math-based PBL with fidelity...  
-teachers will differentiate instruction & grouping and connect Math to the real world (PBL)  
-students will strengthen number sense and fact fluency and connect math to the real world

### Which leads to....

By June 2021, 51% of the African American students or those that identify with AA and do not have an IEP, in grades 1-3 (2020) and grades 2-4 (2021) will meet or exceed their growth target at the end of the spring MAP window in math.

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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 June 2021, office and teacher managed referrals will be reduced by 10% as a result of staff being provided PD on and implementing trauma based practices and the opportunity for safe practice, modeling and coaching supports where needed.

- Lack of trauma based/social-emotional learning strategies for staff  
 - Substantial empirical evidence suggests that children's ability to regulate attentional, behavioral, and emotional impulses paves the way for success in school. Growing evidence of the benefits of self-regulation for success in school has motivated several school-based interventions targeting school culture, classroom and environment, etc..  
 Currently, there is an inconsistency on how trauma based practices are implemented and embedded in core instruction.

- Trauma-based/Social-Emotional Learning Professional Development for Staff  
 - Trauma-based/Social-Emotional Learning Programs  
 -Provide opportunities for staff to collaborate when planning for implementation during core instruction and monitor effectiveness of the strategies.

### If we...

### Then...

### Which leads to....

If we ... support children and adults in experiencing, managing, and expressing emotions, making sound decisions, and fostering interpersonal relationships by using our learning from trauma informed practices and be a trauma informed school ....

Then ...  
 -teachers will have the education/training to manage student behavior effectively  
 -students will have the tools and knowledge to self-regulate emotions.

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