

Arthur SIP “At a Glance”

2016-2017

SEB	
<p>Goal: <i>Building a positive learning culture/Teaching for Understanding</i></p> <p>We want all Arthur students and staff to be a part of a positive and joyful learning environment where mistakes are embraced and used for self-growth.</p> <ul style="list-style-type: none"> -Decrease all student office referrals by 10% from 2015-2016 to 2016-2017. - Increase African American student percentage of 1 or less ODR’s from 65% to 75% 	
<p>Action Steps:</p> <p>+PARRT and Zones lessons- teach PARRT and Zones lesson during a designated SEB time frame each week</p> <p>+Thinking Stations: learn about and provide more structured program with break procedures for students in the classroom setting using a “Passport System” (Thinking Stations, Buddy Classrooms)</p> <p>+PBIS: -improve PBIS communication with students and parents (parent information nights, monthly newsletter, positive written feedback to families every month) -Improve PBIS acknowledgement procedures (implement a PBIS student team for ongoing feedback, 5:1 posters hanging by every classroom clock -PBIS team attend booster workshop and share information with whole staff, increase visual and excitement for school wide celebrations with “contests” measuring PARRT tickets</p>	<p>Evidence:</p> <ul style="list-style-type: none"> -pacing document for lessons taught -observations/coplans -formative assessments -lessons explicitly taught in the fall (reviewed after Thanksgiving break, Christmas break, Spring Break, and “as needed”) -passport data -dates and agendas of parent nights -copies of newsletters -observations/coplans -postcard checklists -classroom celebrations/grade level celebrations indicated by apples on the tree
Math	
<p>Goal: <i>Number Sense/Teaching for Understanding</i></p> <p>We want to increase students foundational understanding of numbers and place value to increase their application of mathematical reasoning in every day settings.</p> <ul style="list-style-type: none"> - Increase student proficiency on priority standards measured by the spring District Core Math Assessment as indicated in the attached chart. 	
<p>Action Steps:</p> <p>+K-3 teachers engage in book study of <i>Number Sense Routines</i> by Shumway +4-5 teachers engage in book study of <i>Making Number Talks Matter</i> by Humpreys and Parker</p> <p>+Teachers implement the Number Sense Routines in the classroom +Teachers observe colleagues (Arthur and Garfield) delivering the number sense routines learned from book study</p>	<p>Evidence:</p> <ul style="list-style-type: none"> -book study dates and agendas -staff discussions -observation/coplans -number sense assessments -observation dates -notes on discussions of observation -district Core Math assessment

Language Arts	
<p>Goal: <i>Reading Accuracy and Comprehension/Teaching for Understanding</i> We want all Arthur students to read accurately, fluently, and with the understanding to extend their thinking. -80% of K-1 Arthur students will be at or above the benchmark score on the FAST early reading composite. -80% of 3-5 Arthur students will score as proficient readers as measured by the IA Assessment reading total standard score.</p>	
<p>Action Steps: -implement Super Kids reading program with fidelity and integrity (K-2 teachers) to increase student reading accuracy and comprehension -integrate McGraw Hill reading program materials with the current student learning expectations to increase student reading comprehension -use the 5 Pillars as a reading framework during the reading block to plan daily reading instruction</p>	<p>Evidence: -K Super Kids Unit Tests -1st grade Running record with decodable text from Super Kids with odd units -2nd grade running record with decodable text from Super Kids with even units -District unit assessments -District unit reading assessments -meeting note dates -lesson plan forms -observations/coplans</p>

Staff Culture	
<p>Goal: Decrease our passive/defensive and Aggressive Defensive styles (Avoidance, Dependence, Conventional) by increasing our Constructive styles (self-actualizing, humanistic-encouraging, and affiliative)</p>	
<p>Action Steps: +complete Organizational Culture Inventory with the Pacific Institute to gather baseline on current climate in the organization +BLT work: *work with PI on results of inventory results to organize next steps in building the Arthur adult culture *revisit BLT expectations and goals- focus on modeling staff culture, being active participants and modeling the PLC focus/cycle *revisit staff handbook and rewrite to focus on adult and student learning +Circumplex Increase our Humanistic-Encouraging behaviors as staff members to meet our “Ideal Culture” to become a “constructive” organization. -being a good listener -encouraging each other -showing empathy for others</p>	<p>Evidence: -survey results -BLT meeting notes -presentation to staff on analysis of data and next steps -dedicate to the roles and responsibilities of the BLT in our SIP -staff handbook additions as we create them during the 2016-2017 school year -Surveys -emails</p>

Revised September 2016