

Hiawatha 2016-17 SIP Quick Reference

Hiawatha Vision

Students will self-reflect based on academic/social expectations and feedback provided by the Hiawatha learning community. Students own their learning and behavior and believe in their ability to succeed.

Hiawatha Teacher Culture

Hiawatha staff will focus on Teaching for Learner Differences each day. We will continue our observation/co-planning 6 week cycle to include the focus areas of targeted instruction, student engagement, ELL sentence frames, and purpose statements.

Teachers will:

- Consistently plan for instruction across all content areas
- Participate in professional learning of focus areas
- Continue student engagement strategies
- Embed 'Mindfulness' strategies daily

PLC Teams will:

- create weekly agendas & record meeting minutes with specific instructional strategies identified.
- complete ASW for ELA unit assessments
- have action steps for instruction identified on ASW form
- Identify non-proficient students & create targeted small group lessons based on ASW needs

Characteristic of Effective Instruction: Teaching for Learner Differences

Equity FOCUS: Closing the achievement gap for ELL students in reading.

- Disaggregate ELL data for analysis on ELA unit assessment ASWs.
- Provide sentence frames & incorporate 'Talk Moves' for students to improve oral discussion

FOCUS #1: Instruction is designed and delivered to match students' needs based on assessment data of students' prior knowledge, readiness, individual interests and learning preferences.

Action Steps:

- Structure core instruction for small group/ individuals based on student performance data & learning preferences in ELA.
- On ASW Form: Evidence of specific strategies that coincide with student performance outcomes.
- Principal & IDS will conduct observations & co-planning meetings.
- PD participation; Oral Discourse: 'Talk Moves'; Incorporating 'Mindfulness' strategies, Purposeful planning & purpose statements.

FOCUS #2: Educator provides clear instruction about how to learn, making the various strategies and skill of the learning process conspicuous to all students.

Action Steps:

- Teachers will self-assess utilizing the Marzano rubric during co-plan in fall, winter, spring.
- Principal & IDS will conduct observations & co-planning meetings.
- Teachers will participate in (at least) 2 building peer observations
- Teachers will create daily purpose statements for Core ELA lessons
- PD participation: Superkids & Wonders ELA Resources; S.U.P.E.R. strategy for written response

Student Outcomes:

- ELA: 71% of Hiawatha students, grades 4/5 combined will meet expected growth expectation as measured by IA Assessment Reading Total. (2% increase from 2015-16)
- ELL: 28% of Hiawatha ELL students grades 4/5 will make expected growth as measured by IA Assessment Reading Total. (Currently @ 25%)