

# Taylor SIP on a Page



## **Theory of Action:** When each adult...

- plans and collaborates during professional learning and peer observations, then the quality of instruction within regular and special education classrooms improves.
- models positive culture by greeting students daily, our students will feel safe and respected.
- responds to unexpected behaviors in a consistent, restorative manner, then expected behaviors will increase.
- purposefully plans daily Community Circles and social skills instruction, then school-wide culture improves.
- purposefully plans differentiated lessons and provides opportunities for students to collaborate, then student learning will improve.

## **Focus Areas:**

### Culture Focus

- Plan and share ideas during professional learning, grade level planning, PLCs, Staff Meetings...
- Maintain a positive culture by validating expected behavior with 5:1 PBIS Tickets and Paws Applause
- Respond to unexpected behaviors in a consistent, restorative manner
- Purposely plan daily Community Circles, PARRT lessons, PBIS tickets and social skills instruction based on student/building needs

### Instructional Focus

- Facilitate Kagan Structures and/or student collaboration daily to provide opportunities for students to interact and collaborate on their learning
- Provide high quality work centers for different abilities, learning styles and alignment with the 5 characteristics of student centered classrooms
- Embed higher order thinking (HOT) questions and activities throughout instruction
- Engage in classroom observations with colleagues

### Equity Focus

- Increase collaboration between classroom & special education teachers to increase the quality of instruction for our special education students
- Engage in daily social skills instruction and Community Circles using common language, PARRT, expected and unexpected behaviors, etc...
- Greet individual students daily as they enter the room/building
- Have materials prepared to welcome new students throughout year

## **Implementation:**

- Professional Learning Agenda (Monthly)
- PBIS Ticket Count (Weekly)
- Self-reflection Survey (Spring)
- Community Circles (Daily)
- Walkthrough Data (Daily)
- Student Culture Rubric (3 times)
- Random Questions to Students (Daily)
- Grade Level Planning (Weekly)
- Checklist for Materials (Beginning of Year)
- Peer Observation (At Least Once)
- Observations & Co-Planning Sessions (Wkly)
- IPDP/Peer Review (Annually)

## **Goals:**

- Decrease Office Referrals
- Improve Attendance
- Positive, Safe Environment
- Increase # of Students Making Expected Growth
- Increase # of Students Proficient on Assessments

## **Outcomes:** During the 2016-17 school year, Taylor will have ...

- decreased office referrals by 75%
- 80% of students with less than 5 tardies
- increased the number of students that feel safe by 37% on student culture survey
- 50% of 4<sup>th</sup> and 5<sup>th</sup> grade special education students make expected growth on the Math Iowa Assessment
- 70% of 4<sup>th</sup> and 5<sup>th</sup> grade special education students make expected growth on Reading Iowa Assessment
- 70% of 4<sup>th</sup> and 5<sup>th</sup> grade African American students make expected growth on the Reading & Math Iowa Assessment
- 70% of 4<sup>th</sup> and 5<sup>th</sup> grade students make expected growth on the Math and Reading Iowa Assessment
- 60% of students proficient in each grade level on the Math CORE Assessment
- 60% of students proficient in each grade level on the aReading Assessment
- 80% of kindergarten students proficient on the early Reading Assessment
- 65% of first grade students proficient on the early Reading Assessment

**EXCELLENCE FOR ALL**