**SIP**  
Bryant 2017-18

### READING

All students will demonstrate improved reading comprehension skills as measured by a 2% or greater increase in the number of students scoring at or above the proficient level on the state reading test and NWEA reading test. Students with disabilities and economically disadvantaged students will demonstrate improved reading comprehension skills as measured by a 15% or greater increase in the number of students scoring at or above the proficient level on the state reading test.

#### STRATEGY

**Differentiated Instruction**

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<thead>
<tr>
<th>INTERVENTIONS</th>
<th>ED</th>
<th>SWD</th>
<th>ELL</th>
<th>30% Focus</th>
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<tbody>
<tr>
<td><strong>● Extended day</strong></td>
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PD FOCUS

- Reading Apprenticeship
- CER/Collaborative Conversations
- Graphic Organizers/Thinking Maps
- INFO text Structures & Features
- Vocabulary Word Work/Word Walls
- SIOP Content and Language Objective
- Small Group instruction
- Academic Vocabulary

#### Activities

- Science, Social Studies and Language Arts staff will implement Reading Apprenticeship strategies.
- ELA teachers will implement SSR.
- Teachers will use informational text structures and features as part of reading instruction.
- Students with disabilities will be placed in co-taught language arts classes when educationally appropriate. Select students scoring below level on the NWEA Reading will be placed in a language arts lab class.
- Teachers will create a list of academic and content specific vocabulary – incorporate the words in instruction and on assessments.
- Parents of 6th graders will support independent reading by monitoring their child’s reading log.
- The bottom 15% will be targeted for LA Lab, extended day and/or small group instruction.
- 6th and 7th grade core teachers participate in SIOP/Language and Literacy for ELLs.
- All core and extended core teachers will use Article of the Week (AOW) each month.
- Students will engage in Collaborative Conversations (Think-Pair-Share, Turn and Talk, etc.).
- Students will use Claim-Evidence-Reasoning (CER) when reading informational and narrative text.
- All teachers will use NEWSELA Pro as a tool to support reading in all content areas.

### WRITING

All students will demonstrate improved writing skills as measured by a 2% or greater increase in the number of students scoring at or above the proficient level on the District common writing assessment. Students with disabilities and economically disadvantaged students will demonstrate improved writing skills as measured by a 15% or greater increase in the number of students scoring at or above the proficient level (level 4 or higher) on the District common writing assessment.

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PD FOCUS

- Writing Prompts
- NEWSELA Pro
- Common Graphic Organizers/Thinking Maps
- INFO text Structures & Features
- Vocabulary Word Work/Word Wall
- SIOP Content and Language Objective
- Small Group instruction

#### Activities

- All non-language arts teachers will assign and give feedback on at least one writing prompt that require the use of textual evidence from sources to support writing three times a year. This prompt will be graded by a rubric. PE teachers will assign and give feedback on a prompt in health.
- All language arts teachers will assign at least 1 writing prompt per marking period and provide feedback.
- Teachers will use informational text structures, features and planning rubrics as part of writing instruction.
- Students with disabilities will be placed in co-taught language arts classes when educationally appropriate.
- Teachers will create a list of academic and content specific vocabulary – incorporate the words in instruction and on assessments.
- The bottom 15% will be targeted for LA Lab, extended day and/or small group instruction.
- 6th and 7th grade core teachers participate in SIOP/Language and Literacy for ELLs.
- Students will engage in Collaborative Conversations (Think-Pair-Share and/or Turn and Talk).
Students will use Claim-Evidence-Reasoning (CER) when taking a position.

**MATH**

All students will demonstrate improved math skills as measured by a 5% or greater increase in the number of students scoring at or above the proficient level on the state math test and NWEA math test. Students with disabilities and economically disadvantaged students will demonstrate improved math skills as measured by a 15% or greater increase in the number of students scoring at or above the proficient level on the state math test.

**STRATEGY**

Differentiated Instruction

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Activities

- Teachers will use data, graphs, and charts across the curriculum. Students will interpret data, graphs and charts in all content areas that at least one card marking period.
- Students will interpret, create and solve problems using visual representation.
- Math teachers will use daily bell work (SLOT) to practice computation and/or review recently learned concepts and skills. Teachers will use this as formative assessment and adjust instruction accordingly.
- Students with disabilities will be placed in co-taught math classes when educationally appropriate.
- Seventh and Eighth grade students scoring 2 grade levels below on the the NWEA Math assessment will be placed in a math intervention class, extended day and/or small group instruction.
- Teachers will create a list of academic and content specific vocabulary – incorporate the words in instruction and on assessments.
- Numeracy will be addressed at Math and Literacy Night in the spring.
- The bottom 30% will be targeted for a math intervention class, extended day and/or small group instruction.
- Students will engage in Collaborative Conversations (Think-Pair-Share, Turn and Talk, etc.)
- Students will use Claim-Evidence-Reasoning (CER) when solving problems in math, reading, social studies and science.