

SIP

Bryant 2017-18

READING	<i>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.</i>
STRATEGY	Differentiated Instruction

INTERVENTIONS	ED	SWD	ELL	30% Focus
	<ul style="list-style-type: none"> Extended day LA Lab Co teaching SIOP 	<ul style="list-style-type: none"> Tutoring Skills/MobyMax Co teaching SIOP 	<ul style="list-style-type: none"> Extended day LA Lab Co teaching SIOP 	<ul style="list-style-type: none"> Extended day LA Lab T1 sm grp instr SIOP

PD FOCUS	Reading Apprenticeship CER/Collaborative Conversations	Graphic Organizers/ Thinking Maps NEWSELA Pro	INFO text Structures & Features	Vocabulary Word Work Word Walls	SIOP Content and Language Objective Sm 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	<i>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.</i>
STRATEGY	Differentiated Instruction

INTERVENTIONS	ED	SWD	ELL	30% Focus
	<ul style="list-style-type: none"> Extended day LA Lab Co teaching SIOP 	<ul style="list-style-type: none"> Tutoring Skills/MobyMax Co teaching SIOP 	<ul style="list-style-type: none"> Extended day LA Lab Co teaching SIOP 	<ul style="list-style-type: none"> Extended day LA Lab Small Group Ins. SIOP

PD FOCUS	Writing Prompts NEWSELA Pro	Common Graphic Organizers/ Thinking Maps	INFO text Structures & Features Primary Sources	Vocabulary Word Work/ Word Wall	SIOP Content and Language Objective Small Group Ins.

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 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	<i>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.</i>
STRATEGY	Differentiated Instruction

INTERVENTIONS	ED	SWD	ELL	30% Focus
	<ul style="list-style-type: none"> • Extended day • Math Intervention • Co teaching • Anchor Charts • Khan Academy 	<ul style="list-style-type: none"> • Tutoring • Skills/MobyMax • Co teaching • SIOP • Khan Academy 	<ul style="list-style-type: none"> • Extended day • Math Intervention • Co teaching • SIOP • Khan Academy 	<ul style="list-style-type: none"> • Extended day • Math Intervention • Small Group Ins. • SIOP • Khan Academy

PD FOCUS	DATA Charts and Graphs	Common Graphic Organizers/ Thinking Maps	Claim - Evidence Reasoning (CER)	Vocabulary Word Work/Word Walls	SIOP Learning Targets Literacy Targets Small Group Ins.

Activities

- Teachers will use data, graphs, and charts across the curriculum. Students will interpret data, graphs and charts in all content areas that at per 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 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.
- Teachers will create a list of academic and content specific vocabulary – incorporate the words in instruction and on assessments.
- Numeracy will be adressed 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