

<p><b>SIP Strategies</b></p> <p>What <u>action steps</u> will occur?            What <u>professional development</u> is needed?</p>	<p><b>Resources</b></p> <p>What resources are needed to accomplish this strategy? (People, materials, etc.)</p>	<p><b>Implementation Indicators</b></p> <p>What <u>ongoing monitoring</u> reflects implementation of this strategy? When will it be reviewed?</p>	<p><b>Evidence / Outcome</b></p> <p>What data gives evidence to show this strategy makes a positive difference in student outcomes?</p>	<p><b>Work Plan Frame</b></p> <p>Which Work Plan Frame and Item does this strategy support?</p>	<p><b>Goal Areas</b></p> <p>Which SIP Goals does this strategy support? What student group does this strategy target?</p>
<p><b>Five Phases of Focused Note-taking and Inquiry Action Steps</b>            All teachers will implement the Five Phases of Focused Note-taking Process: Taking Notes, Processing Notes, Connecting Thinking, Summarizing and Reflecting on Learning and Applying Learning.  <b>Professional Development</b>            K-6 AVID training            Focused Note taking Module            Costa's Levels of Inquiry            Training on LID day  <a href="#">edit strategy</a></p>	<p>AVID trainer and materials</p>	<ul style="list-style-type: none"> <li>- Classroom observations</li> <li>- Lesson plan examples</li> <li>- Student work</li> <li>- Monthly AVID PLC Team meetings</li> <li>- Classroom materials to support note-taking</li> </ul>	<p>- Compliance: percentage of teachers implementing AVID strategies as evidenced by observations, student work and/or classroom evidence and AVID monthly PLC Meeting.</p>	<p><b>Foster Academic Behaviors</b>            Implement School-Wide Note-taking and Organizational Strategies (e.g. AVID STAR / Cornell Notes / Planner Use)</p>	<p><b>ELA Math Science</b></p> <p>All Students</p>

<p><b>Mindfulness Action Steps</b></p> <ul style="list-style-type: none"> <li>- All adults modeling mindful behavior</li> <li>- Modeled lessons</li> <li>- Class meetings and staff will follow lesson from the Morning Meeting book</li> </ul> <p><b>Professional Development</b></p> <p>Mindfulness training  <a href="#">edit strategy</a></p>	<p>School counselor  Professional articles, video, books, etc.</p>	<p>Fewer office referrals  Fewer disruptions to teaching and learning based on teacher reports  More students self-select visits to the "Calming Corner"  Student use of "Take-a-break buckets"</p>	<p>Referrals: Office, Calming Corner</p>	<p><b>Foster Academic Behaviors</b></p> <p>Train staff on strategies to teach social/emotional skills (e.g. Growth Mindset / Mindfulness / Grit)</p>	<p><b>ELA Math Science</b></p> <p>All Students</p>
<p><b>PBIS and Restorative Practices Action Steps</b></p> <p>PBIS coach and team meetings</p> <ul style="list-style-type: none"> <li>- PBIS tickets handed to students</li> <li>3M(Mindful Citizens, Motivated Learners, Magnificent Decision Makers)</li> <li>Weekly celebration in the library for Principal table</li> <li>- Assemblies</li> <li>- Buddy Room</li> <li>- Take a Break Classroom Buckets</li> <li>- Principal's</li> </ul>	<p>PBIS training and materials  PBIS tickets and prizes  Trauma training and materials  Restorative Practices training and materials  PBIS/Restorative Practices Staff Training from district level and/or outside source  Take a Break Buckets/Supplies</p>	<p>Child Study Team referrals  Teacher reported classroom evidence  Office referrals for student behavior  Students meeting PBIS expectations throughout school building and campus</p>	<p>Child Study Team referrals  Office referrals for student behavior  Students meeting PBIS expectations throughout school building and campus as evidenced by the number of 3M tickets passed to students for following expectations</p>	<p><b>Foster Academic Behaviors</b></p> <p>Develop, implement, and monitor a school-wide Tier Intervention Model to address student behaviors, support basic needs, and provide student services support</p>	<p><b>ELA Math Science</b></p> <p>All Students</p>

<p>Table Restorative practices training</p> <p><b>Professional Development</b> Ongoing PBIS training, Trauma and Restorative Practices training.</p> <p><a href="#">edit strategy</a></p>					
<p><b>Madison Tiers of Intervention Action Steps</b></p> <p>Tier 1: Whole class - Take a Break buckets - Buddy Classroom for taking a break</p> <p>Tier 2 - Counselor focus groups and lunch groups</p> <p>Tier 3 - Principal support - MTSS support</p> <p><b>Professional Development</b> Building wide plan and training on Taking a Break, accessing buddy classroom</p>	<p>Take a break buckets and supplies for each classroom Buddy classroom assignments</p>	<p>Tier 1: teacher reported evidence of class meetings and students accessing break buckets and buddy classrooms Tier 2: Counselor and teacher reported evidence of small group meetings and lunch groups Tier 3: MTSS supports and plans</p>	<p>Tier 1: teacher reported evidence of class meetings and students accessing break buckets and buddy classrooms Tier 2: Counselor and teacher reported evidence of small group meetings and lunch groups Tier 3: Less office referrals, student suspensions-following student plans from MTSS</p>	<p><b>Create Environment of Learning</b> Develop and implement a Tier Intervention Model to address student behaviors, support basic needs, and provide student services support</p>	<p><b>ELA Math Science</b></p> <p>All Students</p>

<a href="#">edit strategy</a>					
<b>Healthier Generation RISE Initiative</b> <b>Action Steps</b> -Meet with RISE team and develop the RISE index. -Using RISE index, develop professional development modules for staff <b>Professional Development</b> RISE modules <a href="#">edit strategy</a>	RISE staff	RISE Health Index	RISE Index and data monitoring. Staff SEL responses using panorama survey	<b>Create Environment of Learning</b>	<b>ELA Math Science Technology</b>  All Students
<b>Instructional Strategies</b> <b>Action Steps</b> Staff will receive Inquiry training and will receive tools with research based resources, and additional training on AVID WICOR; specifically INQUIRY <b>Professional Development</b> AVID WICOR; Art of INQUIRY <a href="#">edit strategy</a>	AVID trainers and materials	Student work samples Classroom Observations Monthly AVID team meetings	SBAC Data TPEP Data Classroom Summative Assessment Data	<b>Provide Academic Press</b> Adopt and implement Math and Social Studies Curriculum	<b>ELA Math Science</b>  All Students
<b>School-wide focus on student</b>	principals TPEP	Student growth goals based on student data	SBAC data Student growth data	<b>Provide Academic Press</b>	<b>ELA Math Science</b>

<p><b>growth based on data</b>  <b>Action Steps</b>  Data driven dialogue at LID day and staff meetings  PD  Staff meetings  <b>Professional Development</b>  TPEP  SMART goals  <a href="#">edit strategy</a></p>	<p>materials  Math coach</p>	<p>On-going student growth monitoring in math: K-3 using AVMR Math screener for fall, winter and spring. Grades 4-6 will identify a screening tool to implement in 20-21</p>	<p>AVMR screener</p>	<p>Implement and refine student growth goal process</p>	<p>All Students</p>
<p><b>Supporting HiCap Students</b>  <b>Action Steps</b>  Differentiation - Provide extensions in all content areas   <b>Professional Development</b>  Differentiation for highly capable students  Identifying highly capable students  <a href="#">edit strategy</a></p>	<p>Staff meeting around identifying hicap students and meeting their needs</p>	<p>Student involvement in hi cap opportunities  Evidence of differentiation through extension activities for students  Hi cap Student data shows maintenance or growth</p>	<p>Student involvement in hi cap opportunities  Evidence of differentiation through extension activities for students as reported by teachers  Hi cap Student data shows maintenance or growth</p>	<p><b>Provide Academic Press</b>  Implement strategies and structures to support highly capable students</p>	<p><b>ELA Math Science</b>   Highly Capable</p>
<p><b>Literacy and Math Intervention</b>  <b>Action Steps</b>  Whole class instruction and identification of students who need Tier 2 or 3</p>	<p>Expert on tiers of intervention and how to implement each tier; district level trainer</p>	<p>Observations of Tier 1 and Tier 2 in the classroom  Tier 2 intervention with intervention specialists  Tier 3 intervention with</p>	<p>Students moving into and out of intervention  Interventionist data</p>	<p><b>Provide Academic Press</b>  Fully develop, communicate, and implement a Tiered Intervention</p>	<p><b>ELA Math</b>   All Students</p>

<p>intervention Teachers provide first touch for Tier 2 and Tier 3 intervention Collaboration and coordination with ELA and Math interventionists Electronic data walls Data driven dialogues in ELA and Math <b>Professional Development</b> Tiers of Intervention <a href="#">edit strategy</a></p>		<p>classroom teacher and intervention specialists Child Study Team</p>		<p>Model for literacy and math</p>	
<p><b>Data Driven Dialogue - School-wide focus on Student Growth Action Steps</b> Looking Deeper into Data Look at individual student progress Collaboration around moving students to next grade level and/or supports Staff meetings Data driven dialogue around</p>	<p>Data coach and/or instructional coach TPEP Student Growth Goals Data from common assessments</p>	<p>Student assessment data TPEP Student Growth Goals</p>	<p>Student assessment data</p>	<p><b>Provide Academic Press</b> Develop and implement a school process for engaging in data driven analysis</p>	<p><b>ELA Math Science</b>  All Students</p>

<p>common assessments</p> <p><b>Professional Development</b></p> <p>Data driven dialogues</p> <ul style="list-style-type: none"> <li>- how to look at data</li> <li>- teacher moves based on data</li> </ul> <p><a href="#">edit strategy</a></p>					
<p><b>AVID S-L-A-N-T</b></p> <p><b>Action Steps</b></p> <p>Provide ongoing expectations to students regarding S-L-A-N-T.</p> <p><b>Professional Development</b></p> <p>AVID</p> <p><a href="#">edit strategy</a></p>	AVID curriculum	PBIS, increased performance/growth with Math/ELA assessments.	SBAC, math/ELA common assessments, MTSS dashboard (PBIS).	<b>Provide Academic Press</b>	<p><b>ELA Math Science</b></p> <p>All Students</p>
<p><b>Kindergarten Students take WA Kids Assessment</b></p> <p><b>Action Steps</b></p> <p>Students are assessed three times a year.</p> <p><b>Professional Development</b></p> <p>District training on how to deliver the assessment.</p> <p><a href="#">edit strategy</a></p>	PD and testing materials	Data drive dialogue and report cards	Data from the assessments	<b>Promote Culture of Success</b>	<p><b>ELA Math</b></p> <p>All Students</p> <p>Implement plan to enhance kindergarten transition</p>
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