

# Highwood Hills Elementary School

## SCIP Summary 2018-2019

<b>Reading Goal = 30%</b>	<b>Math Goal = 30%</b>	<b>Culture, Climate &amp; Behavior</b>
<b>Evidence Based Practice:</b> <ul style="list-style-type: none"> <li>Guided Reading Approach</li> </ul>	<b>Evidence Based Practice:</b> <ul style="list-style-type: none"> <li>Implement the TQE (Task, Questions, and Evidence) framework to help students and staff make sense of mathematics</li> </ul>	<b>Evidence-Based Practice :</b> <ul style="list-style-type: none"> <li>Teaching Expectations (TFI Item 1.4)</li> </ul>

### Implementation Indicators and Action Step Expectations

#### Reading

#### Evidence-Based Practice : Guided Reading Approach

**Implementation Indicator : 18-19**  
 100 % of teachers will participate in professional development on the guided reading approach as measured by professional development artifacts by 12/13/2018

Action Steps	Assigned To	Review Date	Expected Result
Content coaches will deliver professional development to staff on guided reading components.	Principal & Coaches	12/13/18	Teachers will participate in monthly professional development on guided reading instruction, as evidenced by staff meeting agendas and sign ins.

**Implementation Indicator : 18-19**

**100 % of teachers will implement the core components of the guided reading approach as measured by walkthrough data by 12/14/2018**

Action Steps	Assigned To	Review Date	Expected Result
<b>Description &amp; Expectations</b> Teachers will implement core components of guided reading instruction.	Teachers	12/13/18	Walkthrough data will show teachers are implementing core components of guided reading instruction.
Walkthroughs will be conducted quarterly to assess implementation of guided reading group components.	Principal, Teachers, Coaches	12/14/18	Walkthrough data will show increasing levels of implementation of guided reading instruction.

**Math**

**Evidence Based Practice: Implement the TQE (Task, Questions, and Evidence) framework to help students and staff make sense of mathematics**

Implementation Indicator : 18-19

100 % of teachers will use math manipulatives to support identified learning goals during whole-group instruction as measured by walkthrough data by 12/15/2018

**Action Steps**

Description & Expectations	Assigned To	Review Date	Expected Result
Organize building manipulative materials in a designated room and develop a system for checking out materials.	TBD	10/15/18	A math resource room will house math manipulatives and materials for check out, enabling teachers to access necessary materials.
Explicitly teach, practice, and reinforce routines for using manipulatives during whole-group instruction.	Principal, Coaches, Teachers	10/15/18	Self-assessment data will show teachers have established routines for using manipulatives in the classroom.
Provide professional development to staff on using math manipulatives during whole-group instruction to focus on teaching concepts before procedures.	Coaches	12/15/18	Staff will participate in professional development on using math manipulatives during instruction.
Use math manipulatives and math notebooks during whole-group instruction to stress understanding of concepts before procedures.	Teachers	12/15/18	Walkthrough data will show that teachers are consistently using math manipulatives during whole-group instruction. A random sample of math notebooks will show students are using notebooks to show concepts in a representational manner.

**Implementation Indicator : 18-19**

100 % of grade 3-5 teachers will use targeted and productive questioning strategies throughout math instruction as measured by walkthrough data by 12/15/2018

**Action Steps**

Description & Expectations	Assigned To	Review Date	Expected Result
Provide professional development to staff on using effective questioning strategies during instruction.	Coach Supports	12/15/18	Classroom, EL, special education, and specialist teachers will participate in professional development on effective questioning strategies.
During whole-group and small-group math instruction, use assessing or advancing questions to help students make sense of the problem and justify reasoning.	Classroom Teachers	12/15/18	Self-assessment and walkthrough data will show that teachers are using assessing and advancing questions during math instruction.
Use math notebooks as part of whole-group math instruction for students to show their reasoning and explain their thinking.	Classroom Teachers	12/15/18	A random of sample of math notebooks will show evidence of students explaining their thinking.

**Culture, Climate & Behavior**

**Evidence-Based Practice : Teaching Expectations (TFI Item 1.4)**

**Action Steps**

Description & Expectations	Assigned To	Review Date	Expected Result
Build common understanding and agreements among staff by creating a new matrix of school-wide behavior expectations.	All Staff	8/31/18	A new matrix will be created by staff during opening week.
Obtain student and family input in the development of the school-wide matrix.	Leadership Team	9/14/18	The matrix of behavior expectations will reflect student and family input.
Create and implement a yearlong schedule for teaching (and re-teaching) school-wide behavior expectations.	Leadership Team	10/17/18	A yearlong schedule will show the times designated for teaching and re-teaching expectations across the school.
Develop cross-grade teams to meet regularly to teach/reteach expectations and build community.	Leadership Team	12/21/18	Cross-grade teams will meet regularly to focus on expectations and building community.