SIP Indicator	Responses	Strengths	Weaknesses/Challenges	Next Steps
Aligned Units of Study		- EL is aligned well - subjects/grade levels have great understanding of what's being done top to bottom - connect ideas throughout the day	- pace of EL and Math - parents don't really know curriculum - lack of time to collaborate with our teams much less across grades/subject areas - teaching methods - lack of rigor - students are regularly below level, below alignment - teachers do not know vertical alignments and what is expected at next level - we are provided our curriculum - black and brown students are failing drastically	- better grouping or ungrouping of students - after school/saturday tutoring - understanding how/what rigor looks like and need to use it - working in departments for vertical alignment - find ways to actively integrate core & electives to strengthen
	- math lower than reading data was not surprising	- math is aligned well, vertically	- instruction interruptions (field trips, testing, etc) - remediation and enrichment (NO TIME!) - no time to reteach, not interesting (EL/MATH), Not enough time to have lower kids have more practice - classes are too large	- one to one devices - kids need smart lunch for remediation or social time - brainstorm ways to motivate kids - SOS program? - PLT coaching
Classroom Management	- disproportionate #s 65%-75% of incidents by 26% of population	- better behavior in the hallways	- consistency with expectations across school setting - lack of equity training - address hoodies and short shorts - class size (30+ kids per room) - difficult to align without other data (who are long term suspensions)	- create culturally responsive classrooms - adults lack respect for students who are considered behavior issues - build relationships with kids - all need to be held accountable - strategic placement of challenging groups - want previous year(s) data to compare for more in-depth review and analysis
		- documentation - goals for classroom management - new universal expectations on school wide policies (hoods, phones, etc)	- areas of weakness within the data are Black/African American students and noncompliance - policies to be enforced across the board - expectations may not be the same school wide, we all have different levels of tolerance - time to collaborate on classroom management - repeat offenders - consistency across the school	- space and time for experienced teachers to provide strategies - define compliance - strategies for our hispanic students - grade level teams meet together to talk about issues and strategies
Family Engagement - Equity		- parent responsiveness	- parent knowledge of tech resources - time - realistic expectations from parents (respect of staff time) - if kids were more involved in sports/arts then parents would be more involved - PTA meeting times - no "T" in PTA - no diverse "P" in PTA - Parent conferences are not mandatory for all students	- positive communication attempts - scheduling for more access and opportunities to arts electives - ask families how we can best engage them (start in 6th grade, what are their needs?) - student led conferences - connect with elementary 5th grade students to talk about expectations
			- distance of students - consistency of parent teacher conferences - language barriers	- making home visits - more consistent communication expectations

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	- almost all technology based, but not all families have access	- can be a direct link to parents (don't have to send paper home with students)	- no universally approved communication method (by WCPSS) - parents blocking our communication - defining "family engagement" for families - how can we find out how parents want to communicate?	- find out how parents want to communicate - parent nights for topics of interest (social media, etc.) - get kids excited about getting parents involved (incentives) - consider language and literacy of families - paper and electronic copies available - try positive? - unified communication method
Multi-Tiered System of Support		- full teams - meet regularly - breakout session during PD to inform staff about referral process - acknowledging struggling (low performing) AIG students & working to support them - starting to become familiar with iReady	- connections between PLT, data, MTSS, student success - train staff how to USE iReady - teachers do not know how to refer students for MTSS (where is kid talk?) - lack of collecting on going data by teachers - need more parent involvement - not enough PD for teacher to understand process - not enough time allowed for true collaborative planning - need more case managers and time to meet and create plans - ECATS still has kinks - no core plans in place (difficult to know who needs interventions) - do teachers understand the MTSS process?	- meet with parents to discuss and review plans - create more plans for 1s and 2s, behavior, and attendance - train teachers and use and access MTSS data - train teachers to collect data - teachers collecting common assessments and analyzing data and reteaching, etc. - create a schedule that allows time for interventions
	- low response rates - teacher leadership - inconsistent rule following - lack of survey participation - non-instructional time decreasing	- identification of students - mentor/mentee program in 6th grade	- expectations across the board is necessary - more consistency - lack of resources or knowledge of MTSS - not consistent in enforcing the rules - need more time for Tier 1 interventions to know when students need to move to Tier 2	- there need to be more information about MTSS - MTSS teams in each grade level?
Social Emotional Learning	- what % of students took the survey?	- Rigor Scale - kids/teachers aware of SEL - students know teachers care - identifying students who need SEL support - 100% of 6th grade students (besides 1 category) plan to continue education after HS - 7th grade - 100% black students continuing education after HS - what % of students took the survey?	- Not doing SEL enough - Time - teachers need to be aware of students with SEL needs in their classrooms - students don't feel we care as much of "personal care" - hispanic students feel less supported than other races - 6th grade hispanic students lower in % of agreement than peers on SEL - #9 students think we aren't interested in them as people	- is staff SEL also important enough to be part of SIP? - more training for staff - take student survey during homeroom to ensure we have accurate data - open up about teacher educational struggles/passions to connect - guest speakers? - do in house training to make deeper connections

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	- students believe they work hard - there are many things to work on, some sections of the student survey have a positive response while others are not as high as we would like them to be. - based on the data, students feel that they are not cared for and are not being taught	- in 7th students feel work is rigorous, overall good relationships with teachers, family support is good across the board - family support, creativity, future aspirations and goals as seen on student survey - students feel they are treated fairly and safe	- struggle to maintain focus (7th grade survey) - most of what is important to know you learn in school (7th grade white and gifted reported lower numbers in these areas on the student survey) - policies not enforces across the board - need to work on rules being fair and making learning connections to real life uses. - "giving students a say in decision making" is low on the student survey - hispanic students do not feel supported - students feel we do not find interest in them as a person - gap across race about being treated fairly (7th grade student survey)	- define PBIS - Relate to the students as people - are all students represented in the survey? what is the response rate? - students need a say in what they do/learn in school - LEARNER AGENCY!