

# McKinley's 2011-2012 SIP at-a-glance Strategies

Draft and working document  
(revised 8/19/11 ap)

## **Action #1: Conferencing**

Teachers will implement one-to-one reading and writing conferencing & side-by-side instruction for reading and writing by setting up classroom structures (such as Daily 5, etc....) within the Reading/Writing Workshop that support conferencing time. Teachers will provide students with authentic reading & writing opportunities, make connections between reading & writing, set goals, give immediate and focused feedback, match students to high interest texts, help students understand how to select "just right" books and build stamina when reading & writing, and actively increase the amount of leveled books in their classroom libraries

**Outcome:** Every student will receive timely and specific feedback regarding progress toward learning targets.

**Evidence:** % of students at each grade level who read and comprehend non-fiction text at or above grade level, % of students at or above grade level in writing

## **Action #2: SIOP**

- Further study of SIOP principles on the part of school staff
- Overview of SIOP and implementation of content and language objectives in Math (and other content areas as teachers are ready).
- Teachers inserviced on the eight components of SIOP.
- Teachers create "look fors" in their classrooms
- Incorporate SIOP into PLCs.

### **Outcome:**

- Teaching staff will broaden repertoire of best instructional practices.
- Teachers will work with each other to articulate learning from one grade level to another, which will help with developing vocabulary and determining what background has been taught.
- Teachers will have opportunities to participate in structured observations of SIOP strategies of one another ("look fors").

### **Evidence:**

- Teachers will begin to use SIOP features in their lesson design (planning) and instruction.
- Teachers will become comfortable using SIOP to scaffold instruction for all learners.