

Phalen Lake Hmong Studies Magnet – SCIP Synopsis 2016-2017

<p style="text-align: center;">Reading SMART Goal</p> <p>The percentage of students scoring proficient or higher in reading will increase from 33% to 45% by Spring 2017 as measured by the MCAIII administered Spring 2017.</p>	<p style="text-align: center;">Math SMART Goal</p> <p>The percentage of students scoring proficient or higher in math will increase from 48% to 60% by Spring 2017 as measured by the MCAIII administered Spring 2017.</p>
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I deliberate implementation of specific strategies from the Phalen Lake 2016-17 Target Page as articulated below:

Planning Through A Racial Equity Lens

teachers intentionally plan expected learning, building from students' linguistic and cultural strengths, using culturally relevant materials in both English and Hmong (TWI)

teachers plan instruction, within lessons and across units of instruction, to intentionally move students through input, elaboration processes

Classroom of Dialogue Through A Racial Equity Lens

teachers help students identify their strengths, foster a growth mindset, and encourage academic risk taking recognizing multiple perspectives

teachers teach cognitive routines (mental maneuvers) increasing student independence

teachers facilitate the development of positive racial identity within a multiracial learning community

every student does the work, every student does the learning, every student moves toward independence as a learner

<p>Instructional Steps</p> <p>Implement instructional strategies from the 2016-17 Target Page.</p> <p>Engage students in conversation utilizing academic vocabulary in both English and Hmong.</p> <p>Use a variety of specific goal setting with students utilizing The Literacy Learning as a guide for planning skills block and instruction.</p> <p>Participate in job-embedded professional development opportunities that support understanding and implementation of CRT strategies, creating a dialogic classroom, utilizing a variety of cooperative routines, and maintaining and sustaining the use of higher-order questions throughout the lesson.</p>	<p>Math Action Steps</p> <p>Implement instructional strategies from the 2016-17 Target Page.</p> <p>Students engage in conversation utilizing academic vocabulary in both English and Hmong.</p> <p>Utilize math task boards to manage Math Part 2 with flexible grouping activities and manipulatives</p> <p>Participate in job-embedded professional development opportunities that further understanding and implementation of CRT strategies, creating a dialogic classroom, utilizing a variety of cooperative routines and strategies for maintaining and sustaining the use of higher-order questions throughout the lesson.</p>
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