

2018-2019 End-of-Year Considerations: SIPPS

By Gina Fugnitto | Categories: SIPPS, Implementation

As we say farewell to the 2018-2019 school year, we offer a few end-of-year considerations for managing the SIPPS program.

SIPPS Reflection

Reflect on your year teaching *SIPPS*. Taking the time—on your own or with colleagues—to reflect on your teaching practices will give you important information about preparing to teach next school year. Think about how you planned to teach the parts of each lesson.

- What worked well?
- Were your routines clear, consistent, and concise?
- What would you like to do differently to increase your effectiveness?

Think about how you used both Mastery Test data and your observations of students (during the lesson and during reading practice).

- What did the data tell you about your students?
- How did the data help you make instructional decisions?
- Did you make full use of the suggestions for supporting students that are included in the assessments?

Finally, go to the “*SIPPS* Elements of Effective Implementation Reflection Tool” located in the General Resources section of *SIPPS* on the CCC Learning Hub. Read the “Reflect on Practice” section specific to the *SIPPS* level you are teaching.

- What implications do your reflections have for next year’s instruction and professional learning goals?

The SIPPS K-3 and 4-12 Placement Assessments

The placement assessments are not designed to be pre- and post-tests. They are designed to quickly and efficiently assess what your students know and to place them in the appropriate level and lesson of the *SIPPS* program. The Mastery Tests are the record of what students know at the end of the year. For a complete picture, use the student’s last passed Mastery Test with the *SIPPS* scope and sequence (located in the Appendix). The student will have mastered all the spelling-sounds and sight words up to and including the lesson of the last passed Mastery Test.

Watch for the “Welcome to the 2019–2020 School Year” blog posts in August/September. The blogs will support your implementation and focus on 1) considerations for assessing and grouping students new to *SIPPS* and 2) considerations for students continuing with *SIPPS* instruction from the previous year.

SIPPS Assessment Data

SIPPS Independent Model

Important Reminder: If you are managing *SIPPS* data digitally, be sure each student’s **most recent passed Mastery Test or Progress**

Monitoring Assessment results are entered into the system along with their student ID number at the end of the school year. The most recent assessment data in the system will be used in combination with the placement data for new students to form groups in the 2018–2019 school year. Next year’s teacher will use the student ID number to add the student to their class. All the data associated with the student will be available.

SIPPS Coordinated Model

Important Reminder: Be sure each student’s **most recent passed Mastery Test or Progress Monitoring Assessment** results are entered into the system along with their student ID number at the end of the school year. The most recent assessment data in the system will be used in combination with the placement data for new students to form groups in the 2018–2019 school year. Be advised, you must wait for the district’s bulk import to occur before you will be able to use the *SIPPS* Assessment App for the 2018–2019 school year.

We look forward to hearing from you about your experiences with the *SIPPS* program in the 2019–2020 school year!

Be sure to read our *SIPPS* blogs over the summer and stay connected via the Collaborative Classroom Community Group and *SIPPS* Page on Facebook®.