

Emerson Elementary School School Improvement Plan: 2006-07

Goal #1: LEARNING - All students will demonstrate increased knowledge, understanding, and application of content standards within a coordinated curriculum.

Objective A: Student literacy measures will demonstrate consistent growth as a result of embedded professional development and regular school-wide conversations about instructional practices.

Action Steps:

1. Develop a team infrastructure (K-5 Action Team, Grade Level Teams, and Instructional Support Teams) that will work on the action steps in this objective.
2. Provide compensation or release time that enables non-certified staff to meet with certified staff (Instructional Support Teams) for sharing strategies and planning of literacy instruction for shared students. Arrange these team meetings to occur during the summer of '06, first semester, second semester, and the summer of '07.
3. Grade level teams will create year-long curriculum maps for literacy outcomes at each level. The Action Team will combine these maps into a single document.
4. Based upon such outcomes, Grade Level Teams will create common assessments and scoring rubrics for determining growth in student learning.
5. The Action Team will create a systematic file (binder or shared folder on computer) to house assessments and rubrics, making the files accessible across all grade levels.
6. Regular time in staff meetings will be dedicated to sharing of practices and strategies among staff and the Action Team will provide structured "processes" to enable effective sharing. Beyond the staff meetings, the Action Team will plan other collaborative sharing opportunities during grade level meetings, Instructional Support Teams, and other venues.

Objective B: Instruction in the building will be enhanced through resources dedicated to teacher materials (e.g. wall charts, book boxes) and environmental needs (e.g. easels, cubbies, tables, chairs).

Action Steps:

1. Using the "Best Practices Checklist" of materials to support literacy instruction, all staff will evaluate each classroom's status of material provided by the school (not purchased by individuals, therefore staying with the room). This evaluation would optimally occur before the end of the school year.
2. An Action Team will be formed to compare classroom status evaluations with the "Best Practices Checklist" in order to prioritize the purchase of new materials at primary and intermediate levels. The target date for this step is October 1.
3. Develop a "cost analysis" of needed materials by October 15th and contact district purchase agent to determine any volume discounts.
4. Utilize ELM budget for the purchase of materials and seek additional district resources as needed to purchase equipment (furniture needs). The goal is to be "up and running" with new equipment by second semester.
5. Beyond school and district resources, contact businesses (WebCrafters, Kraft, etc.) to seek other material or resource support. Contact timing should account for tax year ending and new tax year start (November and January).

6. Contact Howard Landsman for assistance in pursuit of grants that target materials and equipment.
7. Study the current utilization of computers in the lab, the possible redistribution to classrooms, and shift of emphasis in REACH for the 07-08 school year.

Goal #2: SYSTEMS FOR ENGAGEMENT – All students will demonstrate increased engagement through systems to improve attendance and behavior.

Objective A: Through improved prevention and intervention systems, students who have been habitually absent or tardy will decrease, resulting in increased learning time and an improved sense of connection to the school.

Action Steps:

1. An Action Team comprised of different staff groups will be developed to oversee the progress of this objective. The Team will meet before school begins to plan initial “messages” to emphasize the importance of attendance to students and families.
2. The Action Team will meet monthly to determine a realistic level of implementation from the following menu of ideas:
 - ◆ Developing a family questionnaire to understand the factors behind absences and tardiness, and possible strategies to support families.
 - ◆ Investigating family “incentives” for regular attendance and improvement in attendance.
 - ◆ Before school clubs to encourage starting the school day on time.
 - ◆ Monthly acknowledgements of improved and perfect attendance.
 - ◆ Automotive phone calls with “wake up” and “go to bed” messages.
 - ◆ Developing and teaching student-responsible strategies for “getting to school on time.”
3. The Action Team will regularly review attendance/tardiness data to determine patterns and trends and plan refinements to the existing prevention/intervention plan. As part of these refinements, the Team will consider how best to direct problem-solving efforts to Instructional Support Teams where the greatest impact can be made.

Objective B: The Positive Behavior Support System will be refined to include effective prevention and intervention strategies that target high-impact students who demonstrate physical aggression.

Action Steps:

1. An Action Team will be formed to attend to this objective.
2. The Team will meet to refine aspect of the the current Positive Behavior System:
 - ◆ Parent information and orientation through written products and presentations, seeking parent input.
 - ◆ Consistent classroom practices including Above the Line poster strategies, location, and communication of concepts.
 - ◆ Positive celebrations, recognitions, and themes including decisions about classroom or grade level gatherings, newsletter information, PACE ideas, and Parent Assemblies.
 - ◆ Clarify processes followed across the building including Buddy Rooms, Fix-It Plans, and home communication.
3. Ongoing data on student behavior will be collected through SIMS and the site’s data entry system, and presented to Instructional Support Teams for regular problem-solving and collective strategies to interrupt negative patterns. The data will also provide an evolving menu of effective strategies from which to draw when planning.

Goal #3: ORGANIZATION – The design of instructional supports – including classroom placement, teaming, scheduling, shared materials, inclusive practices, co-planning, and collaboration - will be developed to meet the unique academic, social, emotional, and racial/cultural needs of our diverse student population.

Action Steps:

1. An Action Team will be developed to oversee the progress of this goal.
2. The school's schedule will be developed to support collaborative planning among members of Instructional Support Teams, leading to greater inclusion and student-centered problem-solving.
3. Staff meeting time will be committed to training in teaming/collaboration at the level of Instructional Support Teams. In essence, staff need to know and be able to practice the skills and structures that make Instructional Support Teams successful.
4. Through the coordination of the Action Team, staff will inventory and store all shared math, literacy, social studies, and science materials in a common workspace (Teacher Workroom).
5. All Instructional Support Teams will focus their collaborative practices and skills on increased teaming during the literacy block. To this end, all Instructional Support Teams will meet with the Literacy Coach six times during the school year to review and revise collaborative literacy practices.
6. On a quarterly basis during staff meetings, Instructional Support Teams will self-assess their collaborative practices, utilizing the MMSD Team Rubrics. Time will also be provided to share effective practices across Instructional Support Teams.
7. The Action Team will develop strategies for collaboration and communication between Instructional Support Teams, Specials Teachers, and Support Staff.
8. The Leadership Team will ensure a regular agenda item to problem-solve and communicate with all Instructional Support Teams regarding aspects of the Instructional Design Process, including inclusive practices, Special Education, ESL Services, Title I, and other programmatic coordination. As one potential future direction for the Design, looping will be studied for more consistent practices across the building.