

### MMSD SCHOOL IMPROVEMENT PLAN

School: FRANKLIN ELEMENTARY SCHOOL  
Principal: DEBORAH HOFFMAN

Annual Plan for 2006-2007(year)  
Date: October 9, 2006

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

Check the primary area addressed by the goal:      Engagement   X   Learning      Relationships

**Rationale** (Reference data sources that substantiate the need for this goal.): Using testing data (Six-Trait, PMA, and WKCE), Franklin staff determined that the subject areas needing greatest attention are writing and mathematics. Of greatest concern is the lack of curriculum continuity and coordination, and the evident achievement gap between African-American and Asian students and their white peers.

**Objective 1.A** (The objectives listed for this goal, when considered together, should address all students and all staff.): Student writing will improve for all students and all student groups through consistent and effective instructional approaches during literacy blocks, demonstrated through formal assessments and ongoing daily work.

**Measurement Strategies for Objective 1.A: See Benchmark form.**

					District Support	
#	Action Steps for Objective 1.A <small>List each action step for this objective on a separate line. Add lines as needed. (The action steps should show a systemic approach to improvement that addresses the specific objective. Action steps should include at least one item that emphasizes collaboration/supports the achievement of a more collaborative culture.)</small>	Timeline <small>(Specify month and year.)</small>	Person(s) Responsible	Progress <small>(Please date each entry)</small>	Staff Positions Involved, Other Resources	Funding Support/Source
1	Three staff members will coordinate the <i>Wonder Writers</i> curriculum and facilitate ongoing professional development during staff meetings.	September and October	Writing Committee	Completed introductions of resources.		\$
2	An MMSD Literacy Support Teacher will provide Franklin staff with specific information on the writing components of Balanced Literacy during the school year.	November	Kelly Jones	Teresa Hinton completed a presentation for staff at a staff meeting.	Staff will consult with District support in writing on an as needed basis.	\$ - 10 hours of extended employment for 3 staff members in June. Teaching and Learning
3	A writing assessment will be developed for each grade level.	Ongoing	Writing Committee	Incomplete- determined that this action step was not developmentally appropriate.		\$

Rcd. 10/13/06

4	During the 06/07 school year, Franklin staff will continue professional development in writing at mandatory staff meetings (district presenters) and some staff will participate in a book club, Writer's Craft.	Monthly	Writing Committee and Principal			
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<b>Objective 1.B While maintaining growth in mathematical understanding and skill with all Franklin students, we will focus on accelerating those students with performance of less than proficient on the PMA and giving further enrichment to those in the advanced range.</b>						
<b>Measurement Strategies for Objective 1.B: See Benchmark form.</b>					<b>District Support</b>	
<b>#</b>	<b>Action Steps for Objective 1.B</b> List each step on a separate line. Add lines as needed. Together, all action steps should show a systemic approach to improvement that addresses school, classroom, and individual levels.	<b>Timeline</b> (Specify month and year.)	<b>Person(s) Responsible</b>	<b>Progress</b>	<b>Staff Positions Involved, Other Resources</b>	<b>Funding Support/ Source</b>
1	All classroom teachers will receive ongoing professional development through the MMSD Math Support Teacher.	Ongoing	Deborah Hoffman and Carrie Valentine	Have held multiple staff meeting trainings in addition to 6 days of either ½ or full day training for grade level teams.	District-based Math Support Teacher will be provided.	\$
2	Classroom teachers will focus their efforts to accelerate the learning of students who are below proficiency through increased small group and individualized instruction.	Ongoing	Deborah Hoffman and Carrie Valentine	Have held multiple staff meeting trainings in addition to 6 days of either ½ or full day training for grade level teams.	District-based Math Support Teacher will be provided.	\$
3	By the second semester, Franklin staff will work together to develop strategies that improve the school-home partnership in supporting mathematics understanding.	2 <sup>nd</sup> Semester and April 25, 2006	Deborah Hoffman and Carrie Valentine	Completed implementation of Franklin Friday Fun Math Curriculum by all staff starting in January. Held parent math night on April 25, 2006, 6:30-8:30.	District-based Math Support Teacher will be provided.	\$
4	06/07 -8 Franklin teachers are participating in the <u>Math Expressions</u> pilot. They are meeting monthly w/Carrie Valentine to discuss findings. They will also share their finding with staff.	Monthly	Pilot staff, Carrie V., principal	1 <sup>st</sup> meeting was Oct. 2	District-based Math Support Teacher will be provided.	
5	06/07 Carrie Valentine or ELL/Math Coach Kelly Jones will provide math interventions refresher on the new learning from 05/06 school year	November Staff Mtg.	Principal, Carrie V., Kelly Jones			
6	06/07- Math coach will team plan with PTO curriculum committee to host a family math night or parent understanding night related to math development in young children.	2 <sup>nd</sup> semester	Kelly Jones, Carrie V., principal & PTO reps.			
7	06/07 – Math coach will create a shared folder for teachers to access specific to math letters to parents, games, intervention strategies, and so forth.	2 <sup>nd</sup> semester	Kelly Jones			

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<b>MMSD SCHOOL IMPROVEMENT PLAN</b>						
School: FRANKLIN ELEMENTARY SCHOOL Principal: DEBORAH HOFFMAN			Annual Plan for <u>2006-2007</u> (year) Date: October 16, 2006			
SIP Goal #2: PROFESSIONAL LEARNING COMMUNITY – Through the design of staff meetings, team meetings, staff development days, and other “structures” like the bookroom, Franklin staff will improve the ways in which they share ideas and resources with each other.						
Check the primary area addressed by the goal: <u>    </u> Engagement <u>    </u> Learning <u>  X  </u> Relationships						
Rationale (Reference data sources that substantiate the need for this goal.): After reviewing learning data and Friendly Observer information, staff determined that this issue was a high priority for the school.						
Objective 2.A (The objectives listed for this goal, when considered together, should address all students and all staff.): Staff will experience mutual benefits from increased sharing of curriculum ideas, strategies, and materials.						
Measurement Strategies for Objective 2.A: See Benchmark form.						District Support
#	Action Steps for Objective 2.A List each action step for this objective on a separate line. Add lines as needed. (The action steps should show a systemic approach to improvement that addresses the specific objective. Action steps should include at least one item that emphasizes collaboration/supports the achievement of a more collaborative culture.)	Timeline (Specify month and year.)	Person(s) Responsible	Progress (Please date each entry)	Staff Positions Involved, Other Resources	Funding Support/Source
1	Develop a calendar for activities of the professional learning community (available in Oct. for 2006/2007 school year).	July 2006	Deborah Hoffman	Completed.  Redo for 2006/2007 school year.		\$
2	Develop a system for collaboration for the most effective delivery system for inclusive special education services.	Ongoing	Principal and Support Staff	Ongoing discussions and professional development regarding LRE and best practices, e.g., Peg Keillor met w/ small group for discussion of unique student’s needs.  <b>06/07- create time for EEN teams to work more collaboratively and meet every 6 to 8 weeks.</b>		\$
3	Implement “High Tea in the LMC” on a bi-monthly basis for sharing of staff ideas and expertise.	Ongoing	All Staff	Completed CPR, best practices in math, & ELL, next month will be on placement.  <b>06/07 topics = Yoga for Kids in October, Jim Haesly, safe restraints in October, Dr. Jean in December, TRIBES energizer activities in February.</b>		\$

<b>Objective 2.B The bookroom’s “system” will be improved to increase access to limited resources, satisfy the need for book availability, increase efficiency, build greater ownership, and ensure accountability.</b>						
<b>Measurement Strategies for Objective 2.B: See Benchmark form.</b>					<b>District Support</b>	
<b>#</b>	<b>Action Steps for Objective 2.B</b> List each step on a separate line. Add lines as needed. Together, all action steps should show a systemic approach to improvement that addresses school, classroom, and individual levels.	<b>Timeline</b> (Specify month and year.)	<b>Person(s) Responsible</b>	<b>Progress</b>	<b>Staff Positions Involved, Other Resources</b>	<b>Funding Support/ Source</b>
1	A work group of staff will research good bookroom ideas at other schools.	Summer 06	Mary Powell, Shannon Dolan, Christy Russ, Julia Peterson	Waiting on physical move, plans are in place.		\$ - Funding for a four-person work team will be provided in June. Teaching and Learning
2	Based upon this research, a work group will meet during the summer to review ideas and implement plans for improvements.	Summer 06	Mary Powell, Shannon Dolan, Christy Russ, Julia Peterson	Waiting on physical move, plans are in place.	.	\$
3	In the early fall, provide a “training” for all staff in the improved bookroom system.	Fall 06	Mary Powell, Shannon Dolan, Christy Russ, Julia Peterson	Move in Aug. 06, Prof. Dev. fall 06. <b>CANCELLED</b>		
4	06/07 New LMC director will establish more space and a better system for teachers.	Ongoing 06/07	Shannon Dolan	Beginning in Oct. 06.		

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SIP Goal #3: RELATIONSHIPS – Staff and parents will continue to work together to develop a community where perspectives, experiences, and cultures are understood and valued.						
Check the primary area addressed by the goal: <u>Engagement</u> <u>Learning</u> <u>X Relationships</u>						
Rationale (Reference data sources that substantiate the need for this goal.): Based upon District Priorities, an Aristos Grant Project, and data reviewed, staff determined this issue to be a high priority for improvement.						
Objective 3.A (The objectives listed for this goal, when considered together, should address all students and all staff.): Through participation in Parent Empowerment Groups, staff and families will work toward better understanding of perspectives on race, leading to practical teaching practices that address equity.						
Measurement Strategies for Objective 3.A: See Benchmark form.						District Support
#	Action Steps for Objective 3.A List each action step for this objective on a separate line. Add lines as needed. (The action steps should show a systemic approach to improvement that addresses the specific objective. Action steps should include at least one item that emphasizes collaboration/supports the achievement of a more collaborative culture.)	Timeline (Specify month and year.)	Person(s) Responsible	Progress (Please date each entry)	Staff Positions Involved, Other Resources	Funding Support/Source
1	Staff and families will continue to participate in PEG during the school year. Staff will be organized into a meeting calendar to ensure regular participation.	Ongoing, 6 weeks each group	Principals, BRS, teacher support	Completed all groups. Finale is May 23. PAAS group has continued monthly.		\$
2	Stemming from reflections through participation in the PEG, staff will develop meaningful and culturally relevant curricula for students.	Ongoing	All Staff	Prof. Dev. presented at staff meetings and reflective discussions.		\$
3	Parents will work with teaching staff to develop and present lessons to students.	Ongoing	Staff and Parents	Has been on "as needed" basis determined by students in the classroom and parent availability.		\$
4	Staff meeting time will be committed to sharing out relevant information from the PEG Groups.  <b>06/07 Report to parents will be included in staff memos and PTO newsletter on the PEG meetings.</b>	Ongoing	Staff and Principal	Ongoing.		

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<b>Objective 3.B Staff will analyze and discuss different aspects of equity and the implications for daily practice in the school.</b>						
<b>Measurement Strategies for Objective 3.B: See Benchmark form.</b>					<b>District Support</b>	
<b>#</b>	<b>Action Steps for Objective 3.B</b> List each step on a separate line. Add lines as needed. Together, all action steps should show a systemic approach to improvement that addresses school, classroom, and individual levels.	<b>Timeline</b> (Specify month and year.)	<b>Person(s) Responsible</b>	<b>Progress</b>	<b>Staff Positions Involved, Other Resources</b>	<b>Funding Support/ Source</b>
1	Time during a staff meeting or staff development day will be committed to reviewing new materials and resources that emphasize race and equity for students and staff.	Monthly	Principal	Articles, Books, Racial Autobiography, Data, and Math connections.  0607- Continue to work on Tradebook collection as it relates to representation.		\$
2	Staff will share ideas and experiences in mutual support as they experiment using the new material and resources to conduct “equity conversations” in their classrooms.	Monthly and ongoing	All staff	Time set aside at staff meeting focused on equity, team meetings, and professional development set aside days.  E.G., Picture books used with kids about equity, <i>Amazing Grace</i> , teachers discuss how lessons went and successes of such lessons in the classroom.		\$
3	During staff meetings and/or staff development days, staff will be organized to engage in thematic conversations on practical applications of equity – “what do you do...? (for example, help Hmong students in number/operations). These discussions need to be inclusive of staff that may not directly provide the instruction, be facilitated by “in-house” staff, and tap into the great expertise that resides in Franklin.	Monthly and ongoing	All staff	Time set aside at staff meeting focused on equity, team meetings, and professional development set aside days, e.g., investigation of staff into Hmong lang. and a disconnect in Math language translation.		\$

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