

MMSD SCHOOL IMPROVEMENT PLAN						
School: <u>Gompers Elementary School</u>		Annual Plan for <u>2006-07</u> (year)				
Principal: <u>Sherrill Wagner</u>		Date: <u>September 2006</u>				
SIP Goal #1: All students, staff, and families will feel a stronger sense of connection to Gompers through community-building activities and improved avenues for communication.						
Check the primary area addressed by the goal: <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Learning <input type="checkbox"/> Relationships						
Rationale (Reference data sources that substantiate the need for this goal.): Both staff survey results and Friendly Observer summary comments suggested the need for a leadership team and school community-building activities and events. Staff prioritized these areas as significant directions for improvement.						
Objective 1.1 (The objectives listed for this goal, when considered together, should address all students and all staff.): Through the development of a leadership team (possibly renamed <i>Communication Team</i>), staff will have the means of expressing voice in decisions, share concerns, and provide communication to all staff groups.						
Measurement Strategies for Objective 1.1: Leadership Team agendas and notes will serve as “process” measures while Climate Survey or other survey methods will be used as “outcome” measures.					Complete this section for staff development action steps only	
#	Action Steps for Objective 1.1 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 (Specify grade levels, disciplines, etc.)	\$ Cost
						Source*
1	Secure a neutral facilitator to support the establishment and progress of the action plan.					\$
2	A Communication Team will be formed before the end of the 05-06 school year with representatives from all staff groups including grade level teams, action teams, specials, EA/SEA’s, Principal, Support Staff, and perhaps clerical/custodial. The team will be formed going into the summer because of the work needing completion before school begins.					\$
3	The facilitator will guide the team in establishing group norms, clarifying parameters for decision-making between staff and principal (i.e. team decision, team recommendation to principal, principal decision), and organizing effective meeting structures.					\$
4	The Communication Team will work to map out the best organizational structure for accomplishing the SIP Plan.					\$
5	The Communication Team will develop a calendar for SIP initiatives in order to address the Educational Framework.					\$
	The Communication Team will define and establish a Monday					\$

Revised 10/19/06

6	early-release meeting structure (e.g. First Monday: Grade Level Meetings, Second Monday: Staff Meeting, Third Monday: Action Teams, Fourth Monday: Communication Team).					\$
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Objective 1.2: Through whole-school community-building activities and events, students will feel a stronger sense of connection to the school.

Measurement Strategies for Objective 1.2: The schedule of activities and events will serve as the primary measurement of “process” while the Climate Survey and other survey methods will serve as “outcome” measures.

Complete This Section only for Staff Development Action Steps

#	Action Steps for Objective 1.2 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.	Timeline (Specify month and year.)	Person(s) Responsible	Date Comple ted	Progress	Staff Positions Involved (grade levels, etc.)	\$ Cost
							Source*
1	An Action Team, comprised of representatives of all staff groups, will be formed to work on the plan over the course of the school year.						\$
2	All staff will teach, model, and reinforce citizenship values/skills across all environments of the school. This will include the following phases of work: (a) identification of common values/skills, (b) developing strategies to teach the values/skills in all settings (e.g. hallways, playgrounds, etc.), and (c) a timeline for implementation of the plan.						\$
3	Develop a school-wide system of positive behavior supports based upon the <i>Above the Line</i> model.						\$
4	Plan and implement all-inclusive community “spirit” activities during the course of the school year. Examples may include a school song, mascot, assemblies, fun activities, and hallway graphics. For all such events, decisions will ensure that students and families won’t be excluded due to economic status.						\$
5	The action team will study attendance data at evening events to determine whether or not there is proportionate representation of families. If not, the team will seek alternative approaches.						\$

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SIP Goal #2: All students will demonstrate increased knowledge, understanding, and application of mathematics content standards.

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

Rationale (Reference data sources that substantiate the need for this goal.): WKCE data, staff survey and Friendly Observer conclusions were reviewed by staff before they prioritized this area as a direction for improvement.

Objective 2.1 (The objectives listed for this goal, when considered together, should address all students and all staff.): **Student growth in mathematical understanding will be the outcome of a school-wide coordinated curriculum, staff participation in professional development, and organization of materials for optimal instruction.**

Measurement Strategies for Objective 2.1: PMA and WKCE measurements along with report card data will be used to measure progress in this area.

Complete this section for staff development action steps only

#	Action Steps for Objective 2.1 List each action step for this objective on a separate line. Add lines as needed. (The action steps, considered together, should show a systemic approach to improvement that addresses the objective.)	Timeline (Specify month and year.)	Person(s) Responsible	Progress (Please date each entry)	Staff Positions Involved (grade levels, etc.)	\$ Cost
						Source*
1	Secure the ongoing support of a Math Resource Teacher for the action plan during the 06-07 school year.	2006-07 year		Laura Huber assigned as building resource	K-5	\$ 0
2	An Action Team, comprised of representatives of staff groups, will be formed to work on the plan over the course of the school year guided by the Math Resource Teacher.	1 st quarter, 2006	Laura Huber and SIP math team	Draft completed by October 16, to be revised as needed	Math Leadership team	\$ 0
3	With the support of the Math Resource Teacher, staff will work in the following areas: <ul style="list-style-type: none"> ◆ PROFESSIONAL DEVELOPMENT IN MATH STANDARDS: Develop effective professional development activities that help all math teachers become fluent in mathematic standards, both at the specific grade(s) taught and from a K-5 perspective. ◆ CURRICULUM MAPPING: Beginning with a workday in the summer, each grade level team will map out math instruction by standard or unit for the coming semester or year. Compile the math-mapping documents in a common binder that is accessible to all staff ◆ PRIMARY MATH INITIATIVE: The K-2 staff will participate in the planned 	February 6 April 30 staff development days 2 nd quarter Grade 1 through	Laura Huber Laura Huber Classroom, EEN and ESL teachers to meet with Laura and work with the		17 teachers = 8 ½ days of sub time x \$150 per day = \$1275	\$1,275

	<p>sequence of staff development opportunities through the Primary Math Initiative. Based upon the training, primary staff will work with the Math Resource Teacher to address practical aspects of implementation.</p> <ul style="list-style-type: none"> ◆ ASSESSMENT: By grade level team, meet with the Math Resource Teacher for one day in the first semester to develop grade-level assessments to inform instruction. ◆ DIFFERENTIATION: Through staff meetings or other means, the Math Resource Teacher will present strategies for differentiation during the first semester, followed by modeling (four opportunities for each teacher) of differentiation during the second semester. ◆ GUIDED DISCUSSION: Plan regular math learning into every staff meeting, based upon the concepts entailed in the <i>Four Block</i> (problem-solving, number work, inspecting equations, fluency and maintenance). 	<p>district grant 2006-07 school year</p> <p>discuss/plan assessment 4th quarter</p> <p>1 day every other week during the second semester to come into the classrooms</p> <p>December 11th January 8th February 12th March 12th April 16th May 14th Survey staff for interest for book study December staff meeting Book study for second semester Feb-May, (1.5 hr every other week)</p>	<p>alignment document to further develop math curriculum Laura, classroom teachers grades 3- 5</p> <p>Co- teaching/coaching Laura Huber will be available</p> <p><i>Using Ed Thoughts.</i> staff to spend 20 minutes at each staff meeting engaging in conversations about pedagogy</p>		<p>7 teachers = 3 ½ days of sub time x \$150 = \$525 (gr 3-5)</p>	<p>\$525</p> <p>Cost of securing Age Appropriate Instruction, K-3; Age Appropriate Instruction, 3-5 PAC credits</p>