

MMSD SCHOOL IMPROVEMENT PLAN

School: Marquette /Lapham
 Principal: Joy Larson

Annual Plan for 2006-07 (year)
 Date: 10-10-06

SIP Goal #1: :
Student engagement will increase through improved systems and approaches that enable students to feel connected to the school.

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

Rationale (Reference data sources that substantiate the need for this goal.):

Our climate survey and data gathering during our first year SIP highlighted this as an area of need. Climate survey and informal observations/anecdotes/conversations with families, students and staff show the need for continuing with the School Wide Positive Behavior Approach, while adding the Bulley Proofing curriculum to address an area of concern.

Objective 1.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):

Staff will develop a more clearly articulated school-wide system of behavioral expectations, proactive strategies, positive recognitions and supports, and interventions. It is expected that student behavior issues will decrease, resulting from this refined school-wide approach to positive behavior supports.

Measurement Strategies for Objective 1.1:

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#	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	Positive Student Behavior Action Teams will continue at both schools, with strong representation from all staff groups.	Sept-June	Joy/Kristi		K-5 staff from each area represented	\$0 During Mon. contract time

2	Any staff members interested and/ or available will attend a two-day planning workshop, Supporting Positive Behaviors: A Systems Approach, on June 14 and 16. An outcome from the workshop will be assist in planning school-wide next steps ready to implement for the 2006-07 school year.	June	Joy/Kristi		Any interested members	\$850.00 for SEA/EA pay
3	The school-wide systems will be presented to all staff in each school at the all-staff in-service day on Sept. 1 st . More focused “orientations” of the system will be provided for staff usually not present during the in-service day.	September	Joy		All Staff	\$0
4	Information on the system will be provided to all families. Information on the relevant aspects of the system will be provided to students during the first week of school. Families will receive information monthly in newsletter focusing on the Above the Line program and curriculum.	Sept.-June At least 1x per month	Joy and BAT (Behavior Action Team)		3-5 BAT reps.	\$
5	At the individual school level, Positive Behavior Action Teams will meet monthly to review staff feedback, assess the systems in place, and make refinements. Refinements will be communicated to all staff during staff meetings and through written communication. As paired schools, the two teams will meet quarterly to discuss ways to make the systems as seamless as possible while accounting for developmental differences.	Sept.-June At least 1x per month	Joy/Kristi and BAT		K-5 reps.	\$

<p>6 Implementing a plan for direct teaching of positive social skills through Second Step and SAVE at Lapham and Bully proofing at Marquette as well as utilizing the Kronenburg curriculum on an ongoing basis.</p> <p>Next Steps:</p> <ol style="list-style-type: none"> 1. Focusing issues around communication and follow up from Fix it plans and creating systems to support assist in overall communication with families and staff 2. Brief (5-7 min) monthly opportunity to discuss scenarios and how to apply options from Fix-it grid. 3. Looking at ways alternative ways to track positive behavior and reinforce and communicate that home daily. 4. School-wide electronic tracking of data to apply and look for trends 5. Further training in Kronenburg materials and curriculum and/or Love and Logic available to staff 	<p>October-June Begin with 3rd grade</p> <p>October-June</p>	<p>Joy and Student Services Team</p> <p>Joy and BAT at staff meetings and inservices</p>			<p>\$500 for planning meeting, development of survey and to discuss data</p>
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*Funds will be released after receipt of completed plan specifying how these funds will be spent. If you wish to secure additional funds, be sure to involve the staff responsible for other funds during the initial planning process. If you have included funds from another source in designing the plan, please specify the source of funding.

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SIP Goal #1:

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 Learning Relationships

Rationale (Reference data sources that substantiate the need for this goal.):

Our SIP data, including WKCE shows a discrepancy between white students and students of color

Objective 1.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):

Lapham staff will work with Marquette staff toward a better coordinated math curriculum within and between both schools. An emphasis will be placed on the principles of effective math teaching and the understanding of math standards at each grade level. The staff will collectively work together to put the necessary curriculum pieces in a standards-based math program. Staff will also collaborate around curriculum and instruction to better meet the needs of all students.

Measurement Strategies for Objective 1.1:

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	A Math Action Team will be continued for the 2006-2007 school year and K-5 math cadres will be organized.	August-June	Joy/Kristi		K-5 meet on in-service days	\$
2	At least 30 minutes of each staff meeting and staff development days will be committed to professional development around math standards, continuing with the strand around teaching number sense), and learning the principles of effective math teaching. A math resource teacher will be utilized as a facilitator and resource in this step.	Monthly	Joy, Mar and Math Action Team (MAT)		K-5	\$
3	Each Teacher Support Team (grade level team), and eventually	December	MAT		3-5 teaching	\$1,500

	cross grade level teams, will have release time once each semester to do math planning and collaborate around the standards, principles of effective math teaching and differentiation of curriculum and instruction to ensure math success for all children. A math resource teacher will assist in facilitating the teams, help staff in effective processes, and provide best practice in math teaching during these meetings	and March			staff	
4	Each staff member will receive a copy of <i>Ed Thoughts</i> to increase knowledge of standards-based mathematics. Time will be set aside at each staff meeting to read and discuss one topic from the book and to dialogue about how to apply equitable to all math students.	Monthly	MAT		3-5 books purchased 05-06 year	\$0
5	ELM monies will be used to purchase necessary materials and systems will be developed, to put together a math resource room in each building. Geometry materials will be purchased first.	Nov.-June	MAT, grade level teams and Mar J.		3-5 teaching staff	\$400.00
6	A small subgroup will meet to assist in continuing family math nights at Lapham Elementary School and will be expanded to Marquette	Nov. and Dec.	Small group		2-3 staff and principal	\$250.00 from PTG grant
7	K-5 cadres will meet and dialogue about progress concerning learning around math strands and standards, principles of effective math teaching, and success in differentiating for all students facilitated by a math resource and/or TAG resource person. Next Steps: <ol style="list-style-type: none"> 1. We will begin to develop a math curriculum planner and binder for each grade level with assessments and curriculum for each math strand. TAG and math resource teacher will assist with this step. 2. We will collect, inventory and label all math materials this summer and develop a math resource room at each building over the next year. 3. Utilize new primary Math notebook to focus staff development where we would develop and implement structures and organization of the block. 	Two times yearly		During in-service days		

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