

MMSD SCHOOL IMPROVEMENT PLAN

School: THOREAU ELEMENTARY SCHOOL

Annual Plan for 2006-2007 (year)

Principal: Elizabeth Fritz

Date: September 2006

SIP Goal #1: LEARNING - All students will demonstrate increased understanding and application of standards-based content and skills as staff base their instruction on effective teaching practices with a focus on providing academic equity and a coordinated mathematics program that reinforces continuity within and across grade levels.

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

Rationale (Reference data sources that substantiate the need for this goal.): After reviewing testing data (PMA, and WKCE), a staff survey, and the Friendly Observer summary, Thoreau staff determined that the subject area needing greatest attention is mathematics. Of greatest concern is the lack of curriculum continuity and coordination, and the evident achievement gap between African-American, Latino, 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 math learning will improve as staff (a) develop consistent language and strategies within an across grades, understanding how math standards translate into curriculum planning; (b) plan and implement a logical and efficient centralized organization of activities and materials that address all math standards; and (c) participate in ongoing and embedded professional development that responds to the particular instructional needs, brings new ideas on structuring math instruction, and provides strategies that enable staff to differentiate for student needs.

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

					District Support	
#	Action Steps for Objective 1.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	The SIP Math Action Team will continue to meet to develop professional expertise, and guide professional development activities.	September 2006-May 2009	Principal, Math Coach, Math Action Team	Math Action Team: 9/26/06 (50 min)	Principal, Math Coach, Math Action Team, Professional Readings	\$
2	As the schedule for each school year is being developed, a high priority will be placed on the need for grade level teams to meet during the school day to discuss math and plan curriculum.	Each summer	Principal, Schedule Developers		Principal	Title 1 SIP Staff Dev.

3	Staff meeting time will be committed to helping all staff understand the math standards and the relationship between math assessments and the standards.	Monthly Staff Meetings	Math Coach, Principal		Math Support Teacher	
4	Grade-level teams will work with the Math Coach to acquire and organize standards-based supplements to the curricula being used at Thoreau	By May 2007	Grade-Level Teams, Math Coach		Teachers, Math Coach, Supplemental Math Resources	Title 1 SIP ELM
5	Funds will be utilized to purchase or acquire pertinent and high-interest readings for staff development. During each staff meeting, fifteen minutes will be committed to a common reading and discussion.	Staff Meetings 2006-2007	Math Coach		Math Coach/Math Action Team	SIP Title 1
6	A Staff Development half-day will be devoted to understanding math instruction and strategies across the K-5 grade span with a strand-based focus.	January 2007	Math Action Team / Math Coach	Topic: Data Gathering	Math Support Teacher	
7	During the first semester, the Math Action Team will work with the math coach to develop a customized math professional development course focused on CGI to be offered during the second semester.	Fall 2006 - 2007	IRT, Math Action Team		IRT/Math Action Team	
8	Professional Development will be offered in the Fall of 2006 for K-2 Staff focused on the 4-block mathematics program.	October 25 th , Several days in October	Math Coach, Laura Huber	October 25 th : ½ day inservice for K & 2 Several Days in October: Training dates offered for 1 st grade teachers with Laura Huber	Math Coach, Laura Huber	
9	Professional Development will be offered to the 3-5 staff on the 4-block mathematics program	Sub. days 2006-2007	Math Coach		Math Coach	Title 1 Staff Dev.
10	The Math Coach and Math Action Team will work with the PTO Math Support Group to organize at least one Math Night, designed at deepening parents' understanding of how to help their students at home and sharing math-based games with families	At least one night in 2006-2007	Math Coach, Math Action Team, Math Support Team			Title 1

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SIP Goal #2: ORGANIZATION - Through the organization of staff, time through the schedule, and structures and systems, coupled with improved communication practices, Thoreau staff will effectively serve the needs of its students.

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

Rationale (Reference data sources that substantiate the need for this goal.): After reviewing the staff survey and the Friendly Observer Summary, staff ranked the need for greater collaboration as a critical area for improvement through SIP. In addition, there were twelve new staff members who joined the Thoreau staff for the 06-07 school year which included all new office staff, a new principal, and new teachers at all grade levels with the exception of fourth grade. It is critical that collaboration and communication be improved and strengthened. It is also imperative that there are not assumptions made about building procedures and policies given that the new staff members come from a number of different schools or are new to the MMSD.

Objective 2.A (The objectives listed for this goal, when considered together, should address all students and all staff.): Collaboration across the building, primarily in grade levels and instructional teams, will become more consistent due to scheduling priorities, clarified expectations for teams, and improved strategies that help teams function optimally.

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	Organizational decisions regarding teams, including scheduled meetings for Support Teams (grade levels, support services, and specials) and Instructional Teams (staff who share common students), will be established by the second week of school.	Dec, 2005, March 2006, May, 2006, September 2006	IRT, grade level and instructional teams	Release time held three times throughout the year as planning and collaboration for grade level and instructional teams to plan and collaborate. Sept. 1, 2006 Staff Meeting		\$
2	Creative and innovative ways of communicating with Thoreau families will be explored throughout the school year. Registration fliers delivered to new apartment complexes, answering machine messages so that Spanish speaking parents will be kept up to date on school activities, etc. will be implemented.	2006-07	Principal Social Worker BRT	Fliers distributed August 2006		

3	An after school course or book group based on <i>Whatever it Takes: How Professional Learning Communities Respond When Kids Don't Learn</i> will be started.	Second Semester 06-07	IRT, grade level and instructional teams			\$25 per participant for book
4	New staff will be paired with an experienced staff member at their grade level or team level to become better oriented in the building and feel more welcomed.	2006-07	Principal	Discussions with Building Team Leaders		
5	Thoreau will establish a school policy regarding communication to staff via email and the principal will state this expectation. "Hard copies" of weekly information will also be provided to teams using coordinated locations or other avenues to keep everyone informed.	School year 2006 -2007	Principal	Weekly communication on e-mail. Hard copies available in the office in a notebook. Faculty Handbook-procedures will be kept updated	Secretary Clerk receptionist	
6	The principal will communicate to staff through e-mail, monthly calendars, the Oakleaf and through informal conversations.	School year 2006 - 2007	Principal Office Staff	Discussions at Sept. 1, 2006 staff meeting and at Sept. 26, 2006 in-service.		
7	All teams will be clearly defined.	School year 2006 - 2007	Principal	Team structures (handout) can be placed in faculty handbook. Discussions at Sept. 1, 2006 staff meeting and at Sept. 26, 2006 in-service.	Secretary Clerk Receptionist	

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School: THOREAU ELEMENTARY SCHOOL	Annual Plan for <u>2006-07</u> (year)
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SIP Goal #3: RELATIONSHIPS – All members of the Thoreau community will demonstrate a strong sense of belonging through positive and safe interactions with others, while understanding how their behavior impacts the community	
Check the primary area addressed by the goal: <u>Engagement</u> <u>Learning</u> <u>X</u> <u>Relationships</u>	
Rationale (Reference data sources that substantiate the need for this goal. An effective school is built on the relationships between staff and students, the relationships between students, and the relationships between adults. Climate survey information substantiates this need.	

Objective 3.A (The objectives listed for this goal, when considered together, should address all students and all staff.): Students will develop positive interpersonal skills by a) practicing peaceful resolution of social conflicts to ensure safety, b) showing respect, responsibility and compassion for self and others both verbally and nonverbally, and c) developing relationships with adults and peers that are trusting, cooperative and supportive.

Objective 3B Staff will a) develop and use consistent language and strategies across all grades using the “Above The Line” program by C. Kronenberg, b) develop and use additional complementary, preventative strategies, and c) participate in ongoing and embedded professional development opportunities that respond to particular emotional, behavioral and social needs of Thoreau students.

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	Adopt and implement <i>Second Steps</i> as an ongoing violence prevention curriculum at each grade level, and engage students in the use of conflict resolution strategies throughout the school day across all school settings.	2006-07 School year	All Thoreau staff with leadership from the Positive Behavior Team	September 5, 2006 School Assembly (Rock, Paper, Scissors Introduced)	Social Worker	\$
2	Continue to plan and implement student focused assemblies, performances and celebrations on a monthly basis.	2006-07 School year	All Thoreau certified staff			
3	Develop and implement strategies and activities that foster student inclusiveness across socio-economic levels, culture and ethnicity.	2006-07 School year	All Thoreau staff			\$
4	Investigate and discuss the implementation of a school-wide peer-to-peer monitoring program (ex. peer mediation, peer tutoring, peer mentoring).	2006-07 School year	All Thoreau staff with leadership from the Positive Behavior Team			

5	Develop and implement a school-wide adult-student mentoring program. Children who are in need of additional adult support and attention will be identified and Thoreau staff will select children that they wish to work with throughout the time that the child is at Thoreau.	2006-07 School year	All Thoreau staff with leadership from the Positive Behavior Team		Social worker	\$
Action Steps for Objective 3.b						
4	Structure dedicated time at staff meetings and/or in-services for the sharing of ideas that address the safety, well-being and social development of Thoreau students.	2006-07 School year	Positive Behavior Team			
5	Design and implement student activities that establish school-wide and grade level traditions (Fun Run, School Forest trip, Environmental options, etc.)	2006-07 School year	All Thoreau Staff			
6	Structure and implement welcoming parent activities and parent roles at Thoreau that facilitate participation of all parents regardless of socio economic status, ethnicity or culture.	2006-07 School year	All Thoreau Staff with assistance from the PTO			
7	Annually review with all staff safe-room procedures, crisis intervention procedures, and positive behavior plan strategies (including extended training for new staff).	2006-07 School year	Principal, School Psychologist and MMSD staff	Meeting scheduled with J. Haessly to review space and procedures Oct. 2006		
8	Offer regular activities designed to build community among staff at a social and collegial level (social gatherings, small group book discussion, etc.)	2006-07 School year	All Thoreau Staff			
9						

Received 10/4/06

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Note: Need to expand how to meet the needs of parents through communications. (curriculum night, newsletters, math topics, etc.)

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