

**MMSD SCHOOL IMPROVEMENT PLAN**

**School:** Kennedy Elementary School

**Annual Plan for** 2006-07 (year)

**Principal:** Vaunce Ashby

**Date:** 9/25/06

**SIP Goal #1:** School organization and systems will be developed and/or maintained to meet the academic, social/emotional, and racial/cultural needs of our increasingly diverse student population.

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

**Rationale (Reference data sources that substantiate the need for this goal):** Through the first through third year SIP process, the following data sources pointed to this goal as a critical issue: Student demographic data, suspension data, WKCE testing data disaggregated by ethnicity, PLAA, PMA, and staff survey (ranked first as a critical need), and the Friendly Observer summary.

**Objective 1.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):** Staff will incorporate the National Institute for Urban School Improvement (NIUSI ) project goal of eliminating race and culture as predictors of success at Kennedy.

**Measurement Strategies for Objective 1.1:** Progress in this objective will be measured by successful completion of action steps, products such as the schedule and policies, and staff surveys that examine perceptions and satisfaction with the organization decisions

**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	Increase staff knowledge and use of early intervention strategies for all students.	Fall – Winter 06-07	Principal Leadership Team			\$
2	Schedule building-based training and support to review access and manipulate data.	Oct – March 06-07	Principal Leadership Team			\$
3	Strengthen school-based teams by supporting team level, grade level, curriculum specific leadership and student services meetings with space	Year-long	Principal Leadership Team			\$
4	Develop checklist of possible intervention and documentation of the when, where, why and how long these interventions were used in our classrooms	Fall 06-07	Student Services Leadership Team			\$
5	Investigate our school’s use of culturally responsive curriculum, teaching and communication strategies.	Early Winter 06-07	Student Services			\$

Rcd. 11/1/06

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**Objective 1.2:** Staff will continue the use of a school wide behavior management plan to create positive school climate where students/staff can grow and learn.

**Measurement Strategies for Objective 1.2:** Process measurements will include action step completion and products like the behavior management system. Outcome measures will include office referrals, suspension rates, and the climate survey items related to boundaries and expectations.

**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	Review the Kronenburg materials the District currently has to assist staff in implementing Above the Line/Below the Line.	2 <sup>nd</sup> Quarter	Behavior Team				\$
2	Survey staff in regards to their current level of training and understanding of Above the Line/Below the Line.	1 <sup>st</sup> Quarter	Behavior Team				\$
3	Purchase and distribute materials necessary to review with all staff the basics of the program.	2 <sup>nd</sup> Quarter	Behavior Team Social Worker Principal				\$
4	Recruit behavior team to align current Behavior Program with Above/Below.	1 <sup>st</sup> Quarter	Behavior Team Social Worker Principal				\$
5	Investigate possible seminars/training Behavior Team can attend to lead staff in the adoption of Above/Below.	1 <sup>st</sup> Semester	Social Worker				
6	Use Inservice time to explain our behavior program and our transition to Above/Below.	1 <sup>st</sup> Semester	Behavior Team Social Worker Principal				\$

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	<p>the following strategies:</p> <ul style="list-style-type: none"> <li>• Utilize a “silent mentoring” strategy to determine students who need a “relationship” boost from staff (October staff meeting).</li> <li>• Survey staff to determine willingness to mentor and (with the social workers support) organize the more deliberate mentor program to meet targeted students’ needs.</li> </ul>					
5	PTA will develop a plan for ongoing communication including Kennedy Connections, Coffee with Ashby, and other community-level events. For these events “personal invitations” will be organized, especially for parents who have historically lacked connections with the school.	Ongoing	Principal PTA			\$
6	All classrooms will do some kind of “community circles” at least once/week.	Ongoing	All school			
7	Monthly assemblies that recognize and celebrate student work and behavior will continue. In the new plan, Cougar bucks will be utilized as a way of tracking goal achievement (45 dollars) with the celebrations being tied to party bins.	Ongoing	Student Council Principal			
8	<i>Second Step/Steps to Respect</i> will be implemented as a school-wide social skills curriculum. The social worker will provide training with new staff not familiar with the program.	Second Semester	Social Worker Classroom Teachers			

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<b>SIP Goal #2:</b> All students, staff, and families will demonstrate improved trust, interpersonal relationships, and will contribute to an enhanced sense of community.						
<b>Check the primary area addressed by the goal:</b> <input type="checkbox"/> Engagement <input type="checkbox"/> Learning <input checked="" type="checkbox"/> Relationships						
<b>Rationale (Reference data sources that substantiate the need for this goal.):</b> Climate Survey; previous SIP minutes; past SIP plans						
<b>Objective 2.2 (The objectives listed for this goal, when considered together, should address all students and all staff.):</b> Positive collaborative working relationships and communication amongst staff will increase.						
<b>Measurement Strategies for Objective 2.2:</b> : Process measurement will include completion of action steps. Outcome measure will include improvements in the Climate Survey items related to staff peer relationships					Complete this section for staff development action steps only	
#	<b>Action Steps for Objective 2.2</b> 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.)	<b>Timeline</b> (Specify month and year.)	<b>Person(s) Responsible</b>	<b>Progress</b> (Please date each entry)	<b>Staff Positions Involved</b> (grade levels, etc.)	<b>\$ Cost</b> Source*
1	Coordinate a voluntary potluck or other monthly events for all staff on early release Mondays or over lunch time. .	Ongoing	Social Committee			\$
2	Create an entranceway bulletin board (“Getting to know you...” starting with new staff) with staff names and pictures.	Ongoing	Office Staff			\$

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<b>SIP Goal #3:</b> All students will demonstrate increased knowledge, understanding, and application of subject area content.						
<b>Check the primary area addressed by the goal:</b> <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Relationships						
<b>Rationale (Reference data sources that substantiate the need for this goal.):</b> Through the first through third year SIP process, the following data sources pointed to this goal as a critical issue: Student WKCE testing data disaggregated by ethnicity, gender, and economic disadvantage, information from the Staff Survey, and the Friendly Observer summary.						
<b>Objective 3.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):</b> Resources (personnel and written) to support best practices in literacy will be organized and maintained.						
<b>Measurement Strategies for Objective 3.1:</b> Process measurement will include completion of action steps and levels of participation in the planned activities. Outcome measures will include methods to gauge staff implementation of literacy strategies in classrooms, and, ultimately, student achievement in literacy.						<b>Complete this section for staff development action steps only</b>
#	Action Steps for Objective 3.1 <small>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.)</small>	Timeline <small>(Specify month and year.)</small>	Person(s) <b>Responsible</b>	Progress <small>(Please date each entry)</small>	Staff Positions <b>Involved</b> <small>(grade levels, etc.)</small>	\$ Cost <b>Source*</b>
1	Identify a team of interested staff to organize and maintain the bookroom.	First Semester	Principal			\$
2	Survey staff regarding professional development needs in literacy. Based upon the determined needs, professional development will be provided.	First Quarter	Reading Recovery Teacher & Principal			\$
3	Staff will collaborate in teams to identify resources that support students in literacy and disseminate information	1 <sup>st</sup> Semester	Classroom Teachers & Principal			\$

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Rcd. 11/1/06

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<b>Objective 3.2:</b> Student achievement in math will improve as staff address standards and differentiate for student needs.							
<b>Measurement Strategies for Objective 3.2:</b> Process measurements will include completion of action steps and staff participation in planned activities. Outcome measures will include PMA scores, WKCE math scores, and methods to gauge staff implementation of math instructional strategies.							<b>Complete This Section only for Staff Development Action Steps</b>
#	<b>Action Steps for Objective 3.2</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>Date Completed</b>	<b>Progress</b>	<b>Staff Positions Involved</b> (grade levels, etc.)	<b>\$ Cost</b>
							<b>Source*</b>
1	Survey and assess current school-based math curriculum material and their usage by grade level.	First Quarter	Math Teachers Principal				\$
2	Identify a team of interested staff to devise, organize and maintain a file cabinet of math materials.	October 2006	Principal				\$
3	Investigate supplemental math materials and ways to fund their purchase.	November December January	Math Team Principal PTA				\$
4	Explore extended math activities that can be used to challenge our accelerated students.	November December January	Math Team Principal				\$

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