

<b>MMSD SCHOOL IMPROVEMENT PLAN</b>						
<b>School: Huegel Elementary</b>			<b>Annual Plan for <u>2006-07</u> (year)</b>			
<b>Principal: David Bray</b>			<b>Date: May 26, 2006</b>			
<b>SIP Goal #1:</b>						
<b>Check the primary area addressed by the goal: <input type="checkbox"/> Engagement <input checked="" type="checkbox"/> Learning <input type="checkbox"/> Relationships</b>						
<b>Rationale (Reference data sources that substantiate the need for this goal.): A need exists to update and formalize our Instructional Design Plan to meet the needs of our ever changing student body.</b>						
<b>Objective 1.1 (The objectives listed for this goal, when considered together, should address all students and all staff.): The design of instructional supports, including classroom placement, teaming, scheduling, space use, etc. will be updated and formalized to better meet the unique academic, social, emotional, and racial/cultural needs of our diverse student population.</b>						
<b>Measurement Strategies for Objective 1.1:</b>					<b>Complete this section for staff development action steps only</b>	
#	Action Steps for Objective 1.1 <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) <b>Responsible</b>	Progress <small>(Please date each entry)</small>	Staff Positions <b>Involved</b> <small>(Specify grade levels, disciplines, etc.)</small>	\$ Cost <b>Source*</b>
1	Form an action team to develop an instructional design process for the '06-'07 school year.	2006-2007 School Year	Newly formed Instructional Design Team (IDT)	In process	One representative from reg. ed., EEN, ESL, Support and specials staff, and Title1.	\$0
2	Observe, consult, and study optimal instructional design processes in other MMSD schools.	2006-2007 School Year	Instructional Design Team	Has occurred	IDT	See cost #1 totals
3	Discuss, design, and document the plan for classroom placement, teaming, scheduling, sharing materials, space usage, and inclusive programming.	2006-2007	IDT	In process	IDT	See cost #1 totals
4						\$

process. If you have included funds from another source in designing the plan, please specify the source of funding

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**Objective 1.2: Student growth in mathematical understanding and application 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 1.2: Percentages of students scoring in the proficient and advanced levels of the PMA and WKCE.**

**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	A math action team will be formed that will meet at least quarterly with math support teacher Laura Huber.	November, 2006 January, 2007 March, 2007 June, 2007	Dave Bray & Laura Huber		In process	Teachers in grades K-5	\$0.00
2	Working with the math support teacher, action team members will present an overview of the planned work in math for the school year during the September staff meeting.	September Staff Meeting 2006	Dave Bray & Laura Huber	September 2006	Has occurred	Teachers in grades K-5	\$0.00
3	Staff teams will be released for four half-days to work with the math resource teacher in the following sequence: <ul style="list-style-type: none"> <li>What do we want all students to and be able to do? Staff will become aware and fluent with math standards across grade levels.</li> <li>Are all of our students proficient in this knowledge and these skills? Utilizing both formal i.e. WKCE and ongoing informal assessments to understand individual student needs.</li> <li>What are we going to do when students aren't proficient? Collaborative problem-solving, intervention strategies, and modeling.</li> </ul>				Due to the SIP and Staff Development funds not being available, staff development is occurring in the following ways: <ol style="list-style-type: none"> <li>After school PAC credits</li> <li>College credit through Cardinal Stritch University</li> <li>Staff development by Laura Huber at team meetings.</li> <li>Co-teaching in the classroom between Laura Huber and the classroom teacher.</li> <li>Alternative educational activities offered by other staff to free up grade level teachers to meet with Laura Huber.</li> </ol>	Teachers in grades K-5	\$0.00

\*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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<b>SIP Goal #2: Student behavior will improve due to a school-wide system that provides clarity of purpose, consistency of practice, prevention strategies and programming, a continuum of interventions, attention to transitions and procedures, and the effective orientation of students, especially highly mobile students, staff, and families.</b>						
<b>Check the primary area addressed by the goal: <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Learning <input type="checkbox"/> Relationships</b>						
<b>Rationale (Reference data sources that substantiate the need for this goal.): Huegel needs a student management plan that is proactive, teaches students what “above the line” behaviors look like, and helps our mobile students to successfully transition into our school.</b>						
<b>Objective 2.1 (The objectives listed for this goal, when considered together, should address all students and all staff.): Decrease the number of suspensions, office referrals, and attendance issues. Help students to feel more connected and more a part of Huegel School</b>						
<b>Measurement Strategies for Objective 2.1: Refer to the data that identifies the number of suspensions, office referrals, and attendance issues. Use the Climate Survey data to see whether or not students are feeling connected to our school.</b>						<b>Complete this section for staff development action steps only</b>
#	<b>Action Steps for Objective 2.1</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>
						<b>Source*</b>
1	Families who are new to Huegel will receive an orientation from classroom based room parents.	2006-2007 School Year	Huegel Staff	Currently being worked on.	Principal	\$0.00
2	Students who are new to Huegel will be oriented to our school through “buddy” pairings that will occur either through buddy classrooms or the students council.	2006-2007 School Year	Mary Seidl and student council	Is occurring	School Psychologist	\$0.00
3	Time at each staff meeting will be devoted to discussing effective teaching practices. Materials like Haryy Wong’s “The First Day of School” will be used. In addition, Huegel Staff will receive ongoing training related to the “Above the Line, Below the Line” Plan.	2006-2007 School Year	Principal and Instructional Design Committee	Is occurring	Huegel Staff	\$0.00
4	Systems that address student transitions, routines, protocols, and procedures will be reexamined and revised as necessary.	2006-2007 School Year	Instructional Design	Is occurring	Huegel Staff	\$0.00

			Committee			
5	Practices that positively reinforce student behavior will be reviewed to ensure that appropriate student responses are recognized and celebrated.	2006-2007 School Year	Huegel Staff	This is a standing agenda item for each staff meeting	Huegel Staff	\$0.00

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<b>SIP Goal #3: Staff awareness of equity in daily practices will increase, leading to higher perceptions of connectedness to the school among all students and families.</b>						
<b>Check the primary area addressed by the goal:    <u>Engagement</u>    <u>Learning</u>    <input checked="" type="checkbox"/> <u>Relationships</u></b>						
<b>Rationale (Reference data sources that substantiate the need for this goal.):</b> Not all of our parents view our school as welcoming and inviting. Meaningful relationships between our staff and our minority parents have not been fostered in all cases.						
<b>Objective 3.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):</b> Students, their families, and staff will view Huegel as a place that is a welcoming and inviting environment to all.						
<b>Measurement Strategies for Objective 3.1: The Huegel Climate Survey will be used as the measurement tool for this initiative.</b>					<b>Complete this section for staff development action steps only</b>	
#	Action Steps for Objective 3.1 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	In conjunction with our PTO, an action team of staff will work with our parent community to develop welcoming Procedures and an information checklist that will help to orient families that are new to Huegel.	2006-2007 School Year	Huegel Equity Committee	In process	Principal	\$0
2	Staff will work together to create a list of “applied equity” that will provide future direction for school improvement in this area.	2006-2007 School Year	Huegel Equity Committee	In process	Huegel staff	\$0
3	Grade level teams will work to develop community-building ideas that will strengthen relationships between students, staff, and families.	2006-2007 School Year	Grade level teams	In process	Huegel staff	\$0
4	At the beginning of next school year, teachers will make their first contact with their students’ families a positive one.	2006-2007 School Year	Huegel Staff	Has occurred	Huegel staff	\$0

5	Our "Equity Team" will work with staff/community to create a physical setting in our school that contains artifacts representative of the student demographics present in our building.	2006-2007 School year	Huegel Equity Team	In process	Huegel staff	\$0

**OTHER SCHOOL PRIORITIES REQUIRING STAFF DEVELOPMENT**

School: \_\_\_\_\_ Annual Plan for \_\_\_\_\_ (year)  
 Principal: \_\_\_\_\_ Date: \_\_\_\_\_

#	Priority or Initiative	Staff Development Action Steps (List each component on a separate line. Add lines as needed.)	Timeline (Specify month and year)	Staff Positions Involved	\$ Cost
					Source*
1					\$
					\$
					\$
2					\$
					\$
					\$

Rcd. 11/9/06

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