

Leopold Elementary School Improvement Plan: Year 3 2006-2007 OVERVIEW (revised 8/06)

Goals	Objectives	Action Steps
<p style="text-align: center;">All students, staff and families will demonstrate positive relationships, a sense of belonging and a stronger sense of trust within our school community</p>	<p>Staff – Staff relationships will improve as a result of more effective, open communication, as well as increased social activities where educators get to know each other</p>	<ul style="list-style-type: none"> • new staff mentors • opportunities for staff get togethers outside work • staff bulletin board w/pictures, etc • ongoing, regular opportunities for dialogue and getting to know one another • Principal will set up hours for connecting with teachers: talking, classroom visits • Good work will be formally and informally acknowledged by principal and staff • A master schedule of school events and meetings along with electronic shared folders with important information will be established and utilized by all staff
	<p>Families will report a heightened sense of belonging, trust and connection within our school as a result of supporting and honoring the rich cultural, racial diversity within our community</p>	<ul style="list-style-type: none"> • TRIBES in the classroom offered to those who did not take it last year – and TRIBES II study group created • Coordinate with the Evenstart program to prepare families for conferences • Continuing to coordinate activities and meetings for the UNITY group (families of African American and Bi-racial children) • Establish a system for welcoming and orienting new students • Support staff will collaborate with neighborhood agencies and clubs to create parent contact opportunities away from the building • UW Spanish program for students
	<p>Staff will engage in courageous conversations that encourage reflection, dialogue and enhanced understanding of how race and culture play out in our school and classrooms</p>	<ul style="list-style-type: none"> • Equity team plan and/or organize activities for staff meetings and professional development days • Organize small groups that stay together for the school year for engaging in dialogue about equity

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<p>All students will increase their skills, knowledge and understanding of standards in math & literacy</p>	<p>Students' writing will improve, especially our students of color, by using consistent and research based practices</p>	<ul style="list-style-type: none"> • Establishing time and focus for Instructional and grade level teams to examine students' writing, data, standards, and share/learn effective practices for improving students' writing (6 Traits, Writers' Workshop, etc) as well as determining next teaching points • Continue to organize and implement a Rock and Read program for kindergarten children struggling with Concepts About Print • School visits to schools with effective practices, high performance • Assess what kinds of professional development teachers need/want and organize it on site: book study, etc • Staff and parents continue working to publish student work by organizing and printing the Literary Magazine • New staff mentors
	<p>Students' math understanding and skills will improve, especially our students of color, by using consistent and research based practices</p>	<ul style="list-style-type: none"> • Grade level and/or instructional teams will engage in the "Math Assessment Wall" process, facilitated by Janice Gratch and Peg Keeler, to identify students who are struggling, learning targets and strategies to assist all students in their learning and progress • Access our math instructional resource person, Laura Huber, to assist with creating systematic professional development • Provide on site professional development: Math Intervention, 4 Block, Fact Fluency • Math standards charts will be used in dialogue and planning • Time during staff meetings and team meetings will be utilized for collaborative dialogue and learning about research based practices, data review, sharing practices, make and take time • Math materials room that all staff can access for high quality teaching tools will be established • A Family Math Night will be organized and implemented • New staff mentors

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<p style="text-align: center;">Systems for educators to work collaboratively to promote student learning, engagement, and relationships will be established and supported</p>	<p>Systems and practices for effective, inclusive and collaborative service delivery (ESL/Bilingual, Title I, Special Education) will continue to be enhanced and improved</p>	<ul style="list-style-type: none"> • After school math club • Creating an instructional design with clearly defined instructional teams • Instructional team retreats for educators to co-plan for co-teaching all students within general education • On site professional development and sharing sessions will be created to learn effective practices for ELLs, students struggling with literacy, differentiation strategies, etc. (ex: Kathy E. tapes, study groups) • School visits for instructional teams • Ongoing support for instructional teams by school-wide facilitator • Continue to create and support standards-based IEPs • Create professional development opportunities for SEAs and EAs
	<p>Consistent, proactive strategies for promoting positive behavior and engagement will be implemented</p>	<ul style="list-style-type: none"> • Staff will be supported in implementing “Above the Line” program while continuing to use “High 5” positive, common language for behavior expectations • Provide professional development for staff to have and share resources and strategies for promoting proactive and culturally relevant approaches – especially for our African American students • Staff will examine office referral data throughout the year and discuss how to best support students who are overrepresented • TRIBES classes will be offered again on site, as well as a TRIBES II for those who want to further their knowledge and skills • Continue with school-wide/classroom based recognitions (“High 5 Awards”) • Continue with staff-student mentor program for students who struggle in Learning – Engagement - Relationships
	<p>Systems for collaborative problem-solving, professional dialogue, and decision-making on a school-wide level will be</p>	<ul style="list-style-type: none"> • Steering Committee will continue to work collaboratively with the principal to address whole school problem-solving and shared decision making • Teacher Support Teams will be supported in their efforts to collaboratively problem-solve around students who are struggling, as well as curricular challenges

	established	<ul style="list-style-type: none">• Building Support Team will continue to find ways to connect directly with instructional teams and teachers to support students
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