

MMSD SCHOOL IMPROVEMENT PLAN

School: **AKIRA TOKI MIDDLE SCHOOL**
 Principal: **JOE GOTHARD**

Annual Plan for 2006-2007(year)
 Date: 10/12/06

SIP Goal #1: Race and socioeconomic levels will not be factors in predicting academic achievement at Toki Middle School.

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

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

- Toki data on habitual truancy, behavior, suspension, and our Time-Out room usage tell us that there are specific issues we need to address that affect student learning, and/or the amount of time certain students are engaged in learning at Toki.
- Toki test scores (i.e. WKCE, Stanford Tests) are significantly lower for our African American students.
- Toki Parent and Former Student Focus Group data convey a need for us to improve communication with parents regarding student learning and progress; and listen more carefully to individual student issues and needs in order to create an appropriate learning environment for the individual.

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

Staff will demonstrate increased responsibility for the academic achievement of all students.

Measurement Strategies for Objective 1.1: We will utilize ad hoc committees to assist with further data collection and interpretation of above information; we will create forms, school wide systems, and rubrics to help evaluate our efforts; and we will consult with district liaisons to ensure validity and appropriateness of our efforts.

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	Develop a school-wide system for outreach to all families which will enable us to communicate better with targeted students and families. The system can include exploring shared files, email protocol, and record-keeping.	By 1/06 -Boundary Task Force -MS Design	SSTP	-Met with Boundary Task Force Rep. plan to work toward meeting with parents of color (11/05) -Considering starting an African-American parent group.	Joe Gothard Teachers PTO	
2	Send staff members to other schools and to Doyle to learn about alternative methods and systems of communication. (Cherokee)	By 4/05 ongoing	SSTP Learning Coord. Behavior Team	Staff members visit schools Visitors will report to adhoc committee by April 15 -sent staff to Sennett and Wright to observe Timeout rooms and processes.	SEA's Assistant Principal	\$300.00
						SOURCE?

3	Explore the concept and purpose of “Homework”: Survey Memorial Staff, Homework Club staff, examine research and best practices.	By 1-05	SSTP Learning Coord. Ad Hoc group	Adhoc committee creates survey and distributes, reports to Framework comm Adhoc committee examines research and best practices, reports to Framework committee	any	volunteer
4	Explore the concept of “Homework”: collect data on homework regarding school vision and purpose, consistency throughout school and grade level, consistency among expectations, incentives, etc.	By 1-05	Learning Coord. Ad Hoc group	Adhoc committee surveys staff and reports To Framework committee	any	volunteer
5	Design and implement assessments to study the effectiveness of pilots at Toki that are building learning blocks into the schedule utilizing district assessment expertise and creating a baseline for further research. 7th grade Dragon Team.	11-04 4-05	Dragon Team Verban Dr. Johnson Kurt Kiefer	We are not using the “block schedule” in 06-07	7 th Grade	\$
6	Do an item analysis of WCKE from the last three years in all content areas.	By 11-04 (ASAP)	Verban Kiefer	Verban present data all grade levels in each core area	LC	\$
7	Build into the curriculum instruction and practice on note- and test-taking strategies, i.e. test/curricular vocabulary, testing strategies, knowledge of format. Implement a school-wide standard vocabulary when working with students utilized at all grade levels.	By 5-04 Scope and Sequence	Julie Mary W-P.	-Sept. 27 inservice -Staff shared test taking strategies -LC presented a WKCE power point to each grade level team	All core academics	
						\$
9	After analyzing data collected in 04-05, provide professional development on strategies needed to cover areas lacking in expertise such as management strategies, criterion-referenced grading, Best Practices in specific content areas, grading, and authentic assessments.	Plan 5/05 Implement 05-06	Ad Hoc Group LC Principal	Worked mostly with the CMP teacher.	Any	
10	Provide professional development that focuses on creating classrooms that emphasize “accountable talk”, and rigorous learning.	Ongoing	District LC	Implementation of standards based grading from T & L.	Any	\$

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Objective 1.2:

All African American Students will achieve Proficient or Advanced on standardized tests in all content areas.

Measurement Strategies for Objective 1.2:

						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 Completed	Progress	Staff Positions Involved (grade levels, etc.)	\$ Cost
1	Develop systematic structures that increase the participation of African American students in Homework Club through modeling, encouragement, and support of excellent home/school study behavior by teacher, parent, peers and MSCR Recreation Director.	Ongoing	Ad hoc group	2/06	*Hired full-time MSCR schools of hope coordinator *Full time Americorps member *Hired full-time Juventud coordinator	Any	Source*
							\$
2	Explore and create a school-wide academic contract format for targeted students who need to utilize Homework Club and/or after-school assistance offered by Toki staff.	Begin immediately	Verban Ad hoc group			Any	
							\$
3	Design and implement a system for targeted African American students that provides on-going support that will help ensure readiness for challenging curricula in high school and beyond. This system will include utilizing a grant through WCATY, and seeking out and inviting students to participate in the Midwest Talent Search program.	Ongoing	Dr. Johnson Verban			Any	

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Objective 1.3:

Students will report that the curriculum and learning opportunities at Toki are meaningful and relevant to their lives

Measurement Strategies for Objective 1.3:

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#	Action Steps for Objective 1.3 <small>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.</small>	Timeline <small>(Specify month and year.)</small>	Person(s) Responsible	Date Completed	Progress	Staff Positions Involved <small>(grade levels, etc.)</small>	\$ Cost
1	Provide time for teachers to collaborate on curriculum to make it more relevant and meaningful to targeted students, including building in activities that enable students to practice what they are learning.	ONGOING	ADMIN TEAM	Ongoing	Would like to partner with Elements of Change (EOC). Held school wide assembly in April with EOC.	Any	Source*
							\$
2	Continue to remind teachers to commit to building in metacognitive time to review what is learned at the end of class.	ONGOING	ADMIN TEAM			Any	
							\$
3	Assess on a regular basis, in all content areas, students' perceptions of the meaningfulness and extent to which they are engaged in the curriculum using a schoolwide assessment tool.	ONGOING	AD HOC ADMIN TEAM		Work in progress Many teachers already use this type of daily/quarterly assessment	Any	
							\$
4	Provide professional development to assist staff in designing curriculum that meets the needs of our diverse population, i.e. Multiple Intelligences, Differentiation, Tribes, Brain Theory.	05-06	Principal LC		-9/05 begin discussion of roles/responsibilities of Special Ed. & Regular Ed. staff	Administrators Special Ed. staff	
							\$
5	Ensure curriculum is more reflective of the diversity of our students (windows and mirrors: Landsman)	ONGOING	ADMIN TEAM		Will begin documentation and sharing as a staff	Teachers	

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SIP Goal #2: Toki Middle School will increase participation in on-going collaboration with colleagues to improve student achievement.

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

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

In a recent Toki survey, 91% of staff agreed that collaboration is important; however only 11% believe that it is happening at all or effectively. Staff and Parents perceive that they are not part of an effective communication network.

Objective 2.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):

On-going systematic structures will be put in place that promote communication and collaboration.

Measurement Strategies for Objective 2.1:

Staff Survey, parent feedback, student achievement data

Complete this section for staff development action steps only

#	Action Steps for Objective 2.1 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	Develop systematic interventions and way to communicate student information to support students' learning, engagement and relationship needs	2004-2005	Ad hoc team	06-07 Student Services Team Planning with each teaching team occurred twice a month	SSTP	\$
2	Develop an electronic system for communicating and sharing information from student meetings.	2004-2005	Kari Caldwell	06-07 All SSTP meeting notes are kept in a database	School Nurse	\$
3	Provide learning opportunities for staff to develop effective meeting strategies.	2004-2005	Administration	05-06 Collaborative norms are utilized in all meetings		\$
4	Explore the use of a periodic student late start schedule to increase collaboration and in-service opportunities for all staff.	2004-2006	None	Middle School design discussed in 05-06 will not proceed	Principal	\$
5	Explore a comprehensive orientation program for all new staff to Toki	2004-2006	LC	8/06 new staff orientation and lunch. Ongoing meetings and mentorship	LC	\$

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Objective 2.2: Toki staff will report increased communication regarding students' social and academic issues, and curricular and instructional strategies among staff

Measurement Strategies for Objective 2.2: Staff feedback and evaluation

						Complete This Section only for Staff Development Action Steps	
#	Action Steps for Objective 2.2 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 Completed	Progress	Staff Positions Involved (grade levels, etc.)	\$ Cost
							Source*
1	Design a process for all team structures to focus their work on Toki SIP	2005-06	Leadership	All year	TLT successfully linked in all team structures in SIP/CSR		\$
2	Toki Sharing Breakfasts will be organized for collaboration opportunities	04-05	WL staff	May 2006	Six Toki Sharing Breakfasts will be held 06-07		\$
3	Explore methods to improve collaboration between SEAs/EAsBRS and all teachers.	05-06	Administration		- monthly meetings with ALL special ed. Staff and EA's		\$
4	Provide opportunities for communication across all teaching areas (EEN, ELL, UA, Core, WL, etc.) in meeting the needs of all students	04-05 semester 2	Framework		Work in progress		\$
5	Provide opportunities for staff to observe colleagues in a variety of settings for the purpose of sharing key learnings.	05-06	Framework		Work in progress		\$
6	Investigate the use of tuning protocols (Turning Points model) by teams to improve student achievement.	05-06	Alison		Work in progress		\$

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SIP Goal #3: All students and staff will value and take ownership for creating a community at Toki Middle School where all feel safe, respected, and have a sense of belonging.

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

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

Parent Focus Group shared that the ethnicity of Toki’s student body should be recognized in an on-going way.

Student Focus Group data shared a concern that staff treats students differently based on race and ethnicity.

Staff indicated a desire for improved staff/student communication, better hallway behavior and reduced tardies to class.

Student Harassment Survey and Climate Survey indicate a need for increasing students’ sense of belonging and reducing bullying/harassment behaviors.

Objective 3.1 (The objectives listed for this goal, when considered together, should address all students and all staff.):

Student’s awareness of different cultures in the Toki community will increase

Measurement Strategies for Objective 3.1: Student Evaluation Survey, Student Focus Group

#	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)
1	Form a staff/student committee to discuss specific strategies for recognizing and celebrating students’ cultures throughout the year.	Semester 1 04	Equity Team	S/BAC and Sankofa will plan for a large scale multicultural event. The development of an African-American parent group is being planned.
2	Survey students and staff regarding current or known practices that recognize and celebrate student cultures.	Semester 1 04	Community Committee	
3	Identify the different cultures in the Toki Community and share with the Toki whole community – students, staff and families.	Semester 1 04	Community Committee	Akira Toki 90th birthday celebration
4	Explore community cultural resources, celebrations, and other schools’ activities that recognize and celebrate student cultures throughout the year.	Semester 2 04	Community Committee	Elements of change assembly.
5	Develop specific plans and strategies for increasing cultural awareness, including staff development through, but not limited book groups and site visits. (w/E Team?)	Semester 2 04	Community Committee	Sharing from Harvard principal institute. Presented Ruby Paine’s work on poverty. Ongoing discussions about disproportionate data re: achievement and behavioral.
6	Evaluate, revise, and continue to implement the cultural awareness plans.	05-06	Community Committee	Ongoing discussion with S/BAC Collected staff feedback from 9/27 inservice

Explore community cultural resources, celebrations, and other schools' activities that recognize and celebrate student cultures throughout the year.

Semester 2

04

Community Committee

\$

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Objective 3.3: Students and Staff will understand the impact of their own positive and negative behaviors on the Toki community.

Measurement Strategies for Objective 3.3: Staff/Student Surveys, informal observation, Staff-Student discussions

Complete This Section only for Staff Development Action Steps

#

Action Steps for Objective 3.3

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 Completed

Progress

Staff Positions Involved

(grade levels, etc.)

\$ Cost

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Objective 3.2: On the climate and harassment surveys, students and staff will report an increase in “a sense of belonging” and a decrease in “bullying and harassment”

Measurement Strategies for Objective 3.2: Staff and Student Climate and Harassment Survey

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#	Action Steps for Objective 3.2 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 Completed	Progress	Complete This Section only for Staff Development Action Steps	
						Staff Positions Involved (grade levels, etc.)	\$ Cost
							Source*
1	Staff, with student input, will refine and further implement the Caring Community Curriculum	By Oct. 04	TCCC SST	10/04 5/05	Staff have reviewed TCC Students have critiqued TCC		\$
2	Develop and implement a staff version of the Harassment Survey	By June 05	TCCC		Work in progress		\$
3	Form a student/staff/parent committee to explore ways to increase community during lunch and playground time, i.e. intramurals or longer lunch time	By Jan 05	AD HOC LUNCH		Toki Pride committee will have reps from students, parents and the community		\$
4	Implement strategies and timeline for lunch improvements developed by the student/staff/parent committee.	By June 05	AD HOC LUNCH		Work in progress. Will propose improved schedule for 07-08		\$

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Objective 3.3: Students and Staff will understand the impact of their own positive and negative behaviors on the Toki community.

Measurement Strategies for Objective 3.3: Staff/Student Surveys, informal observation, Staff-Student discussions

Complete This Section only for Staff Development Action Steps

#	Action Steps for Objective 3.3 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 Completed	Progress	Staff Positions Involved (grade levels, etc.)	\$ Cost
							Source*
1	Provide staff development on young adolescent developmental tasks and motivations	By June 05	Ad Hoc	--	Work in progress; set as a priority for 2005		\$
2	Implement a "Discovering Gifts in Middle School" (Tribes) class exclusively for Toki staff. Provide additional staff training (other than Tribes) to help facilitate and increase community building.	By August 04	staff	10/04 5/05 8/05	Five more Toki staff trained 8/04 Staff made aware of current district TRIBES class Eight more staff are signed up for August 2005 training		\$
3	Explore models such as "restorative practices" that address discipline appropriate for young adolescents	January-June 05	SBAC	9/04 -6/05 5/05	-Sent staff to Eau Claire training in Oct. -Dragon Focus Forum (DFF) -PBST, Above the line, below the line -Kronenburg	School-wide	\$3,000 for Kronenburg to visit Toki possible collaboration with ORE
4	Evaluate, revise, and inform staff of improved discipline methods	Sept 04-June 05	Gothard	9/05	DFF, Toki Behavior Team meeting at least monthly	Reps for all staff	\$

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