

- SY 21 QIP Robinson

**School Name: Robinson**

**Principal: Bridget Dowling**

**School-Site Council Members: Vannak Theng, Bridget Marshall, Jake Bridge, Samantha Perez, Maria Perez, Tracy Young, Andrea Heckstall, Melissa Desroches**

#### **School Mission**

The RMS community is inclusive wherein all students are present and are active members of the school community, living, learning, and leading in an environment of strong relationships. Stakeholders from all levels and the entire teaching staff bring their voices together in sculpting the vision for the ongoing success of the school.

#### **Goals:**

- **High Leverage Goal 1:** Employ strong collaborative structures that support ALL educators in the use of data to reflect on our practices and make changes to the implementation of our practices to support students.
- **High Leverage Goal 2:** Every educator takes individual and collective responsibility and accountability for ourselves and among colleagues in what we teach and how we teach to ensure that all students learn.
- **High Leverage Goal 3:** Build on student assets by engaging students at their readiness level and designing instruction (core, intervention, advisory) to move students along standards progressions to mastery.
- **High Leverage Goal 4:** Create a culture and climate that values students and their backgrounds and results in engaging and meaningful learning opportunities for all students

#### **School Vision**

We envision the Robinson Middle School as a place where we function as a cohesive community of educators, students, and parents working together toward common goals. A place where as a result of the turnaround process, there are open communication channels, feedback is solicited regularly, and the school's goals and objectives are consistently and frequently reinforced through the actions of each member of the school community.

This "portrait of a graduate" of RMS is a student that is an effective communicator, critical thinker, team player, leader in the community, and high achiever. In order to support our students towards this portrait, the ILT has identified three aspects of the school that we envision in a different light as compared with our current reality.

1. Establishing and maintaining individual and collective responsibility in meeting students' academic needs:
  - a. By giving students opportunities to engage in meaningful, rigorous, and standards based academic work, students will be able to develop their interpersonal skills and learn the importance of individual perseverance.
  - b. The ILT recognizes the value of a curriculum that is equitable, cross-curricular (when applicable), involves activities centered in the community, provides perspectives on global issues, presents real world experiences that may teach life skills, and includes a philosophy that teaches the benefits of being civics-minded.
    - i. Literacy skills will be emphasized when applicable, which includes reading, writing, language, and speaking/listening

- ii. Other skills that will be emphasized will be: Communication skills, problem solving skills, critical thinking skills, metacognitive skills and establishing a growth mindset
2. Using collaborative PLC structures focused around lesson planning and analyzing assessment data
    - a. Collaborative structures will be in place to ensure that staff members at all levels of the school are working in unison and communicating in frequent and structured settings about pedagogy, curriculum, and assessment data.
    - b. A data culture will allow teachers to meet students where they are in order to drive instruction and provide intervention.
  3. Establishing a positive culture that seeks input from all voices
    - a. The Robinson School places an emphasis on being a safe learning environment. This means that students are physically safe, that resources are in place to facilitate and foster a positive social emotional environment, and that clear communication channels are in place. By leveraging the fact that PBIS has been in place for 5 years and has undergone a reset year during SY 18-19, SY19-20 built off this groundwork. We envision that SY 21-22 will continue to build off of this groundwork.
    - b. We envision student voices drive the learning process and outcomes at RMS. Leadership is a quality that can be found in every person, especially in students, and then be fostered, molded, and used to help transform students' experiences for the better.
    - c. Parent involvement is important to how we envision success at RMS, for parents are vital links in the education of our students. Their support, involvement, input, and perspectives are valued in our vision for the future.

**Core Values/Commitments**

- Pillar 1:  
Excellent Teaching and Learning, Everywhere
- Pillar 2:  
Students Learn in a Respectful and Joyful Community that Attends to the Whole Child
- Pillar 3:  
Students Learn from a Highly Qualified, Expert and Diverse Workforce
- Pillar 4:  
Every Educator Engages Parents, The Community, and Partners
- Pillar 5:  
All Schools Have Adequate, Equitable, and Safe Facilities and Resources

**School Strategic Objectives and Initiatives**

<p><b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b></p> <p>Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective</p>	<p><b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b></p> <p>School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.</p>	<p><b><u>Student-Specific Supports and Instruction to All Students</u></b></p> <p>Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and support.</p>	<p><b><u>School Climate and Culture</u></b></p> <p>Provide human and financial resources to support high quality, engaged learning.</p> <p style="text-align: center;"><i>Student Safety</i></p> <p>Ensure two-way, respectful communication, with families, and the LPS community.</p>
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<p>responsibility for improving student achievement.</p>	<p>Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.</p>		
<p>The school has established a community of practice through leadership, shared responsibility, and professional collaboration. Using autonomy and authority to improve teaching and learning through collective, distributed leadership structures, and practices. This is apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement. Administrators and teachers (through teacher teams or involvement in an instructional leadership team) are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and nonacademic supports on student achievement.</p>	<p><b>Increase students' writing proficiency by implementing a school-wide cross-content literacy plan.</b></p> <p><b>Increase students' reading proficiency by implementing a school-wide cross-content literacy plan.</b></p> <p><b>Increase student articulation, verbally and in writing, through by implementing school-wide common instructional strategies.</b></p>	<p><b>Provide opportunities to meet students at their readiness level by engaging students in multi modality approaches (UDL) and strategies such as stations, word work, word walls, including WIDA</b></p> <p><b>Provide weekly opportunities for special education and ESL teachers to collaborate with general education teachers and facilitate lessons/strategies within the classroom setting.</b></p> <p><b>Students will participate in daily intervention where a teacher or coach has designed differentiation for readiness, with interventions and accelerations designed to maximize student growth.</b></p>	<p><b>Reduce the number of students identified as chronically absent (as compared to SY 2019-2020) through the utilization of existing school-based and community-based systems of support</b></p> <p><b>Reduce the number of Out-of-School Suspensions (as compared to SY 2019-2020) through the utilization of alternative responses to behavior</b></p> <p><b>Provide a culturally and behaviorally responsive system of support in order to increase community/school-based involvement</b></p>

**School Data Profile**

Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	93.6	10.7	48.3	19.0	35.8
Female	93.6	10.6	48.0	20.1	34.5
Male	93.5	10.9	48.7	18.0	37.1
Economically Disadvantaged	92.7	12.1	55.9	24.5	41.2
High Needs	93.2	11.3	51.8	21.7	38.1
LEP English language learner	94.4	9.1	41.2	13.4	29.9
Students with disabilities	92.5	12.5	52.2	24.8	38.9
African American/Black	96.2	6.2	23.3	12.3	15.1
Asian	95.4	7.9	30.0	8.2	25.5
Hispanic or Latino	92.7	12.1	58.2	22.8	44.6
Multi-race, non-Hispanic or Latino	92.3	13.5	59.1	22.7	36.4
White	93.1	11.4	50.9	21.5	34.4

## Robinson Data Slide- QIP 2021

**Reflection on Current Practices**

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities? To address a persistent and glaring achievement gap between students with disabilities and the aggregate student population, we will strengthen instructional programming for students with disabilities in reading and math using a combination of approaches that include increased inclusion for SWD and EL students, culturally responsive teaching, Universal Design for Learning, project-based learning and research-based intervention programs. Our current efforts are daily PLC, where staff uses facilitation skills gained from PD to lead conversations about planning and the beginning stages of data analysis. West Ed is working with our coaches on more effective coaching cycles, as well as PLC facilitation. West Ed has also worked with our whole staff on backward lesson design and using data to inform instruction, as well as with our admin team on growing educators. Coaching cycles are teacher goal oriented, but focus on school wide targets such as language/vocabulary supports, UDL, student engagement. Staff are continuing to build their capacity around data analysis. Our staff has had extensive training on UDL from our MTSS academy attendees who have turnkeyed the learning from academies. To leverage new goals, the ILT reviewed current goals and benchmarks to determine which goals have been met and which still need focus. The data used for this was 2019 MCAS, informal and formal walkthrough data, 2021-2022 SY iready and the 2020 MSV report.

2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

We have made significant progress on **Strategic Objective 1.1:** Establish effective **professional learning communities** so that teachers can reflect on and improve student learning, teaching practices and **Strategic Objective 1.2:** Promote shared and distributed leadership through continued **development of ILT** with focus on monitoring the implementation of the turnaround plan. We are still working toward building our capacity around **Strategic Objective 1.3: Strengthen common planning** times (CPT) to focus on data analysis, lesson planning in response to data and reflection on effectiveness of instruction. The 19-20 MSV indicates that the Robinson Middle School went from developing to providing in

these areas of utilizing instructional data: 2.3 Student Learning Needs Support; 2.5 Student Assessment Data Use; 2.6 Teacher Progress Assessment Practices; 2.7 Structures for Instructional Improvement; and RMS went from providing to sustaining in the following area: 2.4 Classroom Observation Data Use 75% of teachers indicated on a teacher climate survey that PLC time is valuable and helpful. Teachers worked with Center for Collaborative Education to learn facilitation roles, prepare agendas and keep rolling notes for each meeting.

**Strategic Objective 2.2:** Increase opportunities for **student expression in academic discourse**-Classroom observations indicate that 80% of students communicate both orally and in writing their thoughts on their own work as well as others to promote student discourse. MSV data, 2019 MCAS scores, as well as classroom observation data indicates that the Robinson has growth to make on Strategic Objective 2.2: Increase opportunities for student expression in academic discourse and Strategic Objective 2.3: Increase opportunities for student expression in writing across content. Due to this evidence, sy 20-21 goals and benchmarks were prepared with the forethought that the school needs a dual focus of language support, in order to help students articulate their reasoning, with a lesson planning and implementation focus on building higher order thinking skills. PD for SY 20-21 will focus on UDL, language supports and data analysis for all students.

**The Robinson has made progress in Strategic Objective 3.1:** Redesign a responsive **Intervention Block** to provide targeted instruction that builds on student assets; We held data meetings with the team in order to increase inclusion for ESL students. Assessment data was used every 8 weeks to determine EL progress and EL class placement, ESL teachers collaborated with Mainstream teachers in PLCs to adjust instruction throughout the year. i-Ready Data was used and analyzed for Intermediate ELs to adjust instruction in mainstream core classes and also analyzed to progress students into ELA inclusion. Academic Interventions - Academic interventions were held 5 days a week and students transitioned from ELA to Math or Math to ELA every quarter. This model allowed students to participate in both content areas. Students struggling in reading in grades 5-8 were pulled in small groups during the intervention block to work on their reading skills. This intervention was also held 5 days a week. Students worked in programs such as Lexia, Powerup, Raz-Kids based on F&P data. Another intervention tool to be implemented will be IXL for the 21-22 school year.

**r Strategic Objective 3.3:** Support ELs **transition into SEI classrooms** to build upon and extend language development and content knowledge. EL students also spend more time in inclusion, with a tight adherence to state instructional support requirements; The Robinson is still working to increase inclusion for all students- **Strategic Objective 3.4:** Increase implementation of **inclusive Practices** for SWD.

For TP4, the Robinson has used surveys for **Strategic Objective 4.1:** Provide growing opportunities for **student voice and perspective, the parent portal has been opened upon X2, the language line has had increased use, all staff has held and/or participated in an in school parent event, with a second one scheduled for Strategic Objective 4.2:** Support parents as partners in their child's learning. **Strategic Objective 4.3:** Develop educator understanding of **culturally responsive teaching** and biases as barriers. During SY 19-20, all staff read *Culturally Responsive Teaching and the Brain*, by Zaretta Hammond. This book was facilitated by teacher teams during PLC and discussed connections to daily work.. During SY 21-22, the staff read, *Culturally Responsive Design for the English Learners The UDL Approach*, by Pattie Kelly Ralabate, EdD and Loui Lord Nelson, PhD. By October, 30% rated a 3 on the classroom observation rubric in strategies that support student's social-emotional learning. Dec. target 50%; Feb. target 60%; April target 70% June target 80%. (See Turnaround Practice 2 benchmark on classroom observation data)-The school read *Culturally Responsive Teaching and the Brain together during PLC*. The attendance team continues to work to decrease chronic absenteeism. The school is working with a restorative justice grant for 21-22. The attendance team continues to work to decrease chronic absenteeism. The SY 19-20 shows a 2% decrease in chronic absenteeism from 18-19 for **Strategic Objective 4.4:** Increase **student attendance and engagement** in learning. Our after school program continues to refine itself. Staff has been trained on Project based learning, and will turnkey it to others, ongoing training in UDL for all staff.

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Pre Covid Closure, 95% of students were in tier 1 for mastery of high frequency words, with 100% in tier 1 for phonological awareness and 77% at mastery for phonics. These are relative strengths and support our need for tier 2 and tier 3 vocabulary and language articulation supports in speaking and writing. Analysis of data indicates low student growth across all areas: 2019 MCAS ELA growth Grade 5- 29.2%; Grade 6- 38.4%; Grade 7- 34.6%; Grade 8- 38.1%; MCAS open response and Essay scores indicate students are not expressing thinking in writing; ACCESS scores indicate that although students are scoring at levels 4, 5 and 6 in listening, comprehension and reading they are scoring 0s in speaking and writing. Current i-ready scores in vocabulary show a lack of growth in this area as well as our 2020 MSV indicates that student discourse has decreased over the past year, one of the few areas to show a decrease over 18-19. Current i-ready data indicates that 45% of students are still at the risk of algebraic thinking. For the current Reading test, 54% of students are in the at risk category for Vocabulary and understanding informational text had 59% of students in the at risk category. The school needs a dual focus of language support, in order to help students articulate their reasoning, with a lesson planning and implementation focus on building higher order thinking skills. Staff needs to continue to have training and refine their capacity for data informed instruction.

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<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when, and by whom</i>						
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2020	Dec 2020	June 2021	S t a t u s	
<b>Monday PLC</b>	Grade level teams (no coaches)	<p>Establish norms, goals, and rotating facilitation schedule utilizing the different facilitator protocols.</p> <p>Accountable talk - keep all teachers "in the moment" and encourage all teachers to voice their opinions/concerns..</p> <p>Consistently revisit norms and goals to be sure they are yielding productive meetings.</p>	<p>Ensure that roles are being rotated. At mid-year point, 100% of roles should have been rotated through.</p> <p>Ensure that agenda is set after each meeting and ready for the following day.</p> <p>Meetings will be centered around data analysis, book talks (once teams chooses a book), as well as student progress/concerns.)</p>	<p>Continue to revisit norms and goals for the team. Establish goals for SY 22-23</p> <p>Choose the new team book(s) for the following year.</p> <p>Reviewing "look for" check list to determine what training each grade level team requires.</p>		
<b>Tuesday/Thursday/Friday PLC</b>	Grade level teams with coaches	<p>Ensure the protection of content days (if admin needs to utilize a PLC, to use a different day)</p> <p>Review data from previous year</p> <p>Ensure that facilitation/data review protocols are being used</p> <p>Ensure that rolling facilitator/written</p>	<p>Ensure that by this time PLCs are consistent with school scheduling</p> <p>Ensure that facilitation/data review protocols are being used</p> <p>Ensure that rolling facilitator/written agenda are being followed</p>	<p>Ensure that facilitation/data review protocols are being used</p> <p>Ensure that rolling facilitator/written agenda are being followed</p> <p>Teachers &amp; coaches will be sure that trainings have</p>		

		<p>agenda are being followed</p> <p>Teachers take part in planning mini-lessons created and run by teachers (coaches available for support and feedback, as opposed to directing/managing)</p> <p>Incorporating new Instructional Strategies implemented from book and/or content</p> <p>Sharing and collaboration (internal) in order for teachers to feel comfortable collaborating regarding what works and what doesn't without getting defensive</p> <p>Books Studies: TBD by team</p>	<p>Teachers continue trainings/ mini-lessons</p> <p>Check in to see that 75% of staff are comfortable collaborating</p> <p>Book studies: begin to see strategies from the book being implemented with 60%-75% of teachers (as seen through walkthru checklist, depending on the grade level books chosen.)</p>		<p>been completed</p> <p>90% of staff should feel comfortable collaborating</p> <p>Book studies: See 90% of teachers implementing strategies from the book</p>	
<b>Wednesday PLC</b>	Grade level teams TAT/SPE D - Carl/Pat/ Deb	<p>Initial IEP reviews by sped teacher with the team</p> <p>Initial TAT referrals</p>	<p>Ensure that all parents meetings are schedules for Wednesdays (or Mondays if need be)</p> <p>Be sure that teams are TATing students in an appropriate time frame</p> <p>Review of updated IEPs</p>		<p>All TAT meetings should be complete/closed out</p> <p>All IEP reevaluation meetings completed</p>	
		<p>Two week embedded coaching cycles in classrooms with a debrief to make effective changes</p> <p>Teachers will plan with coaches as to when meetings will occur as to not taking from critical PLC time. (this</p>	<p>50% of teachers will have had one 2 week coaching cycle</p>		<p>100% of teachers will have had one 2 week coaching cycle</p>	

		may mean using some prep time, as it technically is prepping for classes)					
<b>Student Discourse</b>	Grade levels teams/coaches/admin	<p>Staff Introduces “accountable talk” in all classrooms</p> <p>Teachers continue to use (and encourage students to use) accountable talk and sentences stems in their classrooms</p> <p>Teachers should display stems in some manner in the classroom, such as anchor charts (building throughout the year) and give students access (reference sheets) to keep on their person</p> <p>Using "SWAG" and "SLANT" in classrooms</p>		<p>Revisit accountable talk data and implement “caught knowing” prizes by all staff</p> <p>Teachers encourage more student-student accountable talk discourse and sure students are elaborating on the "why/because" aspect of stems (higher order thinking skills)</p> <p>Be sure that 80% of teachers have implements “accountable talk” stems in their classrooms and 80% of students are using said stems</p>		<p>Revisit accountable talk data and continue “caught knowing” prizes by all staff</p> <p>Be sure that 100% of teachers have implements “accountable talk” stems in their classrooms and 90% of students are using said stems</p>	
<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>October 2020</b>	<b>Dec 2020</b>	<b>Mar 2021</b>	<b>June 2021</b>	<b>Status</b>
<p><b>Create the 4 writing tasks (Aligned to curriculum, aligned to each other, aligned to MCAS appropriate tasks)</b></p> <ul style="list-style-type: none"> <li>• Math</li> <li>• Science</li> <li>• SS</li> <li>• ELA (emphasis on comparing 2 texts)</li> </ul>	Teachers/admin/coaches	<b>Benchmarking in each class, identify needs for groups of students for small group instruction or concepts that need to be refreshed</b>		<b>45% of students show growth in writing, as seen in school-wide common writing assessments</b>	<b>85% of students show growth in writing, as seen in school-wide common writing assessments</b>	<b>100% of students show growth in writing, as seen in school-wide common writing assessments</b>	



<p>Use the MCAS writing rubric (which was used in SY20-21)</p> <p>Common writing dates</p> <ol style="list-style-type: none"> <li>1. Benchmark: first weeks of school</li> <li>2. End of Q1</li> <li>3. End of Q2</li> <li>4. Mid March</li> </ol> <p>Still need:</p> <ul style="list-style-type: none"> <li>• Teams of teachers (cross-content) to help develop these prompts and align with curriculum</li> <li>• Connect tasks with new writing program (Step up to writing)</li> </ul>					
<p>Establish baseline data via iready, establish small grouping based on student needs</p> <p>Still need:</p> <ul style="list-style-type: none"> <li>• Implementing iReady benchmark within first 2 weeks of school, rather than when it is usually given</li> <li>• Reinforced expectations (through pd or with cross team literacy instruction in PLCs) that literacy should be a</li> </ul>	<p>Teachers/ admin/ coaches</p>	<p>Reduction of tier 3 students as seen in iReady testing</p>	<p>Reduction of tier 3 students as seen in iReady testing</p>		<p>Reduction of tier 3 students as seen in iready testing</p>

<p>focus in SS and science, not just ELA, as well as in math.</p> <p>School-wide literacy focus each month (class to class). Teachers receive pd and implement each month</p> <ul style="list-style-type: none"> <li>Drop Everything and Read (DEAR)</li> </ul> <p>Reading for pleasure Reading related to the content</p>						
<p>Increase student articulation and academic discourse through implementation of school-wide common instructional strategies.</p>	<p>Teachers/ admin/ coaches</p>	<ul style="list-style-type: none"> <li>Establish norms and protocols for improving instructional dialogue</li> <li>Springboard from gains made SY 20-21 based off accountable talk</li> <li>Pd ideas: Socratic seminar think, write, pair, share</li> </ul>		<p>Using instructional practices from PD, instructional practices are implemented in all classes that are designed to increase the level of discussion, student ownership, and active participation of students in facilitating discussions</p>		<p>Informal walkthroughs are tied to PD to show practices are being implemented. Areas of needed improvement that arise from informal feedback can help drive pd topics/offering.</p>
<p><u>Student-Specific Supports and Instruction to All Students</u></p>	<p>Person Responsible</p>	<p>Aug 2020</p>	<p>October 2020</p>	<p>Dec 2020</p>	<p>Mar 2021</p>	<p>June 2021</p> <p>Statistics</p>

<p><b>ILT will identify UDL strategies for teachers to be trained on and implement in their classes; 1 strategy a month</b></p> <p><b>-Plan dates for Initial iReady Diagnostic to be given in September</b></p> <p><b>-Interactive PD on UDL, vocabulary, and WIDA strategies with a focus on creating a product that can be used in the classroom</b></p>	<p>Teachers /admin/ coaches</p>	<p><b>Students will complete iReady Diagnostic within the first month of school, so there is an early datapoint to determine students' exact levels; identify UDL strategy/ies and train teachers to implement</b></p>		<p><b>75% of teachers will be implementing identified UDL strategies and including WIDA Can Do Descriptors in their lesson plans</b></p>		<p><b>100% of teachers will be implementing identified UDL strategies and including WIDA Can Do Descriptors in their lesson plans</b></p>	
<p><b>Provide weekly opportunities for special education and ESL teachers to collaborate with general education teachers and facilitate lessons/strategies within the classroom setting.</b></p>	<p>Teachers / admin/coaches</p>	<p><b>-25% staff will be trained on co-teaching model with implementation of 1 class per grade level.</b></p>		<p><b>-50% staff will be trained on co-teaching model with implementation of 2 class per grade level.</b></p>		<p><b>-100% staff will be trained on co-teaching model with implementation of 2 class per grade level.</b></p>	
<p><b>Students will participate in daily intervention classes where IXL, ST Math and/or projects are tailored to each student's readiness level.</b></p>	<p>Teachers /admin/ coaches</p>	<p><b>Students assessed for benchmark levels. Teacher PD for monitoring and data analysis</b></p>		<p><b>70% of students meeting annual growth targets in reading and math/ per iready assessment. Teacher PD continues for project based learning</b></p>		<p><b>90% of students meeting annual growth targets in reading and math/ per iready growth targets.</b></p>	
<p><b><u>School Climate and Culture</u></b></p>	<p><b>Person Responsible</b></p>	<p><b>Aug 2020</b></p>	<p><b>0 c t 2 0 2 0</b></p>	<p><b>Dec 2020</b></p>	<p><b>Mar 2021</b></p>	<p><b>June 2021</b></p>	<p><b>S t a t u s</b></p>

<p><b>Provide a culturally and behaviorally responsive system of support in order to increase community/school-based involvement</b></p>		<p>Reach out to community-based support organizations a to establish the Robinson as a viable centralized community resource setting with a remote component to maximize exposure within the community</p> <p>Establish focus groups of parents and students in order to provide an opportunity to share their concerns and future direction of the Robinson community</p>	<p>Continue to explore opportunities for community partnerships based on identified areas of need</p> <p>Quarterly review of focus group data for planning and development of additional supports within our school community</p>		<p>Continue to explore opportunities for community partnerships based on identified areas of need</p> <p>Quarterly review of focus group data for planning and development of additional supports within our school community</p>	
<p><b>Reduce the number of students identified as chronically absent (as compared to SY 2019-2020) through the utilization of existing school-based and community-based systems of support</b></p>	Admin	<p>Teach new staff and existing staff on attendance procedures and reporting</p> <p>Utilize attendance data to identify students in need of support and create strategies to increase attendance/engagement; communicate with staff regarding students scheduled for attendance meetings and corresponding meeting results</p>	<p>Utilize attendance data to identify students in need of support and create strategies to increase attendance/engagement; communicate with staff regarding students scheduled for attendance meetings and corresponding meeting results</p>		<p>Utilize attendance data to identify students in need of support and create strategies to increase attendance/engagement; communicate with staff regarding students scheduled for attendance meetings and corresponding meeting results</p>	
<p><b>Reduce the number of Out-of-School Suspensions (as compared to SY 2019-2020) through the utilization of alternative responses to behavior</b></p>	Admin	<p>Training/Review for ALL staff on Restorative Justice, PBIS, 2nd Step, DESSA, Discipline Procedures through the development of flowcharts and descriptions of systems of support</p>	<p>Monthly review of discipline data to identify students in need of support, identify behavioral trends in order to determine the efficacy of identified supports</p>		<p>Monthly review of discipline data to identify students in need of support, identify behavioral trends in order to determine</p>	

						the efficacy of identified supports	
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<b>Measuring Impact</b>			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
<p>1. PLCs will be structured based on weekly schedules -100% participation by all grade level team members weekly</p>	Grade level teams	<p><b>Check in dates:</b> <b>Aug 2021</b> VITAL survey establishes benchmarks</p> <p><b>Feb 2022</b> The impact that we expect to see as a result of weekly PLC and grade level meetings will be in the adoption of shared language and practices as measured in look-for data by admin</p> <p><b>June 2022</b> VITAL survey will show <u>90</u>% growth from benchmark survey (PLC), specifically in Domain 2, with a majority teachers describing PLCs as Very Helpful or Essential in the 'PLC Helpfulness' area.</p>	
<p>2. Sharing and collaboration training.</p>	Grade level teams	<p><b>Aug 2021</b> Rolling shared PLC agenda showing meeting roles and action items</p> <p><b>Dec 2021</b> 100% of teachers assume facilitator role</p> <p><b>June 2022</b> Established norms and roles in full effect</p>	
<p>3. Coaching cycles with teachers and time to plan with them during PLC.</p> <ul style="list-style-type: none"> <li>- Ongoing cycles - biweekly</li> <li>- The impact that coaching will have will be seen in the following ways: <ul style="list-style-type: none"> <li>- Teacher instructional practices will be seen in data gathered from 'look-fors'</li> <li>- Anonymous surveys will provide data showing teachers' perception of impact on their practice and implementation of the mutually agreed upon goals of the coaching cycle. Surveys are intended to provide feedback for how to improve coaching practices at RMS.</li> </ul> </li> </ul>	Coaches (Sue and Erika)	<p><b>Sept 2021</b> New hires and NPTS teachers identified early for coaching cycles</p> <p><b>Dec 2021</b> All teachers scheduled in advance for coaching cycle in SY21-22. -Anonymous coaching surveys show ___ teachers perceive impact on teaching practices.</p>	

		<p><b>June 2022</b> 100% of teachers have had a coaching cycle in SY20-21</p> <p>-Anonymous coaching surveys show improvement in percentage of teachers perceive impact on teaching practices.</p>	
<p>4. Discourse: Accountable talk within classrooms.</p> <ul style="list-style-type: none"> <li>- Ongoing - daily</li> </ul>	Grade level teams	<p><b>Aug 2021</b> PD and norms established with common language across school.</p> <p><b>Dec 2021</b> (see TP2 benchmarks below for impact on students) Revisit PD each quarter in PLC to discuss successes and challenges</p> <p><b>Feb 2022</b> 80% adoption of common language across all classrooms</p> <p><b>Apr/May 2022</b> (See TP2 below) 100% adoption of common language across all classrooms (as seen in posters and impact in TP2)</p> <p><b>June 2022</b> Review SY20-21 data and assess growth over year and determine benchmarks for SY21-22 if needed</p>	
<p>5. Incorporating new Instructional Strategies</p> <ul style="list-style-type: none"> <li>- Books Studies differentiated by team/content</li> </ul>	Grade level teams / coaches / admin	<p><b>Aug 2021</b> Book clubs and norms established</p> <p><b>Oct 2021</b> Teams in process of finishing Book 1</p> <p><b>Dec 2021</b> 100% finish Book 1- teams turnkey training on book content</p> <p><b>Apr/May 2022</b> \</p>	

		Complete book 2-training <b>June 2021</b> ILT examines feedback and data from the year	
6. Incorporating new Instructional Strategies based on books	Grade level teams / coaches / admin	<p><b>Aug2021</b> <b>School-wide literacy focus each month (class to class). Teachers receive pd and implement each month</b></p> <p><b>Dec 2021</b> Teachers implementing key practices as seen in look-fors at 70% proficiency</p> <p><b>Jan 2022</b> -Teams of teachers (cross-content) to help develop these prompts and align with curriculum Connect tasks with new writing program (Step up to writing)</p> <p><b>Apr/May 2022</b> Teachers implementing practices as seen in look-fors at 80% proficiency</p> <p><b>Jun 2021</b> ILT examines data from the year</p>	
<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	Person Responsible	Date	Status
Teachers implementing vocabulary strategies on a consistent basis and students are receiving supports to engage properly with lesson.	Admin team, coaches, teachers	<p><b>Beginning of year:</b> (benchmarking) <b>Dec-</b>75% proficiency on look-fors <b>June-</b> 90% proficiency on look-fors</p>	
Incorporating reading strategies across all disciplines (Acquire knowledge, analyze audience, and examine evidence)	Admin team, coaches, teachers	<p><b>Oct 2021 (LPS determined date):</b> Benchmarking</p> <p><b>Jan 2020 (LPS determined date):</b> Reduce Tier 3 students by 10% and Increase students in Tier 1 by 10%</p>	

		<p><b>May/June 2022 (LPS determined date):</b> Reduce Tier 3 students by 10% and Increase tier 1 students by 10%</p> <p><b>Jun 2022</b> ILT examines data from year to determine iready growth</p>	
Increase student articulation and classroom discussion	Admin team, coaches, teachers	<p><b>Beginning of year:</b> Benchmarking <b>Dec:</b> Increase percentage of walkthrough proficiency to 75% <b>Jun:</b> Increase walkthrough proficiency to 90% AND Score In upper-middle/High range in the SY20-21 MSV</p>	
<b><u>Student-Specific Supports and Instruction to All Students</u></b>		Person Responsible	Status
<p>Schedule/Content for PLC- implement a strategy to lesson plan</p> <p>Biweekly ESL/SPED PLC meetings to discuss classroom strategies based on student data</p>	Grade Level Teams, ESL/SPED Staff, Coaches	<p>August 2021 Oct-Rubrics are being incorporated in lessons/reflections December-3 lessons March-4 lessons June-5 lessons</p> <p>iReady (all students) Lexia (ESL students) ACCESS Tier 2/3 Vocabulary Aug- Share and train staff ESL/SPED Rubric Oct- 100% ESL/SPED Students are assessed for Language Benchmark Dec-20% increase from Oct Benchmark for ESL/SPED students using Language Domain Assessment March-40% increase from Oct Benchmark for ESL/SPED students using Language Domain Assessment June- 70% increase from Oct Benchmark for ESL/SPED students using Language Domain Assessment</p>	



Vocabulary strategies integrated in lesson plans	ESL/SPED Staff, Coaches	August 2021-Training December- 50% March- 75% June- 100%  Measurement: Walkthroughs iReady (all students) Lexia (ESL students) ACCESS Tier 2/3 Vocabulary	
Modeling strategies within the classroom	ESL/SPED Staff, Coaches	August 2021 October - set schedule with math teachers December- 100% of math teachers January- set schedules with ELA February- set schedules with SCI/SS/AA March- 100% Math and ELA June- 100% of all content and allied arts teachers/classes  Measurement: Walkthroughs Modeling/cycles Coaching cycles - classroom/PLC	
Student produced word walls with images	All Teachers	August 2021-Training Dec 2021 50% March- 2022 75% June- 100%  Walkthroughs	
<b>School Climate and Culture</b>	Person Responsible	Date	Status
Establish a system to support and collect data regarding parent attendance and feedback at conferences and events.  Continue with optional online format for parent participation for all events (TAT, 504, Attendance meetings)	Admin/Teachers	Compile data from SY 20-21 Aug 2021 <b>10%</b> increase - Jan 2022 <b>20%</b> increase - June 2022  Collect data on both in-person and on-line participation  Survey parents regarding format	
Utilize classroom observation rubric to support and collect data regarding student social emotional learning (2nd Step, PBIS) in the classroom.	Support Staff/Teachers	Establish focus groups - August 2020 <b>70%</b> using strategies - Jan 2021	

		<b>100%</b> - June 2021 based on walkthroughs, observations, and focus groups	
Utilize student data to identify students in need of support and provide systems of support through TAT, parent meetings, IEP/504 meetings, and other identified supports  Develop intake form for new students to identify areas of need and corresponding academic, social emotional history. Establish a baseline for all new students using iReady or other diagnostic tool Protocol for new student arrivals	Admin/Teachers	Compile SY 20-21 data- Aug 2021 Dec - comprehensive data review June - comprehensive data review  Maintain TAT referral data with outcomes	
Utilize chronic absence data to identify students with historical attendance issues and provide supports based on factors/needs associated with attendance/ engagement.	Admin/Teachers/ attendance team	Compile SY 20-21 data- Aug 2021 Monthly review of attendance data and corresponding attendance meetings  Reduce % of students chronically absent (monthly)	
Utilize classroom attendance related data based on reported class skipping and provide supports based on factors/needs associated with attendance/ engagement.	Admin/Teachers	<b>100%</b> Aug. teachers trained on attendance procedures  Monthly review of class attendance data with monthly reductions in instances of individual students skipping class including intervention strategies	