

Robinson
Elementary
School

2018-2020

School Improvement Plan

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Mission and Approach to District Goal

Robinson School Mission: The mission of the Robinson Elementary School Community is to inspire a love of learning while promoting academic achievement, self-esteem, and respect for all in a caring, safe and nurturing environment.

Expanded Offerings: We will examine, evaluate, and expand learning opportunities in core and non-core areas in order to meet the diverse needs of our students.

Teaching All Students: We will create a collaborative school culture consisting of shared instructional practices that will lead to authentic, relevant learning for all students.

School Council Members

Parents:

Katie Howison
Traci Mazur
Yohana Rosemark
Deborah Stratton

Teachers:

Monica Kiley
Nicole Tremblay

Demographic Data

Enrollment by Gender	
Male	386
Female	328
Total	714

Enrollment by Race/Ethnicity, % of School	
African American	2.5
Asian	9.5
Hispanic	5.7
Native American	0.1
White	76.1
Native Hawaiian, Pacific Islander	0.0
Multi-Race, Non-Hispanic	6.0

Indicators	
Grade 9-12 Dropout Rate (%)	-
Attendance Rate (%)	96
Average # of Days Absent	7.1

Selected Populations % of School	
First Language Not English	7.4
English Language Learners	5.5
Students with Disabilities	11.6
High Needs	26.6
Economically Disadvantaged	15.4

Native Language Not English (NLNE)	
Robinson	56

School Objective 1.0: We will provide a high quality curriculum and utilize engaging instructional practices that meet diverse learning and developmental needs of our students.

Strategic Initiatives	Actions & Activities	Responsible Individuals	Resources Needed	Timeline	Evidence of Progress
<p>1.1 implement <i>Journeys</i> core literacy program</p>	<p>Program orientation professional development</p> <p>Create pacing guides</p> <p>Review introductory units to identify daily required elements</p>	<p>Publishing Representatives Classroom teachers Reading specialists Special Education teachers Administrators</p> <p>Classroom teachers Reading specialists</p> <p>Classroom teachers Reading specialists Special Education teachers</p>	<p>Grade level and early release time Substitute teacher coverage Summer Institute</p> <p>Grade level and early release time Substitute teacher coverage</p> <p>Grade level and early release time Substitute teacher coverage</p>	<p>April 2018- June 2019</p>	<p>Pacing guides Meeting notes Walk through observations Educator Eval</p>

Strategic Initiatives	Actions & Activities	Responsible Individuals	Resources Needed	Timeline	Evidence of Progress
<p>1.2 Develop intervention model utilizing components within <i>Journeys</i> core program and <i>EnVision Math 2.0</i></p>	<p>Review <i>Journeys</i> and <i>EnVision Math 2.0</i> intervention options; strategies, materials, and assessments</p> <p>Identify Tier one and Tier two components to use in the classroom and in small groups</p> <p>Explore additional approaches to provide remedial support to students in mathematics</p>	<p>Reading specialists Special education teachers</p>	<p>Grade level and early release time</p> <p>Grade level and early release time</p> <p>Grade level and early release time Math interventionist</p>	<p>March 2018-September 2018</p> <p>Summer 2018-June 2019</p> <p>Summer 2018-June 2019</p>	<p>Meeting agendas notes Walk through observations Educator Eval</p> <p>Meeting agendas and notes List of Tier one and Tier two components</p> <p>Meeting agendas and notes</p>

1.3 Implement assessment tools to provide targeted instruction in literacy and math.	Monitor student and school wide performance utilizing common assessments	Classroom teachers Reading specialists Special Education teachers Administrators	Journeys and EnVision Math 2.0 common assessments	October 2018-June 2019	Meeting agendas and notes Student data Walk through observations Educator Eval
	Refine common assessments within the literacy and math programs	Classroom teachers Reading specialists Special education teachers	Journeys and EnVision Math 2.0 common assessments	Ongoing every 6 weeks October 2018-June 2019	Meeting agendas and notes Revised assessments
	Provide training for the Benchmark Assessment System (BAS)	Kerri L. Sankey Tanna Jango-trainers	Fountas and Pinnell- BAS	March-April 2019	Meeting agenda and notes
1.4 Incorporate <i>Journeys'</i> Fountas Language and Literacy Guide elements into core literacy instruction	Identify initial workshop elements from Language and Literacy guide and where these fit into core lessons and pacing	Consultants Classroom teachers Reading specialists Special education teachers	Grade level and early release time Substitute teacher coverage Summer institute	Summer 2019-June 2020	Meeting notes Walk through observations Educator Eval
	Adjust pacing guide to accommodate workshop elements	Classroom teachers Reading specialists Special education teachers	Grade level and early release time Substitute teacher coverage Summer institute	Spring/Summer 2019	Adjusted pacing guide Meeting notes Walk through observations Educator Eval
	Identify classrooms	Classroom teaches Reading specialists	Grade level and early release time	Spring/Summer 2019	Meeting notes Walk through

	to pilot incorporating workshop elements within the core.	Special education teachers	Substitute teacher coverage Summer institute		observations Educator Eval
1.5 Implement phase II <i>EnVision Math 2.0</i> in Kindergarten and grade 2	Program orientation professional development	Publishing representatives Classroom teachers Special education teachers	Grade level and early release time Substitute teacher coverage	October 2018	Meeting agenda and minutes
	Review introductory units to identify daily lesson objectives	Classroom teachers Special education teachers	Grade level and early release time Substitute teacher coverage	January 2018-June 2018	Meeting agenda and minutes
	Create draft math pacing guide	Classroom teachers Special education teachers	Grade level and early release time Substitute teacher coverage	April 2018	Meeting agenda and minutes
	Monitor student progress on common topic and unit assessments	Classroom teachers Special education teachers	Grade level and early release time Substitute teacher coverage	Ongoing October 2018-June 2020	Meeting agenda and minutes
	Compile supplemental materials to support and enrich math topics	Classroom teachers	Summer institutes	Summer 2019	Collection of supplemental materials

School Objective 2.0: We will proactively provide for the evolving academic, social and emotional needs of all students and staff.

Strategic Initiatives	Actions & Activities	Responsible Individuals	Resources Needed	Timeline	Evidence of Progress
2.1 Revise whole school PBIS (positive behavior intervention supports) lessons and pacing guides	Review current school wide PBIS lessons and pacing guides.	PBIS committee	Summer institute Stipends for PBIS committee to meet after school	August 2018-June 2019	PBIS lessons PBIS pacing guides Calendar of school wide celebrations Meeting notes Educator Eval
	Revise and update current whole school PBIS powerpoint lessons	PBIS committee	Summer institute Stipends for PBIS committee to meet after school	August 2018-June 2019	Revised whole school lessons
	Identify method for recognizing positive student behavior	PBIS committee	Summer institute Stipends for PBIS committee to meet after school	August 2018-June 2019	PBIS survey Whole class incentive data
	Gather input from staff to identify whole class incentives and school wide celebrations	PBIS committee	Summer institute Stipends for PBIS committee to meet after school	August 2018-June 2019	PBIS survey Data

<p>2.2 Provide instructional resources to support social emotional needs within the classroom</p>	<p>Create PBIS lessons utilizing a variety of strategies and approaches from Open Circle, PAX, Social Thinking, and Mind Up curricula</p>	<p>PBIS committee</p>	<p>Summer institute Stipends for PBIS committee to meet after school</p>	<p>August 2018-June 2019</p>	<p>Collection of instructional resources</p>
<p>2.3 Communicate clear classroom expectations and incentives for positive behavior</p>	<p>Create individual classroom matrices aligned with whole school PBIS expectations and identified incentive opportunities</p>	<p>Classroom teachers Special education teachers Specialist teachers</p>	<p>Sample classroom matrices</p>	<p>October 2018</p>	<p>Classroom matrices</p>
<p>2.4 Address the academic and social emotional needs of struggling students</p>	<p>Student Support Team meetings (SST) for students referred by classroom teachers</p> <p>Identify student area of struggle</p> <p>Utilize problem based approach to determine intervention and set goals for improvement Reconvene SST in 6-8 weeks</p>	<p>SST committee Principal Assistant Principal Classroom teachers Special education teachers Counseling staff</p>	<p>Stipends for RTI committee to meet before and after school</p>	<p>October 2018-June 2020</p>	<p>Calendar of SST meetings Student RTI protocols Meeting minutes</p>

School Objective 3.0: We will provide increased opportunities for family and community engagement to enrich student learning.

Strategic Initiatives	Actions & Activities	Responsible Individuals	Resources Needed	Timeline	Evidence of Progress
3.1 Communicate school wide literacy and math vision to Robinson families	Principals Presentation to families Monthly newsletters MESA	Kerri L. Sankey	Google slides Constant Contact	September 2018-June 2020	Powerpoint presentation Calendar of events Monthly newsletters Educator Eval
3.2 Increase community involvement	Design and administer volunteer needs assessment survey to teachers	Principal Assistant Principal School Council MESA	Google forms	June 2019-June 2020	Volunteer surveys Survey response data Meeting notes Calendar/volunteer opportunities
	Design and administer volunteer opportunity survey to families	Principal Assistant Principal School Council MESA	Google forms	October 2018-February 2019	Volunteer surveys Survey response data Meeting notes Calendar/volunteer opportunities
	Collaborate with MESA parents to create a training plan and schedule	Principal Assistant Principal School Council MESA	Google forms	October 2018-February 2019	Volunteer surveys Survey response data Meeting notes

	for volunteers, ie. computer lab volunteers.				Calendar/volunteer opportunities
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School Objective 4.0: We will promote a positive school culture by fostering an environment of collaboration and continual learning for all students and staff

Strategic Initiatives	Actions & Activities	Responsible Individuals	Resources Needed	Timeline	Evidence of Progress
4.1 Support teacher collaboration and professional learning	Professional development focused on shared instructional practice around literacy, math, and PBIS	Principal Assistant Principal classroom teachers Special education teachers Reading specialists Consultants	Grade level and early release time Substitute teacher coverage Budgetary support for consultants	October 2018-June 2020	Meeting agendas and notes
	Organize and ensure a cohesive transition plan for second and third grade students from the core literacy model to the workshop model	Robinson/JJ Elementary Principals Second and Third grade classroom teachers Special education teachers Reading specialists Assistant Special Education Director	Grade level and early release time Substitute teacher coverage	November 2018-June 2020	Calendar of meeting dates, agendas, and notes
	Provide opportunities for teacher engage in peer to peer observations	Principal Assistant Principal	Pineapple chart Teacher coverage	April 2019-June 2020	Calendar of Teacher peer to peer observations Walk through observation

Glossary of Selected Educational Terms

ADL: Anti-Defamation League is providing anti-bias education and curriculum in QMS and MHS

Advisory: A model being explored at MHS which provides for regularly scheduled time for students to meet in small groups with an assigned adult who knows them well; designed to build community and build skills

Bridge Program: Specialized, small group program designed to transition students back into the regular school day after extended absences

CASEL: Collaborative for Social and Emotional Learning. The CASEL model identifies five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. <https://casel.org/core-competencies/>

Common Planning Time: Time designated within the school day for faculty to collaborate and meet in teams to problem solve, collaborate, and develop curriculum

C.C.S.S: Common Core State Standards <http://www.corestandards.org/>

Curriculum Associates: A term used in the Mansfield Public Schools. Curriculum Associates are teacher leaders who apply for, and if selected, are appointed to the Vertical Teams for one year

DESE: Massachusetts Department of Elementary and Secondary Education <http://www.doe.mass.edu/>

EL: English Language Learners <http://www.doe.mass.edu/ell/>

Flex Block: The term used to describe time reserved in a schedule on a weekly, bi-weekly, or monthly rotation for advisory and academic remediation

FY: Fiscal year. July 1, 2018 through June 30, 2019 is FY19 (Fiscal Year 2019)

Grade Level meetings or “Grade levels”: A format used to deliver professional development sessions in the Mansfield elementary schools. A specific grade of teachers (for example, *all 3rd-grade teachers*) is divided into two groups. Each group attends a half-day professional development training session during which their own class of students is taught by a substitute teacher.

High needs students: An unduplicated count of all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (EL) and former EL students, or low income students (eligible for free/reduced price school lunch)

MCAS: Massachusetts Comprehensive Assessment System <http://www.doe.mass.edu/mcas/>

NEASC: The New England Association of Schools and Colleges issues accreditation which is factored heavily into the college admissions process. <https://www.neasc.org/>

P.B.I.S.: Positive Behaviors Interventions and Supports <https://www.pbis.org/>

Pineapple Chart Model: A Peer observation model in which teachers invite colleagues into their classrooms to observe all or part of a lesson.

POS: *Program of Studies* are published at QMS and MHS to provide course descriptions. In the MHS document learning pathways to graduation are included

<http://qms.mansfieldschools.com/common/pages/UserFile.aspx?fileId=40034022>

<http://mansfieldhs.ss8.sharpschool.com/common/pages/UserFile.aspx?fileId=35580591>

PLTW: Project Lead the Way <https://www.pltw.org/>

PLC: Professional Learning Communities; teams of educators meeting regularly and working to achieve common educational goals

R.T.I.: Response to Intervention

SLT: Secondary Leadership Team; comprised of all QMS and MHS department heads and administrators, plus Director of Guidance, MHS Librarian and Assistant Director of Secondary Special Education

SMART goals: Specific, measurable, attainable, realistic, and timely goals that are developed by educators for their evaluation process

SEL: Social and Emotional Learning

SST: Student Support Team meetings are used as part of the Response to Intervention process. The focus of an SST is a specific student and the individual academic need(s) to be addressed through intervention.

S.T.E.M.: Science, Technology, Engineering and Mathematics

S.T.E.A.M.: Science, Technology, Engineering, Arts and Mathematics

Vertical Teams: Facilitated by the Department Chairs who lead teacher leaders from both the secondary and the elementary schools in the collegial work of vertical articulation of the curriculum