



# **ROBIN HOOD SCHOOL SCHOOL IMPROVEMENT PLAN 2018 - 2019**

## **COUNCIL MEMBERS:**

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## 2017 - 2018 School Improvement Goals Update

**Literacy: Continue to make gains in student learning and growth in English Language Arts as measured by PARCC/MCAS results and district determined measures.**

Improve knowledge and technique of elementary reading teachers to use ongoing assessment to monitor student progress.

- Meetings were held with reading teachers and curriculum director to support assessment practices and interventions
- Reading teachers and principals met to develop intervention cycles in collaboration with classroom teachers

Have accessible and reliable data at the school, class, and student level

- The district purchased a data collection system, LinkIt! to gather, access, display, share and analyze literacy assessment data
- Teachers were trained in data inquiry protocol
- Head teachers, lead teachers, reading teachers, principals and curriculum director met as the district data team to validate and review data

Reduce literacy data team protocols with entire staff to effectively monitor student progress and inform instruction.

- Principal and data team members met with grade level teams on a regular basis to monitor student progress and inform instruction

Improve student ability to read, think, write and speak critically

- Technology tools such as Wixie and Google Classroom have been introduced to support student growth in literacy

**Math: Continue to make gains in student learning and growth in Math as measured by MCAS results and district determined measures.**

Improve skills of classroom teachers to provide differentiated interventions.

- The elementary district math coach provided bimonthly professional development to support teacher implementation of math
- The district purchased a data collection system, LinkIt! to gather, access, display, share and analyze math assessment data
- In grades K - 2 teachers were trained to utilize and implement Kathy Richardson (Assessing Math Concepts) interventions
- In grades 3 - 4 teachers worked with math coach to utilize the district assessments and analyze results utilizing LinkIt!
- Math coach is planning a trial to use TenMarks with teachers in grades 3 and 4
- Math coach provides ongoing classroom training and modeling to utilize chromebooks, Zearn and Pearson technology

Increase the rigor of independent and small group experiences.

- Provide bimonthly professional development to classroom teachers on differentiating utilizing data to form small group instruction
- Math coach conducts ongoing co-teaching opportunities with classroom staff
- Math coach has provided model lessons using Openmiddle.com to promote critical thinking and problem solving skills
- A schedule was developed to provide additional monthly grade level meeting to support the use of data to form and guide small groups

Implement 2017 revised math DESE standards to current curriculum

- Math coach provided professional development to teachers on updated math standards
- Math coach and teachers review and revise scope and sequence to incorporate updates

**Objective: Implement the 2016 Science, Technology and Engineering Standards with fidelity in all K-4 classrooms**

Improve teacher knowledge of 2016 DESE Science & Technology / Engineering learning standards and practices.

- Teachers have access to the Standards, and have reviewed them as a team.

Provide resources, materials and training needed to implement Inspire Science.

- Inspire Science materials were distributed in August to K - 4 classroom teachers
- Lists of consumable materials were made and materials were distributed to classrooms
- Teachers were trained in Inspire Science, including both digital and print resources

**Parent and Community Partnerships: Continue to collaborate with parents and the larger community to promote student growth and achievement with a particular emphasis on celebrating the diversity of all of our students.**

recognize and celebrate student diversity in a natural and ongoing manner.

- Provided opportunities at every grade level for students and families to share their cultural backgrounds with one another through Circle and Community Meetings.
- Celebrated differences through School Wide Gatherings and themes
- Invited parents to share cultural traditions and celebrations with classrooms
- Recognized all cultural events celebrated by students across the entire Robin Hood community, not just those celebrated by the majority

provide all families with a supports necessary to involve themselves in every aspects of their child's learning.

- Created a network of parents and community resources that can assist in strengthening the connections between the Robin Hood community and all families regardless of race, religion, country of origin or level of English Language acquisition.
- Worked with the English Language Learner teachers and School Adjustment Counselor to identify families that may benefit from
- Bridged possible gaps and proactively avoided potential obstacles through open and welcoming communication, translated materials by having translators on hand whenever possible (for meetings, conferences, parent events and phone calls)

# 2019 goals

Literacy: Continue to make gains in student learning and growth in English Language Arts as measured by MCAS results and district measures.

	ACTION PLAN	ASSIGNED RESPONSIBILITY	DESIRED OUTCOMES
Plan 1	<ul style="list-style-type: none"> <li>● Reading teachers will meet on a monthly basis to support assessment practices and review data gathered.</li> <li>● Reading teachers will support teachers in matching interventions to student needs and implementing interventions with fidelity.</li> <li>● Reading teachers will collaborate with Title I interventionist to enhance student support.</li> </ul>	Principals Reading Teachers	Through collaboration, improve the knowledge and technique of elementary reading teachers to use ongoing assessment to monitor student progress.
Plan 2	<ul style="list-style-type: none"> <li>● Continue to pilot Units of Study program for reading.</li> <li>● Launch pilot of Units of Study program for writing.</li> <li>● Launch pilot of Fountas and Pinnell classroom materials.</li> </ul>	Assistant Supt. Principals Teachers	Identify a consistent literacy programming for kindergarten to grade 4 instruction.
Plan 3	<ul style="list-style-type: none"> <li>● In the spring of 2019, select literacy programming based on pilot results.</li> <li>● Create an implementation plan for the adoption of the literacy programming.</li> </ul>	Assistant Supt. Principals Teachers	Adopt a district-wide literacy program.
Plan 4	<ul style="list-style-type: none"> <li>● Continue to offer training to teachers in google apps and google classroom.</li> <li>● Locate and share resources for teaching students to select and use appropriate digital tools for communication.</li> </ul>	Assistant Supt. Director of Technology Principals Teachers	Students will effectively use digital literacy to communicate their opinions, share learning, and tell stories.

- Teach students to utilize digital tools for the writing process.

Implement structures to improve response to intervention, curriculum and planning, and creative thinking and problem solving practices based on analysis of student data.

	ACTION PLAN	ASSIGNED RESPONSIBILITY	DESIRED OUTCOMES
Plan	<ul style="list-style-type: none"> <li>● Principals, Assistance Team members and Special Education Department representatives will analyze current practices across all three elementary schools</li> <li>● Principals, Assistance Team members and the Special Education Department representatives will collaborate to develop common language around Assistance Team names (TAT, CSI, SST), practices and expectations</li> <li>● Principals, Assistance Team members and the Special Education Department representatives will collaborate to develop common Assistance Team documents and protocols for initial requests for support, data collection, strategy outcome recording and student referrals</li> </ul>	Teachers Principal Assistant Supt. Special Education Elementary Program Supervisors	To improve response to intervention, creative thinking and problem solving practices across all three elementary schools by creating consistent and effective "Assistance Teams"

Plan and 4	<ul style="list-style-type: none"> <li>● Principals and teachers will work together to establish expectations for common planning time.</li> <li>● Teachers will utilize some common planning time to visit other classrooms.</li> <li>● General education teachers will utilize common planning time to collaborate about student learning including learning objectives, assessments, and interventions.</li> </ul>	Teachers Principal Assistant Supt.	Teachers will effectively use common planning time to plan for curriculum instruction, and assessment.
Plan 4	<ul style="list-style-type: none"> <li>● Staff and Administration will identify areas of need based on student data (baselines, MCAS, etc.) in order to best utilize Title I support in each building.</li> <li>● Title I staff will continuously analyze data along with school staff to re-assess student needs, areas of focus, and delivery of instruction..</li> </ul>	Teachers Principal Assistant Supt.	Measurable growth in the identified areas of need will be shown.

**Increase staff understanding and use of research-based student engagement practices.**

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Plan	<ul style="list-style-type: none"> <li>● Provide staff with training about the antecedents to strong student engagement, based upon research conducted by the leadership team.</li> <li>● Elicit from staff information and feedback about engagement practices being used successful.</li> <li>● Provide opportunities for staff to collaborate with colleagues about student engagement research and practice.</li> </ul>	Principal Assistant Supt.	Support teacher use of research-based practices which support strong student engagement.



Plan	<ul style="list-style-type: none"> <li>● Teachers will be trained in two district-wide agreed upon engagement strategies.</li> <li>● Evaluators will perform targeted observations of student engagement strategies and provide focused and meaning feedback to teachers.</li> <li>● Utilize digital tools in mathematics to increase relevance and autonomy for students.</li> </ul>	Principal Assistant Supt.	Increase student motivation to learn and take academic risks.
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**enhance the learning experiences of Robin Hood students by building stronger relationships with community partners**

GOAL	ACTION PLAN	ASSIGNED RESPONSIBILITY	DESIRED OUTCOMES
Strategic	<ul style="list-style-type: none"> <li>● Reinforce the importance of service through community service projects supporting The First Congressional Church of Stoneham's Food Pantry, the Salvation Army, Relay for Life Stoneham and the Meals on Wheels program</li> </ul>	Teachers Principal Assistant Principal Counselors PTO	Students will learn about the importance of giving back to our community.

strategic	<ul style="list-style-type: none"> <li>● Partner with the Mystic Valley Elder Services' RSVP Program, the Stoneham Garden Club, the Girl Scouts of America, and StonehamBank to welcome their service into our school</li> </ul>	Teachers Principal Assistant Principal PTO	Students will learn about how valued the Robin Hood School is to the Stoneham community
strategic	<ul style="list-style-type: none"> <li>● Foster new relationships and strengthen existing collaborations with factions of the Stoneham community that may not have typically work closely with the schools; such as the Stoneham Council on Aging, local Assisted Living Communities and Stoneham Veterans Services</li> </ul>	Teachers Principal Assistant Principal School Site Council PTO	To introduce community members to the great work taking place by Robin Hood students and staff