



ROBBINSDALE Area Schools

School Improvement (SI) Plan Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Robbinsdale Middle School 6-8	Phone: (763) 504-4800
School Address: 3730 Toledo Ave N. Robbinsdale, MN 55422	Fax: (763) 504-4832
Principal: Shirrie Jackson	Email: shirrie_jackson@rdale.org
School Identification: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> Targeted Support & Improvement (TSI) <input type="checkbox"/> Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number Robbinsdale Area Schools ISD 281	Superintendent Phone: 763-504-8000
Superintendent: Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Ave North New Hope, MN 55427	District Fax: 763-504-4832

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Shirrie Jackson	Principal	shirrie_jackson@rdale.org
Jay Hancock	Assistant Principal	jay_hancock@rdale.org
Joseph Purvis	Assistant Principal	joseph_purvis@rdale.org
Jennifer Holtgrewe	IB Coordinator	jennifer_holtgrewe@rdale.org
Peggy Marvin	AVID Coordinator	peggy_marvin@rdale.org
Melissa Davey	Learning Leader	melissa_davey@rdale.org
Jason Vogel	Learning Leader	jason_vogel@rdale.org
Michele Baker	Learning Leader	michele_baker@rdale.org
Kari Maryn	Learning Leader	kari_maryn@rdale.org
Bri Kiecker	Learning Leader	brianna_kiecker@rdale.org
Nick Ostrov	Special Education Dept. Chair	nick_ostrov@rdale.org
Sam Meyers	School Counselor	samuel_meyers@rdale.org

CSI or TSI School Identification Information. Check boxes of identification

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	<input type="checkbox"/>	X	X	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or more races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRP (Free/Reduced-Priced meal eligible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpEd (Special Education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL (English language Learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Demographic Information (All Schools)

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	0.2%	2
Asian	6.2%	53
Hawaiian/Pacific Islander	0	0
Hispanic	23.2%	200
Black, not of Hispanic Origin	38%	327
White, not of Hispanic Origin	24.4%	210
Two or More Races	8%	69
English Learner	14.2%	122
Special Education	17.1%	147
Free/Reduced-Price Lunch	67.8%	584
Homeless	2.2%	19
Neglected	I don't have access to this data	
Delinquent	I don't have access to this data	
Foster Care	I don't have access to this data	
Military	I don't have access to this data	
High Mobility	I don't have access to this data	

1. Data Review (All Schools)

As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Rows can be added or deleted as needed

Data Teams are expected to review the following data.	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Enrollment Data		<ul style="list-style-type: none"> • Monthly ILT meetings with Learning Leaders to review data trends. •
MCA/MTAS Proficiency and Achievement Level Data at the School Level, by Student Group and Grade RMS Prelim MCA/MTAS Data 2019 (Please open in google docs and not preview to view data correctly)	Reading proficiency went up, but we still have work to do. Math data low and we must change things to try to change the trajectory of math data.	
MCA/MTAS Growth Data (focus on high growth , not just expected growth) MCA Growth Data Prelim 2019 Math and Reading (Please open in google docs and not preview to view data correctly)	<p>Please remember that proficiency (achievement) and growth are two completely different measures. Growth doesn't take into account their proficiency, it's really whether they reached a growth target, so all students are equally expected to grow, regardless of how they scored on the MCA.</p> <p>Reading shows considerable growth across the grade levels. 6th grade showed the most growth in reading. Math showed more growth (blue and green) in grades 7 and 8. Grade six showed very little growth (blue and green)</p>	<ul style="list-style-type: none"> • Consistent math instruction in 6th grade • Use of stations across all math classrooms • Increase student participation in number talks
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by	N/A	N/A

Grade		
ACCESS for ELs Proficiency Data	Who has this data?	
FAST Data at School Level, by Student Group and by Grade FAST Data 2019 (Please open in google docs and not preview to view data correctly)	FAST is in early implementation. It will be interesting to track this data over time to see how best to use it. We need more training on FAST to find out how to best utilize all that FAST has to offer. (interventions, CBM's, etc.)	When new students enroll from outside the district, administer the FAST reading and math within their first week of attendance Email results to Greenhagen and Maryn.
Diagnostic Data by Student Group and by Grade	Reading has a datasheet that has all this information on it. Maryn shared student data with staff last year showing reading levels of students in each class for content area teachers. More work on this to assist teachers in appropriate levels of text and questions (whatever students produce) to be at their level to help them GROW. ALSO--to not have them disengage with learning. (when things are just inaccessible to them.) Maryn and Holtgrewe are going to be support to PLC's as well as departments to offer help in doing this work. Dr. Cash book Advancing Differentiation has examples of how to ask students to produce at their appropriate level. Teachers need to know which level is the right one for each student, and then WHAT to ask them to produce. Baker bought this book. Apparently there are some copies in the district somewhere. Math database has been created. Next steps are to work with the database and create math groups based on student needs.	
Progress Monitoring (Intervention) Data by Student Group and by Grade	We have progress monitoring tools created for reading. Math needs to create progress	

	<p>monitoring assessments. Math needs a screener tool How can we use FAST tools?</p>	
No Credit (NC) Data by Student Group and by Grade		
Office Referral/Suspension Data by Student Group and by Grade		
Program Enrollment/Participation Data by Student Group and by Grade		
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	SIP should be referred to in leadership meetings to ensure all PD/building work is aligned to SIP.	
Perception data collected from staff, students, parents, or other stakeholders	Staff data shows high confidence in the work we do, and in fellow staff. Express concern over communication and teacher voice in decision making.	
Other building specific data		<p>Get Ready data shows</p> <p>ETS data shows</p> <p>Source Data shows -</p> <p>Targeted Services Data shows that out of 76 students enrolled in the reading and math after school program, 34 attended consistently from November 2018 through April 2019. This is the lowest attendance for TS students in the last 7 years. Historically, the attendance was highest in TS when staff had the option of adding an exploratory subject focus to the class (½ time reading and ½ time focus activity then ½ time math and ½ time focus activity), and before the Source after school program</p>

		<p>was in our building. The source offers an after school program similar to a Y youth center with no structured academics and all exploratory focus. Of the 34 students that attended regularly, 36% of them improved on the MCA MATH test from 17-18 year to 18-19 year, 54% of them improved on the FAST MATH test during the 18-19 school year. 45% improved on the MCA READING test from the 17-18 to 18-19 School year. 85% improved on the FAST READING test throughout the 18-19 school year.</p>
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2. Comprehensive Needs Assessment Summary (Part 2) (All Schools)

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

Use the section below to list the team’s identified successes, prioritized concerns, and hypothesized root causes for identified concerns

<p align="center"><u>Successes</u></p> <p>After reviewing the data in step 1, what successes have been identified by the team? Successes should be connected to the data in your CNA table</p>	
<p>Reading</p>	<p>Only middle school in the district to show reading growth on MCA. 6-8 reading classes created and implemented a SecondaryReading Innovation Plan. We are offering differentiation in all directions, to best meet the needs of each student.</p> <p>Twice this year, the reading department sat down and spoke about each and every student by NAME, looked at their individual data, and placed them in a flexible group to best meet their needs.</p> <p>Data driven, student specific plans created for each student.</p> <p>Students are met with several times a year to discuss their data and group placement. They know exactly what they need improvement on, and what areas are their strengths. In many cases, students are part of the decision making process, as they begin to own their own learning.</p>

	<p>In most reading classes, all students participating in extended periods of time (30-50 min) of choice reading each day in reading class.</p> <p>Students have access to many audio books, which is helping to “grab” students into books, they normally wouldn’t attempt to read.</p> <p>RMS is becoming a place where students see themselves as readers. They have bought into what we are doing. Media Center staff have been amazing and flexible in allowing higher level reading kids to come to the media center each day to participate in book clubs.</p> <p>Media Center stays current on top YA books, so we can always find excellent books for our students to read.</p> <p>RMS READS</p>
Mathematics	More students asking questions in class. Co-taught with SpEd was helpful in terms of getting more 1:1 time with students.
Graduation (if secondary)	
English Language Proficiency	
Attendance	

Prioritized Concerns

After reviewing the data in step 1, what concerns were noted?

Concern

Reading	<p>Technology as a “babysitter”. Unplugging students so they can spend time READING A BOOK!</p> <p>Explicit & consistent teaching of Approaches to Learning skills to help students reflect on and own their learning</p> <p>Lack of growth for Sped and EL students, even with co-taught classes, but especially in pull-out Sped classes</p> <p>Lack of best practice vocabulary instruction across content areas</p> <p>Lack of chunking and scaffolding to support reading comprehension across content areas</p> <p>Need additional and varied opportunities for students to hear a fluent adult reader--LL need to support this.</p> <p>Co-teaching works when it happens as real co-teaching. We need to provide effective co-teaching training. It’s much more than just putting two teachers together.</p>
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Mathematics	<p>Co taught classrooms in 7th grade math with Special Education teachers were not opportunities for rigorous instructional best practices. We need to provide effective co-teaching training. It's much more than just putting two teachers together.</p> <p>(Perhaps add Need for explicit & consistent teaching of Approaches to Learning skills, such as Self-Management: Perseverance skills, to address math problem-solving stamina? Or: Need for explicit & consistent teaching of Approaches to Learning Communication skill of using/understanding mathematical notation and/or use/interpretation of content specific terminology?)</p> <p>Double-dosed math students showed very little growth in their achievement on MCA Math. Intervention not NEARLY as effective as it should be.</p>
Graduation (if secondary)	N/A
English Language Proficiency	Co-teaching works when it happens as real co-teaching. We need to provide effective co-teaching training. It's much more than just putting two teachers together.
Attendance	
Other: school climate/culture for both staff and students	<p>Students often talk about "ghetto-school" or "poorest school in the district". Students with poor behaviors are often not dealt with in a timely manner, and this brings down morale of staff and students.</p> <p>Staff is either hot or cold in regards to how they feel things are going in the building. Looking to bring staff along to create a more positive working environment. Help teachers find their joy in teaching, reminder of why we are here. When teachers can feel the joy, then we can share that joy of learning with our students.</p>

Hypothesized Root Causes

A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a strategy to address hypothesized root cause.

Reading	Students are below level in reading comprehension and application skills in each grade. Specific reading intervention needs to continue. Continue to improve intervention/extensions.
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	Not enough follow through from reading interventionist and Learning Leaders (due to no time allocated for either) to support content area teachers in implementation of reading interventions and balanced literacy as well as AVID critical reading strategies.
Mathematics	Students are far below level in math comprehension and application skills in each grade. While 57 students were given an additional math support class, minimal growth was shown. Specific math intervention needs to happen, per individual student needs. Students don't know their own learning data to help them know where to go in terms of what they need to master. 6th grade had the loss of a teacher due to cancer, which was traumatizing to students and staff alike. Teachers were moved to teach math who weren't excited about their placement. 6th grade shows very high numbers of students with no growth.
Graduation (if secondary)	
English Language Proficiency	
Attendance	Red children (put data here) were significantly higher in ___ grade. Do we have lower attendance than others in the district? Let's put data about this here.
Other: school climate/culture for both staff and students	Death of a beloved teacher, subs taking over class, and ultimately new staff hired late fall. Student's and some teacher's schedules were revised, leading to frustration and disruption of learning. Beloved support staff/role model moved to a different state in December, causing student social groups that he created to discontinue. Newer administration and administrative leave (illness) led to shortage in leadership, As a result, severe behaviors got in the way of learning particularly in 6th grade. Significant Focus went off of instruction and went to behavior management last quarter of 2019 to address significant behaviors. Systems team was implemented second semester as well as Tier 2 intervention room. Personal Learning Coach was hired, as well as another Hall Monitor to address the needs of student behavior and support overall school success. Handful of students created chaos among other students and staff (bullying, harassment, disruption of learning, fights), creating a sense of being powerless. Staff physical and emotional injuries increased due to stress from breaking up fights and threats from disruptive students. Collaborative conversations with district office directors, school administrators, students and families helped curb behavior and set several students on the path to more success. Some of the students were placed in alternative settings, which reduced stress levels of students, improving learning environment.

3. School Improvement Strategies (All Schools)

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, set goals aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools and MTSS) rather than separating Reading, Math, Science, Climate and Graduation)

Strategy #1	Click here X if the strategy is an Evidence-Based Practice (EBP)
<p>The Strategy we are going to implement is...</p>	<p>Improving the culture in our community. As a community, we know it takes all parties involved to make a positive change. Addressing reported climate issues by staff and students on various surveys will help us come together as a community that is united around learning together and having fun while we do it.</p> <p>Focus on the 4:1 (four positive to every 1 negative) -- not just anecdotal conversations about it. How can we change the ratio we are seeing?</p> <p>Online parent academy to better communicate about our classrooms---different from week at a glance. we are all in this together</p> <p>Conferences---something to put in place for connecting with parents who don't/can't come.</p> <p>Social committee to include all staff.</p> <p>Building Beautification - increasing aesthetics inside and outside of building</p> <p>Street Signs, cafeteria, positive messages in halls, restrooms, common areas</p> <p>Student artwork in offices, displayed throughout building</p> <p>Electronic Sign (LED) in front of school</p> <p>“Homeroom” Phone Calls - A ½ or first core class, make regular phone calls home for EVERY student.</p> <p>Positive Postcards sent from staff</p> <p>Safe Schools Strategies schoolwide</p> <p>CHAMPs Strategies schoolwide (including behavior and class transition plan)</p> <p>Tier 2 and 3 classrooms to reduce suspension, re-integrate students into class</p> <p>Revision of hallway and cafeteria expectations district wide</p> <p>Positive Hallway Sweeps</p> <p>STOIC</p> <p>BARR system for 6th grade/building-wide strategies; use of I-Time lessons to teach and build a positive community of respect and understanding and strengthen student-student relationships as well as teacher-student relationships.</p> <p>Strategic “whole child” data collection by 6th grade teachers of their A 2/4 class of students; this data is brought to small team meetings (5 teachers, grade level counselor, BARR coordinator) and recorded on the master BARR spreadsheet, data brought forward to grade level meetings (6th grade teachers, MTSS team, BARR coordinators, admin). Data collection from BARR coordinator on all aspects of student development; academic, social-emotional, behavioral, positive and negative - with the intent to recognize patterns that need to be addressed within I-Time lessons for the grade, as well as students who need additional support and those who need strengths celebrated.</p> <p>Intentional analysis of data and strategic, solution-focused problem solving as a team.</p>

<p>...to address this Root-Cause(s)</p>	<p>Students and staff report negative feelings regarding our community. Words like “ghetto school” or “poorest school in the district” permeate the mindset of many students and staff. Behavior has taken the front seat in the work being done. There is a deep need to shift the focus back to instruction. We are a community that learns together. We are a community who is joyful to be together at RMS. We love to be here and to learn together.</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>All students who answered survey “I belong” on the Student Perception Survey will increase from ___% to ___% during the 2019-2020 SY..IS THERE A QUESTION ABOUT PERCEPTION OF LEARNING?? All staff who indicated _____ on the School Culture Rewired survey given in Spring 2019,, will increase from ___% to _____% during the 2019-2020 SY.</p>

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: Improving the culture in our community. As a community, we know it takes all parties involved to make a positive change. Addressing reported climate issues by staff and students on various surveys will help us come together as a community that is united around learning together and having fun while we do it. Strategies include:

- Focus on the 4:1 (four positive to every 1 negative) -- not just anecdotal conversations about it. How can we change the ratio we are seeing?
- Online parent academy to better communicate about our classrooms---different from week at a glance.
- We are all in this together; build resilience in our staff
- Conferences---something to put in place for connecting with parents who don't/can't come.
- Social committee to include all staff.
- Building Beautification, welcoming entryway, re-paint, RMS common Tshirt for visual unity, Street Signs for hallways to label them as IB learner profiles (Principled Pathway), Electronic RMS school sign on street
- “Homeroom” Phone Calls - A 1/3 or first core class, make regular phone calls home for EVERY student.
- Positive Hallway Sweeps
- STOIC

Root-Cause: Students and staff report negative feelings regarding our community. Words like “ghetto school” or “poorest school in the district” permeate the mindset of many students and staff. Behavior has taken the front seat in the work being done. There is a deep need to shift the focus back to instruction. We are a community that learns together. We are a community who is joyful to be together at RMS. We love to be here and to learn together.

Goal: Copy from the summary above

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date	
				u	e	t	o	v	e	c	a	e	a	a	u	n	
				g	p	o	v	e	c	a	e	a	a	u	n		
				s	t	b	e	r	e	r	y	h	l	e	e		
				t	e	r	r										
Workshop week: staff go over Student Culture Survey results. Use activities from School Culture Rewired book to inform this work and to set the framework for all the work we will do this year. All PD/meetings we provide, we will refer back to survey.	Positive Development Group (Missy and Kari)	Staff work around the survey. Collect teacher work from PD session	1 ½ hrs during Monday, August 26, 2019.	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Positive Development Team will follow through the School Culture Rewired book to create change as laid out in the book including a survey on the Purpose of Education and the “Who Owns What” survey. We will use staff development days and staff meetings to work with staff through the results of each survey to help create a more cohesive, like-minded staff. Survey results will show leadership where there are issues to work on, and positives to capitalize on.	Positive Development Team	Survey Results and staff work around the results to inform next steps.	Time during staff meetings and PD days during the year.	X	X X	<input type="checkbox"/> x	X <input type="checkbox"/>	<input type="checkbox"/> X	X <input type="checkbox"/>	X <input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/> X	<input type="checkbox"/> X	X <input type="checkbox"/>	X x <input type="checkbox"/>		
Positive Development Team working with staff, students and families to create a lovelier RMS. Building Beautification Project underway to make our school more beautiful, approachable, lovely and fun!	Positive Development Team (Jen Holtgrewe)	Before and after building photos. Gather parent/staff/student feedback around building beautification.	- Front landscaping July 25th funded by \$1500 Home Depot grant -Painting, initial summer 2019 work funded by IB and teachers, school fundraisers for on-going work	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

			-Artist in residency to design RMS positive academic-foc used logo to rebrand our school on t-shirts and social media, all staff and students to receive a t-shirt at the start of year to wear on a selected day of each week to promote our positive culture visually.															
Positive Development Team create student survey to give at the beginning of the year, mid-year and the end of the year to gather data on students feeling part of the community as well as students seeing themselves as part of a learning community.	Positive Development	Click or tap here to enter text.	Click or tap here to enter text.		X				X				X					
Create grade level (7 & 8) student document to show students being contacted by staff. List student strengths in that document.	Positive Development (Sam Meyers/Grade level teams)	Spreadsheet including all students to keep track of positive engagement with student/families	Created Google Sheet to keep track of data. Ongoing throughout the school year.	X	X	X	X	X	X	X	X	X	X	X				

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

Progress Toward Goal #1:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
The strategy is aligned to our [Safe and Civil Schools Pillar](#). The pillar refers specifically to maintaining a 4:1 positive:negative comment ratio. Also, by increasing parent communication and support, we will allow families to feel more engaged in what is happening in our school. The building beautification and street signs help visually make our school more appealing and increase the likelihood that students and staff will show respect to their surroundings and each other. The social committee will help staff feel more welcome in the building and more invested in our direction as a school.

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
A teacher led group has been formed called Positive Development focused on improving climate at RMS to create a more JOYFUL culture!
New electronic sign being installed summer 2019.
Home Depot grant representative working with staff to redo the front of the building with landscaping to reclaim the landscape beds and provide a more welcoming clean entrance.
Phone calls have been encouraged and have increased, but we need more positive phone calls to be made. Some students never receive phone calls home for any reason. Creating Spreadsheet to keep track of any positive communication for students; all staff will have access to this spreadsheet.

- How has student achievement been impacted? What is the evidence?
Students and staff view our school as “less than” as evidenced by both the Student Perception Survey as well as the RMS School Climate survey sent out to staff.

- How will implementation be adjusted and/or supported moving into the next year?

Year-long Book Study on [School Culture Rewired](#) by *Steve Gruenert and Todd Whitaker*. Leadership team and Positive Development team working together to follow up on staff survey using protocol laid out in the book.

Ongoing check-ins with students and staff regarding perceptions (surveys, etc.)

Create opportunities for student and family involvement in school-wide beautification projects to engage our whole community, promote ownership and pride in our school environment.

Positive Development group solutions oriented work.

Using Grade Level meeting time to discuss students who have not any positive communication home and ensuring it happens for all students at RMS.

Strategy #2	Click here X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Creation and year one implementation of Math Innovation Plan. Math department will be using the Reading Innovation Plan to create their own plan to meet the specific math needs of each student individually.
to address the Root Cause	Students are far below level in math comprehension and application skills in each grade. While 57 students were given an additional math support class, minimal growth was shown. Specific math intervention needs to happen, per individual student needs.
Which will help us meet this student outcome Goal*	<p>The percentage of all students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient on the Math MCA will increase from 17% to ____% in 2020.</p> <p>The percentage of EL Students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient on the Math MCA will increase from .8% to __% in 2019.</p> <p>The percentage of African American students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient in Math will increase from __% to __% in 2020.</p>

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #2

Strategy #2: Creation and year one implementation of Math Innovation Plan. Math department will be using the Reading Innovation Plan to create their own plan to meet the specific math needs of each student individually.

Root-Cause: Students are far below level in math comprehension and application skills in each grade. While 57 students were given an additional math support class, minimal growth was shown. Specific math intervention needs to happen, per individual student needs.

Goal: The percentage of EL Students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient on the Math MCA will increase from __% to __% in 2019.

The percentage of African American students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient in Math will increase from ___% to ___% in 2020.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	a	a	u	u	
				g	p	t	v	n	n	b	r	p	r	n	n	
				s	t	e	e	e	a	u	c	r	i	e	e	
				t	e	m	b	b	r	r	h	l				
				r	b	e	e	e	y	y						
Math team meets during the summer to reflect on 2018-2019 data. What worked, what didn't work? Creating intervention/enrichment groups to better meet the needs of each student, based on individual student data.	Maryn and math dept	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Create comprehensive math data sheet to show individual student data, and track the interventions, assessments, etc. for each student.	Maryn	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Create individual student data sheets to meet with students individually about where they are, and areas they need to grow in. These sheets will contain multi-year MCA and FAST data as well as any other assessments the math department wants to add. Students will be the owners of their own data, which will lead to more ownership of their learning.	Maryn will make sheets, math teachers will meet with students.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

Progress Toward Goal #2:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
Creating tired groups for math support in all math classes ties to MTSS in terms of Tier 2 interventions happening in math classrooms.

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

Nothing has been implemented. Math department will be meeting end of June to begin looking at MCA and FAST data to start to create groups and planning for next year.

- How has student achievement been impacted? What is the evidence?

- How will implementation be adjusted and/or supported moving into the next year?

Strategy #3	Click here X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Balanced Literacy across all content areas. Review of steps 1-3, implementation of 4-6. Reading Department and ELA will spearhead all this work, so that students will be receiving all these 6 elements many times a week.
to address the Root Cause	6-8 Full Implementation of Reading Innovation Plan.
Which will help us meet this student outcome Goal*	The percentage of all students enrolled on October 1st, 2019 at Robbinsdale Middle School who are proficient on the Reading MCA will increase from 39.59% to ____% in 2020.. The percentage of English Learner students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient in Reading MCA will increase from ____% in 2018 to __% proficient in 2020.

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #3

Strategy #3: Balanced Literacy across all content areas. Review of steps 1-3, implementation of 4-6.

Reading Department and ELA will spearhead all this work, so that students will be receiving all these 6 elements many times a week.

Root-Cause: 6-8 Full Implementation of Reading Innovation Plan.

Goal: The percentage of all students enrolled on October 1st, 2019 at Robbinsdale Middle School who are proficient on the Reading MCA will increase from 39.59% to ____% in 2020..

The percentage of English Learner students enrolled October 1st, 2019 at Robbinsdale Middle School who are proficient in Reading MCA will increase from ____% in 2018 to __% proficient in 2020.

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	a	a	J	J	
				g	p	t	v	c	n	b	r	p	a	u	u	
				s	t	o	e	e	a	r	r	r	y	n	l	
				t	e	b	m	m	a	h	i			e	y	
				b	e	r	b	b	r	a						
				e	r		e	e	y	r						
				r			r	r								

Reading Team to meet and go over MCA/FAST data, for incoming 6th grade, as well as current students. Place students in appropriate reading group, to best meet their needs.	RMS Reading Team	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
More work on this to assist teachers in appropriate levels of text and questions (whatever students produce) to be at their level to help them GROW. ALSO--to not have them disengage with learning. (when things are just inaccessible to them.) Maryn and Holtgrewe are going to be support to PLC's as well as departments to offer help in doing this work. Dr. Cash book Advancing Differentiation has examples of how to ask students to produce at their appropriate level. Teachers need to know which level is the right one for each student, and then WHAT to ask them to produce.(Baker bought this book. Apparently there are some copies in the district somewhere). FOCUS ON LEARNING Re-engage students in learning, natural benefit is less behavior.	Holtgrewe and Maryn	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning Leaders will continue to provide PD on the 6 Components of Balanced Literacy.	Learning Leaders	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #3:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
Reading classes providing specific interventions to meet specific reading needs. 30+ minutes each reading class of choice reading. Each reading teacher will provide a daily read aloud to model fluent reading.

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

7-8 grade implementation, with some 6th grade teachers trying in their own classrooms. Adult evidence is found in our 2019-2020 [Reading database](#)

- How has student achievement been impacted? What is the evidence?

Students see themselves as readers. Creating a culture of readers at RMS. Creating reading stamina. Helping students find books they like. Providing tools to students to increase fluency and decoding, to increase comprehension.

RMS students 6-8 grade went from 36.9% proficient in 2017-2018 Reading MCA's to 39.6% proficient in 2018-2019 Reading MCA's.

- How will implementation be adjusted and/or supported moving into the next year?

Moving to include all 6-8 reading teachers in reading programming. Classes will all be run similarly with 45 min of class being choice reading and read aloud, and 45 minutes being specific intervention/extension group time.

- Learning Leaders will provide ongoing PD on the 6 components of Balanced Literacy at district PD and school staff meetings .

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Click or tap here to enter text.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

