



School Improvement Plan

Robert F. Kennedy | 2018-2019

2018-19 School Demographic Profile

Robert F. Kennedy Elementary						
Enrolled Students 472						
% Black:	19.7%	% Limited English Proficient (LEP)	24.2%			
% Hispanic:	51.1%	% Special Education:	12.5%			
% White:	17.6%	% Free/Reduced Meals:	70.3%			
% Other:	11.6%					
School Climate Data:	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student Attendance Rate	95%	94%	94%	94%	94%	93.9%
% of Students Chronically Absent	13%	19%	22%	17%	19%	18.8%
Number of In School Suspensions	0	0	1	1	2	0
Number of Out of School Suspensions	54	74	34	18	9	24
Total Suspensions	54	74	35	19	11	24
Teacher Attendance Rate:						87%

Robert F. Kennedy: Vision Statement

The Robert F. Kennedy Elementary School is a diverse learning community committed to the goals of empowering all students to achieve their personal best *and* developing the whole student-intellectually, physically, socially, and emotionally-in a changing global society.

School Improvement Strategies and Implementation Timeline

SMART Goal #1: Insert your LITERACY goal below. Include sub group targets that will help close achievement gaps.

Our goal is to increase achievement and growth in literacy for all Robert F. Kennedy students. To meet this goal, we will focus on overall achievement and gap closure in student subgroups. Specifically:

- We will increase the overall percentage of students scoring “*Met Expectations*” or “*Exceeded Expectations*” on the 2019 RICAS ELA Assessment by **5%** (**34.5%** on RICAS 2018 increasing to to **39.5%** on RICAS 2019)
 - Our population of students with IEPs will grow from **0%** to **5%** met or exceeded expectations in ELA
 - Our population of students without IEPs will grow from **38.4%** to **43.4%** met or exceeded expectations in ELA
 - Our ELL population will grow from **12.1%** to **17.1%** met or exceeded expectations in ELA
 - Our non-ELL population will grow from **37.5%** to **42.5%** met or exceeded expectation in ELA

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool will you monitor adult behavior?	What are your student outcome targets?	With what tool and how frequently will you monitor student outcomes?	Monthly Progress Monitoring for Each Strategy
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1.1		Increases in the following adult behaviors, <i>BOY to EOY</i>: ■ 75% to 95% set goals collaboratively at least 2-3 times per month ■ 85% to 95% review student data to make instructional decisions at least 2-3 times per month ■ 85% to 95% work collaboratively to develop/modify instructional materials to meet students' needs at least monthly ■ 35% to 95% observe one another's classrooms to offer feedback at least 1-2 times per year	Weekly PLC agendas Professional Learning Activities Survey (adapted from <i>Surveyworks</i>) administered at <i>BOY, MOY, EOY</i>	◆ Changes in PR on STAR Reading: In Grades 2-5, 20% increase in the number of students in each percentile rank category, <i>BOY to EOY</i>: ■ 17 students with: PR < 10 ■ 14 students with PR < 25 ■ 12 students with PR < 40 ■ 16 students with PR 40 > and < 60 ■ 38 students with PR ≥ 60 In Grade 1, ■ 80% of students in Grade 1 will reach a scaled score of 776 by EOY ◆ Median SGP scores > 50 ◆ Percent of students with positive NCE	◆ STAR Reading and Early Literacy at <i>BOY, MOY, and EOY</i> during testing windows; progress monitoring for students who are intervention or urgent intervention ◆ SGP two times per year: BOY to MOY and BOY to EOY ◆ NCE data examined at EOY	By end of September 2018 we will: Set grade-level PLC norms; administer BOY STAR Reading and Early Literacy By end of October 2018 we will: Examine BOY STAR scores and set goals; administer BOY Professional Learning Survey By end of November 2018 we will: Analyze Professional Learning Survey data; analyze progress monitoring STAR Reading and Early Literacy data By end of January 2019 we will: Examine proficiency and growth BOY to MOY in STAR Reading and Early Literacy; Administer MOY Professional Learning Survey By end of March/April 2019 we will: Examine proficiency and growth BOY to MOY2 (March) in STAR Reading and Early Literacy By end of May/June 2019 we will: Examine proficiency and growth BOY to EOY in STAR Reading and Early Literacy; Administer EOY Professional Learning Survey
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1.2	Teachers will use differentiated classroom practices in literacy, ensuring high expectations, rigorous instruction, and support for all learners.	Leadership Team observations on the Look-for Tool will yield the following findings, <i>BOY to EOY</i>: ■ 100% of observations show <i>at least some</i> that teachers vary delivery (instructional strategies) by group or individual ■ 100% of observations show <i>at least some evidence</i> that scaffolds are in place to support students as needed ■ 100% of observations show <i>at least some evidence</i> that teachers use informal assessments to track student understanding ■ 100% of observations show <i>at least some evidence</i> that teachers group students or adjust instruction based on formative assessment	RF Kennedy Look-for Tool based on the Highlander Institute Priority Practices Tool (<i>Differentiation Domain</i>)	Increases in the student self-perceptions of the following, <i>BOY to EOY</i>: ■ Excitement to attend and participate in reading activities from 48% to 80% <i>favorability</i> ■ Focus in reading from 52% to 80% <i>favorability</i> ■ Understanding of material covered in reading from 55% to 80% <i>favorability</i> ■ High expectations in reading from 67% to 80% <i>favorability</i> ■ Persistence in reading from 65% to 80% <i>favorability</i>	Student survey on perceptions of school engagement and rigorous expectations in reading, administered at <i>BOY, MOY, and EOY</i>	By end of September 2018 we will: Within grade levels, plan, implement, and debrief ways in which reading is differentiated in classrooms By end of October 2018 we will: Within grade levels, examine the Highlander Priority Practices Tool to select checklist; plan observations; administer BOY student perception survey By end of November 2018 we will: Implement BOY reading observations and examine data; analyze BOY student perception survey By end of January 2019 we will: Administer MOY student survey on reading perceptions By end of March/April 2019 we will: Implement MOY reading observations and examine data; analyze MOY student perception survey with staff and families By end of May/June 2019 we will: Implement EOY reading observations and examine data; administer & analyze EOY student survey
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						with staff and families
1.3	To close achievement gaps in literacy, we will create a comprehensive Multi-Tiered System of Supports (MTSS) at Kennedy. The MTSS team will help students who are struggling with academics and behavioral issues by using data to create individualized improvement plans for students and monitoring progress toward student-specific goals.	100% of the team will rate the MTSS process at Kennedy as at least “<i>Transitioning</i>” on the following rubric components: ■ Is the decision-making model outlined and defined? ■ Who has the responsibility for data-based decision making and problem-solving? ■ How are team and roles established to support evidence-based decision making? ■ How does the team use data sources to inform decisions and make recommendations?	MTSS weekly meeting agendas RF Kennedy MTSS Implementation Rubric	Increases in reading proficiency for targeted students, case-by-case basis	MTSS Data Tracker Summary-Reading Each grade level will bring at least 5 students, who are in urgent need of intervention, for initial and follow-up meetings with the MTSS team.	By end of September 2018 we will: Create referral forms and structure of MTSS meetings; develop norms By end of October/ November 2018 we will: Plan reading interventions for referred students; enter progress monitoring data in the tracker. Collect & discuss team rubric ratings, time point 2 By end of January 2019 we will: Enter progress monitoring data in the tracker; review data on targeted students By end of March/April 2019 we will: Enter progress monitoring data in the tracker; summarize data on targeted students; Collect & discuss team rubric ratings, time point 2 By end of May/June 2019 we will: Enter progress monitoring data in the tracker; summarize data on targeted students; Collect & discuss team rubric ratings, time point 3

SMART Goal #2: Insert your MATH goal below. Include sub group targets that will help close achievement gaps.

Our goal is to increase achievement and growth in mathematics for all Robert F. Kennedy students. To meet this goal, we will focus on overall achievement and gap closure in student subgroups. Specifically:

- We will increase the overall percentage of students scoring “Met Expectations” or “Exceeded Expectations” on the 2019 RICAS Assessment by **5%** (**27.3%** on RICAS 2018 increasing to to **32.3%** on RICAS 2019)
 - Our population of students with IEPs will grow from **10%** to **15%** met or exceeded expectations in math
 - Our population of students without IEPs will grow from **29%** to **34%** met or exceeded expectations in math
 - Our ELL population will grow from **13.2%** to **18.2%** met or exceeded expectations in math
 - Our non-ELL population will grow from **28.9%** to **33.9%** met or exceeded expectation in math

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	Monthly Progress Monitoring for Each Strategy
2.1	On a bi-weekly basis, our grade-level professional learning communities (PLCs) will collaboratively set goals, use student data to make instructional decisions, modify materials to meet student needs, and participate in peer classroom observations.	Increases in the following adult behaviors, <i>BOY to EOY</i> : ■ 75% to 95% set goals collaboratively at least 2-3 times per month ■ 85% to 95% review student data to make instructional decisions at least 2-3 times per month ■ 85% to 95% work collaboratively to develop/modify instructional materials	Weekly PLC agendas Professional Learning Activities Survey (<i>adapted from Surveyworks</i>) administered electronically at <i>BOY, MOY, EOY</i>	♦ Changes in PR on STAR Math : In Grades 1-5, 20% increase in the number of students in each percentile rank category, <i>BOY to EOY</i> : ■ 5 students with: $PR < 10$ ■ 7 students with $PR < 25$ ■ 12 students with $PR < 40$ ■ 23 students with $PR \geq 40$ and < 75 ■ 21 students with $PR \geq 75$	STAR Math at <i>BOY, MOY, and EOY</i> during testing windows; progress monitoring for students who are intervention or urgent intervention ♦ SGP two times per	By end of September 2018 we will: Set grade-level PLC norms; administer BOY STAR Math By end of October 2018 we will: Examine BOY STAR scores and set goals; administer BOY Professional Learning Survey By end of November 2018 we will: Analyze Professional Learning Survey data; Analyze progress monitoring STAR

		to meet students' needs at least monthly ■ 35% to 95% observe one another's classrooms to offer feedback at least 1-2 times per year		◆ Median SGP scores > 50 ◆ Percent of students with positive NCE	year: BOY to MOY and BOY to EOY ◆ NCE data examined at EOY	Math data By end of January 2019 we will: Examine proficiency and growth BOY to MOY in STAR Math; Administer MOY Professional Learning Survey By end of March/April 2019 we will: Examine proficiency and growth BOY to MOY2 (March) in STAR Math By end of May/June 2019 we will: Examine proficiency and growth BOY to EOY in STAR Math; Administer EOY Professional Learning Survey
2.2	Teachers will use differentiated classroom practices in math, ensuring high expectations, rigorous instruction, and support for all learners.	Leadership Team observations on the Look-for Tool will yield the following findings, <i>BOY to EOY</i>: ■ 100% of observations show <i>at least some</i> that teachers vary delivery (instructional strategies) by group or individual ■ 100% of observations show <i>at least some evidence</i> that scaffolds are in place to support students as needed	RF Kennedy Look-for Tool based on the Highlander Institute Priority Practices Tool (<i>Differentiation Domain</i>)	Increases in the student self-perceptions of the following, <i>BOY to EOY</i>: ■ Excitement to attend and participate in math activities from 62% to 90% <i>favorability</i> ■ Focus in math from 71% to 90% <i>favorability</i> ■ Understanding of material covered in math from 72% to 90% <i>favorability</i>	Student survey on perceptions of school engagement and rigorous expectations in math administered at <i>BOY, MOY, and EOY</i>	By end of September 2018 we will: Within grade levels, plan, implement, and debrief ways in which math is differentiated in classrooms By end of October 2018 we will: Within grade levels, examine the Highlander Priority Practices Tool to select checklist; plan observations; administer BOY student perception survey

		■ 100% of observations show <i>at least some evidence</i> that teachers use informal assessments to track student understanding ■ 100% of observations show <i>at least some evidence</i> that teachers group students or adjust instruction based on formative assessment		■ High expectations in math from 77% to 90% <i>favorability</i> ■ Persistence in math from 71% to 90% <i>favorability</i>		By end of November 2018 we will: Implement reading observations and examine data; analyze BOY student perception survey By end of January 2019 we will: Administer MOY student survey on math perceptions By end of March/April 2019 we will: Implement MOY math observations and examine data; analyze MOY student perception survey with staff and families By end of May/June 2019 we will: Implement EOY math observations and examine data; administer & analyze EOY student perception survey with staff
2.3	To close achievement gaps in math, we will create a comprehensive Multi-Tiered System of Supports (MTSS) at Kennedy. The MTSS team will help students who are struggling with academics and behavioral issues by using data to create individualized	100% of the team will rate the MTSS process at Kennedy as at least “<i>Transitioning</i>” on the following rubric components: ■ Is the decision-making model outlined and defined? ■ Who has the responsibility for data-based decision making and	MTSS weekly meeting agendas RF Kennedy MTSS Implementation Rubric	Increases in reading proficiency for targeted students, case-by-case basis	MTSS Data Tracker Summary Each grade level will bring at least 5 students, who are in urgent need of intervention, for initial and follow-up meetings with the MTSS team.	By end of September 2018 we will: Create referral forms and structure of MTSS meetings; develop norms By end of October/November 2018 we will: Plan reading interventions for referred students; enter progress monitoring data in the tracker. Collect & discuss team rubric ratings, time point 2

	improvement plans for students and monitoring progress toward student-specific goals.	problem-solving? ■ How are team and roles established to support evidence-based decision making? ■ How does the team use data sources to inform decisions and make recommendations?				By end of January 2019 we will: Enter progress monitoring data in the tracker; review data on targeted students By end of March/April 2019 we will: Enter progress monitoring data in the tracker; summarize data on targeted students; Collect & discuss team rubric ratings, time point 2 By end of May/June 2019 we will: Enter progress monitoring data in the tracker; summarize data on targeted students; Collect & discuss team rubric ratings, time point 3
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SMART Goal #3: Insert your CULTURE AND CLIMATE goal below. Include sub group targets that will help close achievement gaps.

By the end of the 2018-19 school year, we will the percentage of students with chronic absenteeism by **2%**, from **18.8%** at EOY 2017-18 to **16.8%** at EOY 2018-19, as measured by Skyward. Specifically:

- Chronic absenteeism will decrease from **71%** to **69%** in Preschool
- Chronic absenteeism will decrease from **25.3%** to **23.3%** in Kindergarten
- Chronic absenteeism will decrease from **15.1%** to **13.1%** in Grade 1
- Chronic absenteeism will decrease from **17.4%** to **15.4%** in Grade 2
- Chronic absenteeism will decrease from **18.8%** to **16.8%** in Grade 3
- Chronic absenteeism will decrease from **16.9%** to **14.9%** in Grade 4
- Chronic absenteeism will decrease from **21.3%** to **19.3%** in Grade 5

	What is your strategy for achieving your SMART goal and closing the achievement gaps?	What are your adult behavior targets?	With what tool will you monitor adult behavior?	What are your MOY student outcome targets?	With what tool and how frequently will you monitor student outcomes?	Monthly Progress Monitoring for Each Strategy
3.1	We will use data to monitor attendance and identify patterns/trends in the following areas: -excused absences -unexcused absences -tardies -early dismissals	Our <i>Attendance Team</i> will collaboratively create agendas and set objectives for bi-weekly meetings. In addition, our team will examine attendance data for color-coded tiers of students, and plan, implement, and monitor interventions for each tier	♦ Agendas for attendance meetings	Decreases in the number and percentage of chronically absent students each month. Increases in average monthly attendance rate.	Tableau data to monitor monthly chronic absenteeism and attendance rate data at Kennedy	By the end of September 2018 we will: Create 2018-19 Attendance Team, set norms, assign roles, and hold first meeting By the end of November 2018 we will: Hold bi-weekly meetings with RPA; examine data reports from Skyward By the end of January/February 2019 we will: Hold bi-weekly meetings with RPA; Compare Fall 2016, Fall 2017, and Fall 2018 chronic absenteeism data By end of March/April 2019 we will: Continue bi-weekly attendance meetings with RPA; examine patterns of tardiness; formalize bi weekly meetings with truancy officer By end of May/June 2019 we will: Compare Spring 2017, Spring 2018, and Spring 2019 chronic absenteeism data

3.2	We will proactively communicate students' attendance data with families, using multiple methods including: -phone calls -Kinolved texts -informal letters -certified letter -meetings with principal	Our Attendance team will create and follow a protocol for when and how parent contact is made	Electronic documentation log of all parent contact regarding attendance	Increases in the percentage of students who attend school on time, every day	Skyward Absence Occurrence (AO) Reports ♦ Summary of Weekly attendance data by homeroom	By end of September 2018 we will: Review and confirm SY 2018-19 Attendance protocol; attend Kinolved training By end of October 2018 we will: Create and maintain documentation log; hold PTA meeting focused on how to communicate importance of attendance By end of November 2018 we will: Maintain and monitor documentation log By end of January/February 2019 we will: Maintain and monitor documentation log; Use Kinolved reports to monitor contact By end of March/April 2019 we will: Begin two-way communication folder system with classroom teachers to share absenteeism information; training with Kinolved representative By end of May/June 2019 we will: Increase messages sent through Kinolved for absenteeism subgroups: Low, moderate, chronic, excessive; send positive messages for
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						changes in attendance status
3.3	As a school community, we will celebrate the progress and successes in attendance and socioemotional data at the individual, class, and school levels. We will also provide support students and families who are struggling with attendance.	Our attendance team will examine data, and create incentives to promote positive attendance and wellness We will use SEL data to help identify root causes of absenteeism	Disaggregated daily classroom data for incentives Individual awards/recognition for attendance Absenteeism support protocol	Decreases in the Social and Academic Functioning Domains in BIMAS data, specifically for chronically absent students: ■ 28% to 25% of students rated as a <i>Concern</i> in the Social BIMAS Component <i>BOY to EOY</i> ■ 29% to 26% of students rated as a <i>Concern</i> in the Academic Functioning BIMAS Component <i>BOY to EOY</i>	BIMAS data at two time points, <i>BOY and EOY</i>	By end of September 2018 we will: Discuss ways to track and implement monthly attendance incentives; discuss data-based ways to identify root cause of absenteeism By end of October 2018 we will: Administer BIMAS data; Begin monthly data-based attendance incentive program; begin absenteeism support protocol By end of November 2018 we will: Continue data-based monthly attendance incentive program By end of January/February 2019 we will: Continue data-based monthly attendance incentive program; begin absenteeism support protocol; work with Horace Mann to award Most Improved bike By end of March/April 2019 we will: Continue data-based monthly attendance incentive program; work with PBIS team to integrate positive attendance into awards/recognition

						By end of May/June 2019 we will:Continue data-based monthly attendance incentive program; Administer BIMAS Time Point 2, examine changes in social and academic functioning domains for “at risk” students identified at BOY by RPA.
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