

RMS School Improvement Plan Template



Mission Statements

District Mission:
 The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

School Mission (if applicable): The mission of Robbinsdale Middle School is to provide a safe and nurturing academic community that helps all students develop into principled, lifelong learners and critical thinkers. We will prepare students to take initiative, participate in our global community, and to respect and value multiple perspectives.

School Information

School Name	Robbinsdale Middle School (RMS)
School Year	2025-2026
Principal Name	Shirrie Jackson
Instructional Leadership Team members and roles (SIP Planning Team)	Shirrie Jackson - Principal Noelle Nelson -Admin Intern (Facilitator) Colleen Kennedy - Assistant Principal Charles Johnson-Nixon - Assistant Principal Kevin Hill - MTSS Coordinator Jamie Wood -Special Education Coordinator Ross Nelson - 7th Grade Counselor Tracy Burke - 8th Grade Counselor Christian King - IB/ English Teacher Karrin Kearns - 6th Grade Teacher Lindsey Wolf - Special Education Resource

	Peter Schuchman - 8th Grade Science Teacher Aiysha Mustapha - School Climate and Culture Specialist Jei Herald-Zamora - American Indian Culture Specialist Melissa Davey - AVID Coordinator/ Teacher Erika Deyo - Reading Interventionist
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Comprehensive Needs Assessment Summary	
Data Sources Reviewed	MCA Math, MCA Reading, Fast testing, SABERS, District Student Survey, MCA Science, ODRs
Key Findings Hypothesized Root Causes	Math: We need to establish a sense of community expectations around numeracy skills. Reading: We have lost our sense of community expectations around literacy skills. Culture & Climate: We have lost our sense of community expectations around literacy skills. Science: Students need support in reading and analyzing data.
Identified Strengths	<ul style="list-style-type: none"> ● Literacy ● Math ● Science ● School Climate
Identified Areas for Improvement	<ul style="list-style-type: none"> ● Literacy ● Math ● Science ● School Climate

Priority Goals	
Comprehensive Achievement and Civic Readiness (CACR) <i>Formerly World's Best Workforce</i>	
MN Dept of Ed	Robbinsdale Area Schools

<ul style="list-style-type: none"> All children are ready for school. 	<ul style="list-style-type: none"> All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.
<ul style="list-style-type: none"> All racial and economic achievement gaps between students are closed. 	<ul style="list-style-type: none"> Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards-based accountability assessment.
<ul style="list-style-type: none"> All students are ready for a career and college. 	<ul style="list-style-type: none"> The number of CTE and college credit-bearing courses students are enrolled in will increase by 10 percentage points from 2023-2025.
<ul style="list-style-type: none"> All students graduate from high school. 	<ul style="list-style-type: none"> Rdale is working toward the goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.
<ul style="list-style-type: none"> Prepare students to be lifelong learners. 	<ul style="list-style-type: none"> Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever-changing world.

Read Act Goal: Every child can read at or above grade level every year.

Robbinsdale Area Schools MCA Goals- This field will be updated when data is no longer embargoed

Reading: Five percent growth

Mathematics: Five percent growth

Science: Five percent growth

Strategic Priorities:

- THEME A: Academic Achievement
 - Enhance the cultural relevance of the curriculum for students
 - Enhance an equitable learning system from early childhood to adulthood
 - Deepen preparation for life, college, and career
- THEME B: Student Engagement and Wellness
 - Improve student-staff connection
- THEME C: Collaboration and Partnership
 - Strengthen mutual communication and responsiveness with all stakeholders

- Expand equitable inclusion and influence of student, family, staff, and community voices
- THEME D: Staff Investment and Impact
 - Cultivate the district culture to be inclusive, supportive, and welcoming
 - Increase consistency and accountability for common district practices

The Comprehensive Achievement and Civic Readiness (CACR), formerly known as the World's Best Workforce

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for a career and college.
- All students graduate from high school.
- Preparing students to be lifelong learners

Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment
Literacy	RMS students will increase their proficiency level on their Fastbridge reading test by 5% from 36.9% in Fall 2025 to 42% in Spring 2026. (Pulled from Educlimber 9/23/25- 501 students tested)	<ul style="list-style-type: none"> ● THEME A: Academic Achievement *Enhance the cultural relevance of the curriculum for students *Deepen preparation for life, college, and career. ● THEME D: Staff Investment and Impact 	<ul style="list-style-type: none"> ● All children are ready for school. ● All students are ready for careers and college. ● All students graduate from high school. ● Preparing students to be lifelong learners.
Math	RMS students will increase their proficiency level on their Fastbridge Math test by an average of 5% from 31% in Fall 2025 to 36% in Spring 2026.	<ul style="list-style-type: none"> ● THEME A: Academic Achievement ● THEME D: Staff Investment and Impact 	<ul style="list-style-type: none"> ● All students graduate from high school. ● Preparing students to be lifelong learners
Science	Science RMS students will increase their proficiency level on their Science MCA test by an average of	<ul style="list-style-type: none"> ● THEME A: Academic Achievement ● THEME D: Staff Investment and Impact 	<ul style="list-style-type: none"> ● All students graduate from high school. ● Preparing students to be

	5% from XX% in Spring 2025 to XX% in Spring 2026.		lifelong learners
School Climate	RMS students will decrease classroom ODR/ CARE forms by 5% from 3,343 total classroom ODRs to 3,176 during the 2025-2026 school year.	<ul style="list-style-type: none"> ● THEME A: Academic Achievement (more time in class for students) ● THEME B: Student Engagement and Wellness (staff-student connection) ● THEME C: Collaboration and Partnerships (greater inclusion of student voices) ● THEME D: Staff Investment and Impact (create/improve positive school culture) 	<ul style="list-style-type: none"> ● All children are ready for school. ● All students graduate from high school. ● Preparing students to be lifelong learners.

Action Plan Details – Goal: Literacy RMS students will increase their proficiency level on their Fastbridge reading test by 5% from 36.9% in Fall 2025 to 42% in Spring 2026. (Pulled from Educlimber 9/23/25- 501 students tested)

<u>Evidence-Based Practice #1</u>	Explicit instruction in foundational skills
<u>Strategy</u>	<u>Multisyllabic Word Reading Routine</u> Direct instruction around articulation and decoding
Progress Monitoring Plan	Staff meeting sharing, PLC, Department Meetings, Data discussions, Robins Nest Tier 1 Strategies, and teachers monitoring, Fall, Winter, and Spring Fast data <u>RMS Artifacts 25/26</u>
Evidence of success	Student growth academically and in Fast scores.
Resources Needed	All PLCs, Grade level teams, and departments will document evidence in a spreadsheet titled, Literacy Multisyllabic Word Reading Artifact Evidence, each month, to show they are using this strategy in their classroom with content vocabulary

	<ul style="list-style-type: none"> ● AIE Individual Learning Plan Template ● Monitoring Strategies Spreadsheet
Professional Development Needs	Literacy Training Educlimber/Fast training Tier 1 Strategy resources
Timeline	<ul style="list-style-type: none"> ● Daily: Literacy strategies such as Scoop and Dot will be encouraged to be used daily by teachers <ul style="list-style-type: none"> ○ ILT will train staff on Scoop and Dot initially during the workshop, and reteach in October ○ Evidence will be seen in artifacts and observations ● Weekly MTSS Tier 1 grade level meetings will focus on academic data dives to focus on literacy, math, science, and culture & climate. Allowing to the enhancement of Tier 1 evidence-based strategies ● Weekly Professional Learning Communities (PLCs) will each build a goal around the RMS Literacy building goal. PLC will meet with their grade level teams to continue data discussion and strategies to improve student success
Person/Team Responsible	ILT, all staff, science department, AVID & IB Coordinators, MTSS Team, Reading Interventionist.
Evidence-Based Practice #2	
Strategy	
Progress Monitoring Plan	
Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	

<p>How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?</p>	<p>AIE Individual Learning Plan, CLRT: eccentric, communism, multiple entry points, extended thinking time, SPED: General Education student first, 1 to 1 support</p>
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<p>Action Plan Details – Goal: Math - RMS students will increase their proficiency level on their Fastbridge Math test by an average of 5% from 31% in Fall 2025 to 36% in Spring 2026.</p>	
<p>Evidence-Based Practice #1</p>	<p>Implement tasks that promote reasoning and problem-solving: Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and problem-solving, and allow multiple entry points and varied solution strategies.</p>
<p>Strategy</p>	<p>Math Conversation Skills</p>
<p>Progress Monitoring Plan</p>	<p>RMS Artifacts 25/26 Staff meeting sharing, PLC, Department Meetings, Data discussions, Robins Nest Tier 1 Strategies, and teachers monitoring, Fall, Winter, and Spring Fast data</p>
<p>Evidence of success</p>	<p>Teachers using Math Conversational Skills Student talking about F.A.S.T Student increasing FAST math score Student growth academically and in Fast scores.</p>
<p>Resources Needed</p>	<p>Visual poster of F.A.S.T. Problem-Solving Routine Teacher lesson material for F.A.S.T. Problem-Solving Routine AIE Individual Learning Plan Template Sentence frames for F.A.S.T. Problem-Solving Routine Classroom set of whiteboards and whiteboard markers</p>
<p>Professional Development Needs</p>	<p>Present the goal to the staff; staff process & understand the goal Public sharing of conversational skills used by staff?</p>
<p>Timeline</p>	<p>Introduce Workshop Week, Monthly</p>
<p>Person/Team Responsible</p>	<p>ILT AVID Site Coordinator- Collaborative Study Group Structure support</p>

	All staff responsible - Robin's Nest Advisory, Math department, SPED, MTSS Coordinator
Evidence-Based Practice #2	Revisit in Sept if needed, possibly Number Talks
Strategy	
Progress Monitoring Plan	
Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	AIE Individual Learning Plan , CLRT: eccentric, communism, multiple entry points, extended thinking time, SPED: General Education student first, 1 to 1 support

Action Plan Details – Goal: Science RMS students will increase their proficiency level on their Science MCA test by an average of 5% from XX% in Spring 2025 to XX% in Spring 2026.

Evidence-Based Practice #1	Analyzing and interpreting data. Students learn to analyze and interpret data, identify patterns, and draw conclusions based on evidence.
Strategy	Evidence of Student Thinking : Analyzing Data
Progress Monitoring Plan	<ol style="list-style-type: none"> Dept. Share out of Evidence of Student Thinking: Analyzing Data at Staff Meetings RMS Artifacts 25/26
Evidence of success	<ol style="list-style-type: none"> Artifacts from dept presentations Departments present the use of EBP at the meeting based on outcomes using planning methodologies

	3. Increase in inquiry (inquiry model)
Resources Needed(what needs to be created)	<ol style="list-style-type: none"> 1. Evidence of Student Thinking: Analyzing Data resource linked as strategy above (see star) 2. Workshop Week Intro Lesson 3. Dept Share Out Rubric - need to create 4. Dept Share Out Calendar - dept needs to sign up 5. Appendix F
Professional Development Needs	<ol style="list-style-type: none"> 1. Workshop Week: Introduce & read this rubric as a staff; (The Wonder of Science - SEP4) 2. Departments need to present how they push student thinking <ol style="list-style-type: none"> a. Music; b. Art; c. English d. Science e. Math f. I&S g. AVID/ Culture & Identity h. PE/ Health i. EL & Special education will present with their co-teaching pair.
Timeline	<p>Workshop Week introduction, during Breakout Sessions, taught by peer teachers</p> <p>Designate a portion of department meetings to show evidence of strategies taught in class</p> <p>Department Share Out at Staff Meetings (create a calendar)</p> <p>Enter artifacts on SIP document</p>
Person/Team Responsible	<p>Workshop Week: Peter, Noelle, Karrin Kearns</p> <p>ILT, all staff, science department, AVID & IB Coordinators, MTSS Team, reading interventionist.</p>
Evidence-Based Practice #2	
Strategy	
Progress Monitoring Plan	

Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	AIE Individual Learning Plan , CLRT: eccentric, communism, multiple entry points, extended thinking time, SPED: General Education student first, 1 to 1 support

Action Plan Details – Goal: School Climate:

RMS students will decrease classroom ODR/ CARE forms by 5% from 3,343 total classroom ODRs to 3,176 during the 2025-2026 school year.

Evidence-Based Practice #1	Belonging
Strategy	Plan B Conversations - Focus on the Empathy Step
Progress Monitoring Plan	<ul style="list-style-type: none"> ● RMS Artifacts 25/26 ● Progress monitoring ODRs with data dialogues ILTs ● Determine meeting capacity for staff, departments, and PLCs to address data dialogues concerning ODR updates
Evidence of success	RMS students will decrease classroom ODR/ CARE forms by 5% from 3,343 total classroom ODRs to 3,176 during the 2025-2026.
Resources Needed	<ul style="list-style-type: none"> ● AIE Individual Learning Plan Template ● ODR data & progress monitoring for classroom referrals ● Staff assigned to prepare data ● Schedule for data review using the protocol ● Professional learning for all staff using plan B conversations

	<ul style="list-style-type: none"> • Role play using CARE referrals/ ODRs with staff (Nelson’s idea) • Research on brain development in adolescence • Define empathy • Referral process: when/how to write - MTSS process Tier 1 and 2? • Resources - One-pager, presentation, and more
Professional Development Needs	<p>Workshop Week: Teach protocol</p> <ol style="list-style-type: none"> Plan B “I’ve noticed .. what’s up?” Reduce escalation Private conversation Learn to apologize <p>25/26 RMS PD Plan</p>
Timeline	<p>Workshop Week introduction, during Breakout Sessions, taught by peer teachers</p> <p>Designate a portion of department meetings to show evidence of strategies taught in class</p> <p>Department Share Out at Staff Meetings (create a calendar)</p> <p>Enter artifacts on SIP document</p>
Person/Team Responsible	<p>ILT</p> <p>MTSS coordinator & School Psychologist</p> <p>Report about referrals</p>
Evidence-Based Practice #2	
Strategy	
Progress Monitoring Plan	
Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	ILT

How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?

[AIE Individual Learning Plan](#), CLRT: eccentric, communism, multiple entry points, extended thinking time, SPED: General Education student first, 1 to 1 support

Family Engagement Plan

(Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)

[Link your Family Engagement Plan here.](#)

Specific Engagement Plan for *American Indian Families & Communities*

There will be intentional and specific communication with our American Indian families and communities inviting them to Cooper events (Conferences, Family Nights, etc.).

Reflective Questions to Answer as we monitor the progress of each goal:

- How is this EBP aligned to the Strategic Plan?
 - Aligns with (Re)Discover Rdale Theme A - Academic Achievement
 - Enhance the cultural relevance of the curriculum for students
 - Deepen preparation for life, college, and career
- To what extent has the Strategy of the EBP been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?