KIRKWOOD SCHOOL IMPROVEMENT PLAN

SCHOOL: Robinson   DATE: December 1, 2017   PRINCIPAL: Jennifer Sisul

CORRELATIONS/CONNECTIONS TO KIRKWOOD STRATEGIC PLAN (check all that apply)

Vision
Working together, we will ensure all students are prepared for success – now and in their future.

Our students will:
- __X_ Feel supported through positive relationships, with knowledge that others care about them, their interests, and their success
- __X__ Be happy, healthy, and have equitable opportunities to succeed
- _____ Discover, wonder about, and solve complex problems, independently and with others
- _____ Effectively use critical and creative thinking strategies; tinker/play with newly formed ideas to test their validity
- _____ Collaborate with others, in person and digitally, and communicate with a range of audiences for a variety of reasons
- __X___ Actively question, explore, and apply thinking through rigorous learning, within and across disciplines and in authentic situations

Development of Future Ready Skills: Students in KSD…

Wellness, Joy, & Hope	Connection & Collaboration	Flexible Thinking	Disciplinary Literacy & Application	Global Citizenship
_____ Are physically and mentally healthy, prepared to live a lifestyle of wellness	__X__ Build and maintain healthy relationships, demonstrating kindness, respect, character, and integrity	_____ Think critically and creatively about ideas to find and solve problems across a wide range of situations	__X__ Read, write, and question to actively understand and discern ideas, within and across disciplines	_____ Serve as global citizens, with an appreciation for diverse cultures/ideas and a commitment to inclusion and equity
__X__ Possess the confidence and adaptive skills to take risks, work hard, and be resilient in the face of challenges	_____ Serve as empathetic learners and leaders, with the ability to understand others' needs and the potential impact of their actions on those around them	_____ Leverage technology flexibly to access information, collaborate, make/create, and communicate ideas	_____ Apply knowledge from multiple disciplines to new and unpredictable situations	_____ Engage in efforts to improve one's community – locally and globally – through service, advocacy, and civic responsibility
_____ Use visual and performing arts to inspire thinking, communicate ideas, and better understand the world around them	_____ Are skilled at working with others – in person and via technology – to collaborate around ideas, accomplish tasks, and advance new learning	_X___ Capitalize on mistakes and failures to advance thinking, learning, and understanding	_____ Actively make use of media literacy and digital citizenship skills	__X__ Serve as stewards of our environment, with a sense of connectedness to and responsibility for our planet
		_____ Use design thinking and iteration to explore complex issues		
		_____ Manage cognitive load to effectively process new information		

Priority Objectives

Objective 1: Foster an inclusive, collaborative culture committed to innovative thinking and a shared ownership in student success

__X__ We will actively promote the development of positive relationships, within and across the district, to ensure students and staff members feel supported and know others care about them, their interests, and their success.

_____ We will exhibit shared leadership that is courageous, collaborative, and transformative.

__X__ We will regularly collaborate around data – at the classroom, school, and district level – to make student-centered decisions and promote shared ownership in the success of every student.

_____ We will actively encourage and support risk-taking, collaboration and reflection at all levels, embracing and protecting new ideas and ways of thinking

__X__ We will commit time, energy, and resources to professional learning experiences for all staff, with regular opportunities for observation and professional dialogue about pedagogy, data, management, equity, and social- emotional-behavioral (SEB) supports.

Objective 2: Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics

__X__ We will actively seek opportunities to learn from others.

__X__ We will ensure that our systems, practices, and policies are equitable.

__X__ We will ensure that all employees actively support educational equity for our students and their families.

Objective 3: Actively address the varied mental health and wellness needs of our students

_____ We will actively promote conditions that ensure every child feels a sense of belonging in our schools and in the community.

_____ We will establish a community-wide task force to study and address the social-emotional, behavioral, and mental health needs of children within the Kirkwood School District boundaries.

_____ We will ensure fluid access to and use of guidance, health, and character education curriculum, instruction, and assessment data.

__X__ We will commit dedicated time, energy, and resources to build instructional capacity – at the school, team, and department level – to truly meet the diverse social/emotional/behavioral needs of learners.

Objective 4: Design rigorous student learning to meet the current and future needs of diverse learners

__X__ We will make student thinking the priority of classroom experiences, emphasizing meaningful application over possession of knowledge.

__X__ We will exhibit instructional leadership that is courageous, collaborative, and transformative.

__X__ We will commit time, energy, and resources to comprehensive high quality professional learning experiences for all staff, consistent with standards for adult learning and with particular focus on educational equity, effective pedagogy, future-ready skills, and the use of technology to enhance learning.

_____ We will teach into an inclusive curriculum that represents and respects diverse cultures and promotes rigorous and relevant instruction for all.

Objective 5: Develop flexible systems and structures to advance personalization, student learning, and application of ideas

_____ We will leverage technology equitably to advance personalization of student and adult learning.

_____ We will collaborate to create flexible learning options and positive permission structures that encourage creative thinking and innovative practices.

_____ We will establish a district-wide Research & Development Team to study obstacles to personalization, alternative schooling structures, and benefits of varied pathways for student learning.

Objective 6: Aggressively engage families and the broader community, including those beyond KSD, in partnerships that support growth, innovative practices, and a shared responsibility in the success of students

_____ We will be intentional and persistent in two-way communication, with families and the broader community, about our students and our schools.

_____ We will establish and promote a range of opportunities for all families to engage with schools and network with each other, particularly families of color and those with children who are most at risk (i.e. poverty, special education, gifted).

_____ We will actively develop and foster partnerships with area districts, businesses, service organizations, universities, churches, and private/parochial schools in our community.

_____ We will actively advocate for public schools and interests that impact our students, teachers, families, and the Kirkwood School District community.

Objective 7: Provide student-centered learning spaces and facilities that reflect a commitment to flexibility, creativity, inclusion, and sustainability

__X___ We will provide flexible learning spaces that amplify learning and support the varied needs of students.

__X___ We will utilize outdoor spaces to enhance the academic, physical, and social-emotional success of students.

_____ We will maintain high quality facilities, making improvements in accordance with master plans, sustainability opportunities, and school/community needs.

Objective 8: Secure financial stability for the district and broad-based trust within our community

_____ We will exhibit financial leadership that is courageous, collaborative, and transformative.

_____ We will actively seek opportunities to enhance efficiencies without compromising services to students and our community.

_____ We will actively engage the community in transparent communication about finances.

School Mission & Vision:

UNDER CONSTRUCTION: This year it became obvious that our school mission and vision were not meeting our needs. Our mission and vision has not been revised since 2012. We began a process of review in October 2017 by identifying values of both staff and students in grades two through five. Patterns were immediately seen between the two groups:
- Love, friendship, personal closeness, to have a good friend
- Honesty/integrity, to be an honest person
- Family, love, emotional security
- Education, intelligence, wisdom/ to do well in school

We will be rewriting our mission through December based upon our values and what we want for Robinson students. We will then align our current and future practices to our values.

School Improvement Objective

Measureable Statement:
- All Robinson students will show an upward trend in assessment data, with a strong rate of improvement by students performing below benchmarks.

Correlated to District Objective(s):

Objective 1: **Design rigorous student learning to meet the current and future needs of diverse learners**

Objective 2: **Ensure equitable opportunities and success for all students, regardless of race, abilities, gender, or socioeconomics**

Baseline Information

Data Sources Used	Data Findings
2017 MAP data (and past years for patterns) - Benchmarking data (three times per year) - Formative data collected via areading/amath - Progress monitoring data of those students receiving interventions - Social-Emotional-Behavior data/counseling/outside intervention referrals - Robinson staff data (culture, connectedness)	- Robinson students who are white outscore Robinson students who are not white. - Students who are in interventions do make growth, but not with the rate of improvement necessary for them to hit benchmarks and/or close the gap. - Students who are not white make growth, but not with the rate of improvement necessary for them to hit benchmarks and/or close the gap. - Robinson students have outside factors which weigh heavy on their minds when they enter the school setting.

Evaluation

Data Sources to be Used	Expected Student Outcomes
• Formative data collected via areading/amath • Progress monitoring data of those students receiving interventions • "Connections" data from students • SAEBRS data • 2018 MAP data • Parent involvement data • Positive communication data (internal collection) • Attendance data • Nurses visit data • Discipline data	• More students will report a connection to school. • An increase in parent involvement for parents of all demographics but especially those of families who identify with our subgroups. • Decrease in Tier 3 academic interventions • Decrease in Tier 3 behavior interventions

Planned Activities

		Person(s) Responsible	Starting Date	Due Date
SCHOOL IMPROVEMENT GROUPS:				
LOGISTICS	• Monitor, enhance and tweak new all school behavior structures put in place August 2017.	Logistics Team	August 2017	June 2018
PARENT OUTREACH	• Make suggestions based upon current parent involvement patterns as to how to increase parents who attend school functions.	Parent Outreach Team	August 2017	June 2018
RELATIONSHIPS	• Work on the adult culture of the building through intentional opportunities for adults to connect.	Relationships Team	August 2017	June 2018
EQUITY	• Continue the work of creating spaces for all students to feel successful. • Make recommendations and monitor the work of Robinson University.	Equity Team	August 2017	June 2018
STRUCTURES:				
Data Review	• Make use of double plan time frame for semester data reviews	Sisul/Lock	September 2017	June 2018
Interventions	• Interventions not formal until a class and/or grade has 80% or students achieving benchmarks. • Documentation for Tier 2 interventions	Sisul/Lock	September 2017	June 2018
Problem Solving	• Establish Rise & Shine problem solving structure to provide consistent time for in-depth conversations and problem solving.	Sisul/Lock	December 2017	June 2018
SEB Support	• Offer proposal for Behavior Intervention position for 2017-2018 school year. This would allow students who may otherwise be assigned ISS to have a teaching time, meditation time, restorative conversations etc. and also allow for more proactive teaching of social skills and anger management.	Sisul	August 2017	June 2018

	for more proactive teaching of social skills and anger management.			
Robinson Cares	• Continue Robinson Cares Food Pantry & Clothes Closet. o Monthly food distribution in partnership with Trinity Presbyterian and Caritas Connections.	Cohen		June 2018
Instructional Coaching & Professional Learning	• Provide a variety of structures for staff to engage in professional learning with one another and from one another. o Examples: Learning Walks, #observeme, purposeful pairing, #checkoutmyspace, individual coaching/modeling/reflecting • Monthly conversations with grade levels regarding math through a study of *Principles to Action: Ensuring Mathematical Success for All*. • Encourage Apple Teacher Certification with a goal of 100% Apple Certified Teachers.	Wessel/Sisul		June 2018

Outcomes (to be completed after implementation)   **Recommendations (to be completed after implementation)**

Outcomes	Recommendations
TBD 2018-2019 SCHOOL YEAR	TBD 2018-2019 SCHOOL YEAR