

**Roberts Elementary  
School Improvement Plan  
2018 - 2019**

**Goal #1 - Culture**

Goal Statement - Roberts Elementary leadership, staff, community, and students will be to create a dynamic, inclusive, and positive culture where all stakeholders feel a sense of pride and ownership in the school community.

This will take place through intentionally leaning into the cultural makeup of the school. Through discovery, evaluative practices, and communication; all constituents will have the opportunity to build into the unique dynamics that create and makeup Roberts. With a new leadership team, multiple new staff members, and a staff that has less than thirty of the original one hundred staff members, it is imperative that this goal is focused on with fidelity this year.

Action items will include the following:

Appreciative Inquiry - Steven Helmick, principal, is meeting with all staff members to conduct an appreciative inquiry on where the staff is with the transition.

Team Building - The staff will be participating in professional development to begin the year through the Enneagram. The Enneagram refers to the nine different types or styles, with each representing a worldview and archetype that resonates with the way people think, feel and act in relation to the world, others and themselves. There will be quarterly off campus professional development that will build into staff moral as well as professional growth. The leadership team will conduct staff wide twitter chats for professional development to. These virtual meetings will promote best practices and foster a collaborative environment outside the school hours. The leadership is implementing an “appreciation cart” where they will go around with items to boost morale such as favorite drinks, sweets, snacks, supplies, etc.

Core Values - We will take a hard look at our core values, belief statements, and we will examine the vision and mission of the school to see if there is anything that needs to be adjusted to reflect the culture and current heartbeat of the school. Finally, there will be community events that will focus on engaging our community of families that usually do not make it to the school for events.

Outreach - We are going to create Back to School Bashes where we go to the apartment communities and host events at their homes with the aspiration of bridging that gap that currently exist.

This goal will be measured and evaluated through the appreciative inquiry process. This process will be the baseline of where we start. Staff, parents, partners, and students will be engaged in this process. Electronic surveys and follow-up inquiries will take place throughout the year to ensure all are involved in this process.

## **Goals #2-Project Based Learning (Target 3rd-5th)**

Goal Statement-To further expand and extend the learning of our students at Roberts Elementary we will increase 3rd-5th grade student experiences in project based learning initiatives.

Our school data supports further implementation of this initiative. In grades 3-5 approximately  $\frac{1}{3}$  of our student are identified gifted and talented. These students and students who participate in our EAST program have opportunities to engage in project based learning experiences through their school specific programs. Students' successes and gains from these experiences have been exhibited and are supported by high achievement in the classroom, students reflections on learning and on interim and summative tests. Research from \_\_\_\_\_, also concludes that \_\_\_\_\_. With our results to date with project based learning and guidance from research we seek to expand these experiences to all students in grades 3-5 at Roberts Elementary.

Actions will include the following:

Development of Two PBL Units of Study: During the 1st and 3rd nine week 3rd-5th grade teachers will have a total of one day to paid release (substitute coverage will be provided) to work as a team to determine an interdisciplinary PBL unit of study that best addresses specific standards of the various content areas in respective grade levels. Units designed during the 1st nine weeks will be implemented in 2nd nine weeks. Units designed in 3rd nine weeks will be implemented in 4th nine weeks. For some grade levels this will increase the repertoire of PBL units available for instruction at specific grade levels. For other teachers/grade levels these lessons will be first endeavors to implement PBL experiences in the classroom.

This action will part of a multi-year process expand PBL learning for all students at Roberts Elementary. The same action will be followed the subsequent year to ensure at least PBL unit of study is taught each nine weeks in grade 3rd-5th grade.

Makerspace-To increase opportunities to further our PBL experiences for our students we will implement a Makerspace at Roberts Elementary. The goal of this space will be purposefully crafted to provide tools and resources that can be accessed by all teachers and classrooms to deepen student learning experiences and strengthen critical thinking, as well as, problem solving. This will include a thorough understanding regarding the why of the makerspace and will include authentic learning experiences, as well as, attention to higher level questioning and depths of knowledge in the instructional design. The goal of this will be to further deepening critical thinking skills in students. The upstairs space of the media center has been identified best and most accessible location to further this goal. Phases of this action will include: 1) Creation of school team to guide Makerspace design and implementation; 2) Determination of school plan to ensure appropriate, equitable, and age appropriate access to resources of the space;

3) Research and acquisition of most effective and instructionally rich resources for Makerspace implementation; and 4) Makerspace opening and student engagement in the experiences provided by this space is projected during 2nd semester.

EAST in the classroom- To further student exposure to PBL experiences our successful student EAST program will expand on the existing EAST Night Out Event concept and include a classroom sharing component. This component will allow our EAST student leaders to share their experiences and the process they engage in to address project based learning. This sharing will provide students a peer model of the critical thinking and design process, as well as, opportunities for students to further learn from student solutions.

Additional PBL Experiences-As we continue to expand this initiative we will also further the PBL experience of our science labs/projects, the accessibility of club experiences (robotics, gardening, DI) to more students and create additional opportunities for staff and student to share PBL tools and learning experiences (i.e. staff meetings, assemblies, class visits). The expansion in these areas will further connect more students' learning to real world situations and highlight the value of these experiences for both students and teachers.

Measures/Evaluation-This goal will be measured and evaluated in a variety of ways including, the implementation of units in each class by grade level, student and teacher reflections on each PBL unit experience, post-assessment data on student learning as a result of the PBL unit, and survey data gathered regarding Makerspace usage and learning gains as a result of the experience.

### **Goal #3-Data Review (Systems & Practices Implemented for Staff to Conduct Reviews)**

While Roberts has been and is a consistently high performing school, we are always striving to reach new heights. In order for this to occur, we will use data to drive our instruction and practices. The administrative team will provide opportunities for teachers and staff to review data from the ACT Aspire and NWEA Maps. Teachers and staff members will be charged with using the data to identifying strengths and those in need of improvement.

Goal Statement-Teachers and staff will review data to identify two areas for improvement as seen in the ACT Aspire and NWEA Map data, complete a root cause analysis, and formulate plans and strategies to strengthen those areas.

Actions items will include the following:

Data Day -Administration will provide each grade level one ½ day each semester to analyze data from NWEA Map and plan for instruction that address the identified root causes. This

concentrated time will allow for discussion and deep reflection about current practices and the implementation of new initiatives.

PLCs-With support from administration, teachers will work in PLCs to research best practices to support and undergird the identified instructional needs identified in the data. Teachers will discuss their successes and needs as they relate to meeting the needs of their students.

Staff meetings - Staff meetings will be focused on best practices and providing opportunities for all staff members to grow and develop.

RISE Implementation-Kindergarten-2nd grade teachers will implement RISE strategies to support the growth of all students as evidenced by the growth targets established by NWEA Map.

Measures/Evaluation- This goal will be measured and evaluated through leadership meetings and reports from staff members. There will also be conversations and reports created from our data days that will report findings for best practices in our building.