

# Irving A. Robbins Middle School



## School Development Plan 2018-2019

# *A Message on Behalf of Our School Community*

Irving A. Robbins Middle School

Scott Hurwitz- Principal

Nilda Irizarry - Assistant Principal

We are excited to launch the 2018-19 school year with a renewed commitment to engaged learning that is aligned with the district’s Vision of the Graduate Thinking and Learning skills, Core Beliefs, the Framework for Teaching and Learning, and the Theory of Action. Our primary goal is to ensure that all students are “leaders of their own learning.” All students are supported in being resilient, self-directed, and resourceful learners. Over the course of their two years at IAR, students will develop a “growth mindset” and persist toward their learning goals.

## **IAR School Goals for 2018-19**

- **Culture and Climate**
  - Establish collaborative relationships with students, faculty, and staff in order to promote a positive school culture and climate where all members are informed, valued, and respected
- **Academic Achievement**
  - Improve student-engaged assessment practices in order to demonstrate mastery of the Vision of the Graduate skills as well as the critical standards in all content areas
- **Teaching and Learning**
  - Continue to create and refine systems of challenge and support so that there are multiple and varied ways for students to attain mastery of critical standards
  - Develop assessment-capable learners who accurately monitor, evaluate, and reflect on their own achievement data in order to set goals for improvement

As a community, we are committed to supporting our students’ social and emotional growth and development as they navigate the complexities of adolescence. Our theme of “**Respect, Responsibility, Resilience, and Safety**” stresses the importance of kindness, compassion, and productivity. Middle school is a time of transition during which we are working to equip students with the skills they need for high school and beyond.



## Goal #1: Culture and Climate

- A. To establish collaborative relationships with students, faculty, and staff in order to promote a positive school culture and climate where all members are informed, valued, and respected

### Performance Indicators:

- o Stakeholder survey results from students, teachers, and parents will indicate an increase in positive climate and culture and belonging.
- o Leadership opportunities for students, faculty, and staff will increase.
- o Collection of artifacts will evidence our commitment to informing, valuing, and respecting members of our school community.

### Strategic Actions:

<b>Relationships Matter</b>	A1. Partner with students, faculty, and staff on ways to promote positive climate and culture, transparency, and communication A2. Develop new systems for targeted interventions to promote social and emotional learning A3. Collaborate as a professional learning community to develop, assess, and reflect on systems and routines that cultivate a sense of belonging for all students
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## Goal #2: Academic Achievement

- A. To improve student-engaged assessment practices in order to demonstrate mastery of the Vision of the Graduate skills as well as the critical standards in all content areas

### Performance Indicators:

- o Student performance on Smarter Balanced Assessments in Literacy and Mathematics will indicate growth.
- o Student performance on the 8<sup>th</sup> grade Science NGSS will indicate high levels of achievement.
- o Student performance on Recurring Performance Tasks will indicate deeper learning.

### Strategic Actions:

<b>Critical Standards</b>	Academic Departments, as needed, will... A1. Align assessments and revise rubrics to create alignment with VoG skills and critical content standards
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	<p>A2. Begin to articulate performance indicators for critical content standards</p> <p>A3. Clearly communicate performance levels on critical content standards to stakeholders</p>
<b>Goal #3: Teaching and Learning</b>	
	<p>A. To continue to create and refine systems of challenge and support so that there are multiple and varied ways for students to attain mastery of critical standards</p> <p>B. To develop assessment-capable learners who accurately monitor, evaluate, and reflect on their own achievement data in order to set goals for improvement</p>
<b>Performance Indicators:</b>	
	<ul style="list-style-type: none"> <li>○ Increased opportunities for challenge and support will be offered to students during instruction and assessment.</li> <li>○ Learning data (for small groups/cohorts) evidences individual student growth and progress toward critical standards using systems of challenge and support.</li> <li>○ Improved student responses to stakeholder survey questions related to mastery-based learning will show success of implementation.</li> </ul>
<b>Challenging expectations</b>	<p>A1. Develop assessments that promote multiple and varied ways for students to demonstrate mastery of critical content standards</p> <p>A2. Differentiate instruction using a variety of resources, materials, and grouping strategies responsively</p>
<b>Assessment-Capable Learners</b>	<p>Academic departments, as needed, will...</p> <p>B1. Continue to develop and refine systems and routines so that students accurately monitor and reflect on their own achievement and participate in goal-setting</p> <p>B2. Use and showcase models of exemplary performance to implement feedback/critique protocols so that students are better able to measure their own progress toward standard</p>

# LONGITUDINAL REPORT OF ACADEMIC ACHIEVEMENT

## GRADE-LEVEL STANDARDS

### Percentage of Students Meeting or Exceeding Grade-Level Standard in Grade Seven

<b>Subject</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Reading</b>	83	88	83	89
<b>Writing</b>	84	87	79	83
<b>Mathematics</b>	89	95	92	89
<b>Science</b>	94	94	92	98
<b>Social Studies</b>	90	87	85	94
<b>World Language</b>	92	93	94	98

### Percentage of Students Meeting or Exceeding Grade-Level Standard in Grade Eight

<b>Subject</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
<b>Reading</b>	91	89	91	86
<b>Writing</b>	83	85	84	82
<b>Mathematics</b>	90	91	92	86
<b>Science</b>	91	88	91	88
<b>Social Studies</b>	89	91	89	82
<b>World Language</b>	88	90	88	87

## SMARTER BALANCED ASSESSMENT

### Percentage of Students Meeting or Exceeding State Goal in Grade Seven

Subject	2014-1 5	2015-1 6	2016-1 7	2017-1 8
Literacy	77	75	70	81
Mathematics	65	74	66	70

### Percentage of Students Meeting or Exceeding State Goal in Grade Eight

Subject	2014-1 5	2015-1 6	2016-1 7	2017-1 8
Literacy	83	76	77	82
Mathematics	74	71	76	70

### RECURRING PERFORMANCE TASKS

These tasks are designed to measure aspects of our Vision of the Graduate skills: *Critical Thinking & Reasoning (CTR)*, *Communication & Collaboration (CC)*, *Problem Solving & Innovation (PSI)*, and *Self-Direction & Resourcefulness (SDR)*. Students are measured on performance tasks that increase in rigor over time and are scored on rubrics designed to measure their performance and progress on the particular VoG skills.

Discipline & Grade	VOG	% Meeting or Exceeding Standard		
		2015-16	2016-17	2017-18
Social Studies - Gr. 8	CTR	76	83	77
Math - Gr. 7	CTR	n/a	79	91
Language Arts - Gr. 8	CC	67	76	77
World Languages - Gr. 8	CC	91	85	83

<b>Art - Gr. 8</b>	<b>CC</b>	n/a	100	83
<b>Science - Gr. 7</b>	<b>PSI</b>	96	83	89
<b>Science - Gr. 8</b>	<b>PSI</b>	92	87	75
<b>Music - Gr. 8</b>	<b>SDR</b>	n/a	89	90
<b>Health &amp; PE</b>	<b>SDR</b>	n/a	98	100

### **Student Discipline Data**

#### **Number of Suspensions**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2018-19</b>
<b>In-School</b>	17	16	19	26
<b>Out-of-School</b>	7	1	8	9
<b>Total</b>	24	17	27	35

#### **Number of Different Students Suspended**

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2018-19</b>
<b>In-School</b>	12	15	14	19
<b>Out-of-School</b>	7	1	8	4