

Duval County Public Schools

# Andrew A. Robinson Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Andrew A. Robinson Elementary School

101 W 12TH ST, Jacksonville, FL 32206

<http://www.duvalschools.org/are>

## Demographics

**Principal: Mychelle Grover**

Start Date for this Principal: 7/1/2013

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: C (43%) 2016-17: C (51%) 2015-16: C (46%) 2014-15: D (37%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Duval County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Andrew A. Robinson Elementary School

101 W 12TH ST, Jacksonville, FL 32206

<http://www.duvalschools.org/are>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

At Andrew Robinson Elementary, our mission is to foster a community working together where learning takes priority and students strive for high achievement in the core content areas and the S.T.E.A.M. model.

#### **Provide the school's vision statement.**

At Andrew Robinson, our vision is to ensure that all children show academic growth through the implementation of rigorous standards-based instruction and increase critical thinking skills through the Math, Science, and Pre-Engineering magnet program.

### School Leadership Team

#### **Membership**

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Fann, Latrese	Principal	<ol style="list-style-type: none"> <li>1. Leads, directs, and manages school operations; recruits, selects, orients, trains, coaches, counsels, and disciplines staff. Plans, monitors, appraises, and reviews staff job contributions to planning, development, delivery, follow-up, and evaluation of school reform initiatives.</li> <li>2. Sets high expectations and standards for the academic and social development of all students. Utilizes data to monitor student achievement aligned to performance expectations.</li> <li>3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement.</li> <li>4. Facilitates professional development of the instructional staff utilizing assessment data and other performance measures. Ensures professional development strategies are aligned and targeted to meet the needs of students in programs.</li> <li>5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies.</li> <li>6. Supervises the school's instructional program through the evaluation of lesson planning, systematic monitoring of curriculum and instruction, and targeted feedback aligned with the Florida Education Accomplished Practices (FEAPs).</li> <li>7. Develops and encourages positive school/community relations with internal and external stakeholders, and serves as liaison between the school, staff, and the community. Actively engages School Advisory Council, PTSA, volunteers, business partners, civic clubs, and parents to create shared ownership for student and school success.</li> <li>8. Administers managerial functions of the school to include efficient and strategic preparation of the school's budget in alignment with school performance initiatives, maintenance of the school facility, and other operational functions impacting student learning.</li> <li>9. Performs other duties as assigned.</li> </ol>
McDaniel, Gabriel	School Counselor	<ul style="list-style-type: none"> <li>• Provide counseling services for students in crisis or in need of support</li> <li>• Review ESE Support Services and ensure compliance</li> <li>• Review IEPs and assist with schedule to ensure compliance</li> <li>• Schedule MRT Meetings and follow-up with the team</li> <li>• Prepare documentation for MRT meetings – parent notices, consent forms, RtI documents</li> <li>• Assist teachers in preparing MTSS documentation for Collaborative Problem Solving Team (CPST) Meetings</li> <li>• Conduct MTSS trainings for teachers</li> <li>• Participate and co-facilitate Collaborative Problem Solving Team Meetings (CPST) and MTSS Leadership Team Meetings</li> <li>• Assist with monitoring the Retention Rate and participate in Retention Prevention meetings</li> <li>• Serve as the Full Service Rep and complete referrals for services based on need</li> <li>• Conduct weekly small group for overage students and monitor their academic progress</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Assist with AIT meetings, pull attendance reports, prepare attendance contracts, monitor attendance for those under contract</li> <li>• Provide staff training for maintain student records – confidentiality and HEPA laws</li> <li>• Oversee the completion of SSI Paperwork in a timely manner</li> <li>• Complete Social Emotional Learning (SEL) Lessons in 5th Grade (Success for All)</li> <li>• Actively participate in committee meetings (SAC)</li> <li>• Plan school-wide Career Day</li> <li>• Oversee the 5th Grade Transition to Middle School Field Trip</li> <li>• Participate in content specific PD</li> <li>• Participate in the planning of the SIP (Early Warning Signs)</li> <li>• Perform all other duties assigned by the principal</li> </ul>
Gibson, Nicola	Instructional Coach	<ul style="list-style-type: none"> <li>• Serve as the Professional Development Facilitator and adhere to all of the roles and responsibilities</li> <li>• Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings</li> <li>• Assign and mentor teachers (MINT, novice, or new to the school)</li> <li>• Oversee college interns and completion of the paperwork</li> <li>• Facilitate PD for ELA during common planning, ERD, and/or other scheduled trainings</li> <li>• Conduct content specific book study</li> <li>• Assist with overseeing Program Fidelity and provide curriculum support for teachers</li> <li>• Actively participate in weekly common planning session</li> <li>• Provide small group support for bubble students in 3rd grade</li> <li>• Research and provide instructional resources for teachers</li> <li>• Conduct walkthroughs and classroom observations for teachers who requested support</li> <li>• Prepare and model lessons for teachers participating in coaching cycles – Debrief and provide specific feedback</li> <li>• Provide coaching support (voluntarily and those assigned by administration)</li> <li>• Maintain a weekly coaching log</li> <li>• Create and implement weekly schedule</li> <li>• Disaggregate and analyze ELA data, create monthly data reports by grade level and class</li> <li>• Assist with maintaining the school's data notebook and update data boards for ELA</li> <li>• Participate in the planning of the SIP (ELA &amp; Writing)</li> <li>• Receive, distribute, and collect ELA materials</li> <li>• Generate grade level ELA common assessments</li> <li>• Facilitate the Ready to Learn</li> <li>• Serve as Achieve 3000 Manager</li> <li>• Plan and facilitate parent workshop</li> <li>• Participate in family nights</li> <li>• Oversee the preparation of the reading celebration and the million word</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>campaign</p> <ul style="list-style-type: none"> <li>• Perform all other duties assigned by the principal</li> </ul>
Westcott, Aunekia	Other	<ul style="list-style-type: none"> <li>• Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting.</li> <li>• Teach content specific groups in 3rd-5th grade daily</li> <li>• Identifies students in grades K-5 who are at-risk of not meeting grade level reading proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and Measures of Academic Progress (MAP), and other identified reading curricula based learning objectives.</li> <li>• Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support</li> <li>• Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success</li> <li>• Adhere to the daily schedule and maintain accurate attendance records</li> <li>• Generate lesson plans that demonstrate skills of focus for the week</li> <li>• Review student data weekly and make adjustments in instruction to meet the needs of the students</li> <li>• Maintain a data notebook to track the growth of the students</li> <li>• Participate in interventionist training</li> <li>• Administer DAR to all students</li> <li>• Complete running words to determine growth in reading levels</li> <li>• Use research-based materials to provide daily instruction (implement w/ fidelity)</li> <li>• K-2 – iReady Toolkit and Tools for Instruction, Reading Mastery Signature Edition, LLI</li> <li>• 3-5 – LLI, Corrective Reading, iReady Toolkit and Tools for Instruction, Achieve 3000</li> <li>• Attend admin &amp; interventionist team meetings</li> <li>• Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings</li> <li>• Perform all other duties assigned by the principal</li> </ul>
Witherspoon, Dannette	Other	<ul style="list-style-type: none"> <li>• Provides intensive instruction in math to at-risk students in a one-on-one or small group setting.</li> <li>• Teach content specific groups in 3rd-5th grade daily</li> <li>• Identifies students in grades K-5 who are at-risk of not meeting grade level math proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, and other identified math curricula based learning objectives.</li> <li>• Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support</li> <li>• Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success</li> <li>• Adhere to the daily schedule and maintain accurate attendance records</li> <li>• Generate lesson plans that demonstrate skills of focus for the week</li> </ul>

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Review student data weekly and make adjustments in instruction to meet the needs of the students</li> <li>• Maintain a data notebook to track the growth of the students</li> <li>• Participate in Math Coach training</li> <li>• Use research-based materials to provide daily instruction (implement w/ fidelity)</li> <li>• iReady Toolkit</li> <li>• MAFS ready Common Core Materials</li> <li>• Measure Up Core</li> <li>• Ten Marks</li> <li>• Attend leadership &amp; interventionist team meetings</li> <li>• Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings</li> <li>• Perform all other duties assigned by the principal</li> </ul>
Levesque, Erica	Teacher, ESE	<ul style="list-style-type: none"> <li>• Serve as the school's ESE Liaison and Collaborative Problem Solving Team (CPST) Facilitator</li> <li>• Review IEPs for compliance</li> <li>• Create master calendar for IEP reviews</li> <li>• Attend MRT meeting</li> <li>• Facilitate MTSS Leadership Team (MLT) and Collaborative Problem-Solving Team (CPST) meetings with the Guidance Counselor and Behavior Interventionist</li> <li>• Provide instructional support for teachers implementing intervention strategies for MTSS</li> <li>• Help teacher navigate through the documentation MTSS</li> <li>• Provide PD with the Guidance Counselor and Behavior Interventionist on the MTSS process (folders, documentations, interventions, etc...)</li> <li>• Maintain meeting minutes for students before the CPST committee</li> <li>• Perform all other duties assigned by the principal</li> </ul>
Hill, Daryl	Assistant Principal	<ul style="list-style-type: none"> <li>• Serve as the principal's designee</li> <li>• Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc...</li> <li>• Oversee Discipline (handle issues, process referrals, etc..)</li> <li>• Conduct formal and informal CAST Evaluations (see CAST calendar)</li> <li>• Conduct daily Walkthroughs and provided specific feedback to faculty and staff</li> <li>• Conduct quarterly Data Chats with teachers</li> <li>• Disaggregate and analyze school-wide data – determine next steps in instruction, provide specific feedback to stakeholders, maintain the school's data notebook and update data boards</li> <li>• Prepare data reports for faculty meetings, common planning, and professional development sessions</li> <li>• Actively participate in and facilitate professional development with staff during common planning and ERD sessions</li> <li>• Participate in monthly coaching meetings for reading and math</li> <li>• Oversee discipline and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with</li> </ul>

Name	Title	Job Duties and Responsibilities
		<p>disciplinary actions</p> <ul style="list-style-type: none"> <li>• Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans</li> <li>• Serve as the Testing Coordinator – receive and prepare materials for testing (district &amp; state)</li> <li>• Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box</li> <li>• Participate in the planning of the SIP – Monitor the implementation of the plan</li> <li>• Collaborate with staff to create the Master Schedules (classroom &amp; resource)</li> <li>• Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards</li> <li>• Complete Para Evaluations</li> <li>• Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal</li> <li>• Prepare the Morn/After Duty schedules – oversee the implementation</li> <li>• Create and maintain the school's Master Calendar</li> <li>• Schedule and conduct safety drills</li> <li>• Manage quarterly awards – orders, teacher folders, program set-up</li> <li>• Monitor FOCUS and provide PD and support for teachers as needed – approve parent registration</li> <li>• Attend and actively participate in committee meetings – SAC, PTA, etc...</li> <li>• Update the school's webpage and scrolling announcements</li> <li>• Organize Monthly Student of the Month ceremonies</li> <li>• Perform all other duties assigned by the principal</li> </ul>

## Early Warning Systems

### Current Year

#### The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	114	127	136	133	131	0	0	0	0	0	0	0	748
Attendance below 90 percent	30	29	40	31	31	31	0	0	0	0	0	0	0	192
One or more suspensions	5	8	20	16	27	37	0	0	0	0	0	0	0	113
Course failure in ELA or Math	6	5	3	3	0	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	72	43	69	0	0	0	0	0	0	0	184

#### The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	4	8	17	30	46	0	0	0	0	0	0	0	108

#### The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	1	28	1	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	2	0	6	6	0	0	0	0	0	0	0	0	14

**FTE units allocated to school (total number of teacher units)**

36

**Date this data was collected or last updated**

Friday 7/26/2019

### Prior Year - As Reported

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
Students with two or more indicators														

### Prior Year - Updated

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	40	31	57	46	36	34	0	0	0	0	0	0	0	244
One or more suspensions	3	5	18	20	35	24	0	0	0	0	0	0	0	105
Course failure in ELA or Math	12	1	11	4	0	0	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	71	69	73	0	0	0	0	0	0	0	213

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	22	43	72	67	69	64	0	0	0	0	0	0	0	337

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	32%	50%	57%	29%	49%	55%
ELA Learning Gains	47%	56%	58%	50%	56%	57%
ELA Lowest 25th Percentile	39%	50%	53%	61%	54%	52%
Math Achievement	50%	62%	63%	51%	62%	61%
Math Learning Gains	64%	63%	62%	65%	63%	61%
Math Lowest 25th Percentile	64%	52%	51%	59%	54%	51%
Science Achievement	25%	48%	53%	43%	50%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	107 (0)	114 (0)	127 (0)	136 (0)	133 (0)	131 (0)	748 (0)
Attendance below 90 percent	30 ( )	29 ( )	40 ( )	31 ( )	31 ( )	31 ( )	192 (0)
One or more suspensions	5 ( )	8 (0)	20 (0)	16 (0)	27 (0)	37 (0)	113 (0)
Course failure in ELA or Math	6 ( )	5 (0)	3 (0)	3 (0)	0 (0)	0 (0)	17 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	72 (0)	43 (0)	69 (0)	184 (0)

### Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	51%	-28%	58%	-35%
	2018	31%	50%	-19%	57%	-26%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	45%	52%	-7%	58%	-13%
	2018	17%	49%	-32%	56%	-39%
Same Grade Comparison		28%				
Cohort Comparison		14%				
05	2019	26%	50%	-24%	56%	-30%
	2018	28%	51%	-23%	55%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	61%	-15%	62%	-16%
	2018	48%	59%	-11%	62%	-14%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	67%	64%	3%	64%	3%
	2018	41%	60%	-19%	62%	-21%
Same Grade Comparison		26%				
Cohort Comparison		19%				
05	2019	37%	57%	-20%	60%	-23%
	2018	46%	61%	-15%	61%	-15%
Same Grade Comparison		-9%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	21%	56%	-35%	55%	-34%
Same Grade Comparison		2%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	10	36	37	21	45	40	22				
BLK	32	48	42	50	63	61	20				
MUL	13	36		53	73						
WHT	18			27							
FRL	30	46	39	47	63	60	21				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	15	36	47	25	48	61	9				
BLK	27	44	51	50	52	48	22				
MUL	31	50		31	70						
FRL	27	44	51	49	53	50	22				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	42	50	26	45	43					



2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	27	48	59	51	64	57	40				
MUL	50			57							
FRL	24	48	60	48	62	57	41				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A



Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	23
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Student performance in science was the lowest; however, there is a correlation between reading proficiency and achievement in science. Reading is the primary area of concern at the school. As students enter 3rd grade, most are still learning how to read. Recent and past data (since 2010) show as evidenced by the results from the state assessment, about 70% of the student read below grade level expectations. Over the course of the years (5), data trends in Achieve 3000 show a decline in the average Lexile level of the students entering 3rd grade. From the 2014 school year to the present, students went from an average level of 240 (highest entry level of students) to 88. This is a decrease in 152 points. In addition, iReady diagnostic results show students demonstrate significant gaps foundational skills and vocabulary.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Based on last year's state results, the Lowest Performing Quartile students in reading demonstrated the greatest decline in performance. The significant gaps in reading was the contributing factor. Interventionists worked with the basic skills of reading do to the functioning level of the students. Students were working to master the reading skill in order to decode and read fluently which is not the expectation on the state assessment.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Reading proficiency is the data component that had the greatest gap compared to the state average. Students struggle to meet the reading expectation at grade level. Data sources show significant deficiencies in the foundational skill of reading. In 3rd grade, students are learning to read instead of reading to learn. Teachers work with students on phonics and decoding to build fluency; however, the state exam assess knowledge acquired from reading complex text.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Student performance in 4th grade reading and math proficiency increased significantly this year. In the past, this grade level experienced the challenges during the year. There were changes in the number of classes and teachers. This past year, administration changed staff at that grade level with more experienced teachers to stabilize the team. Once the team was in place, the level of planning and preparation increased. The teachers studied the standards and delivered effective instruction around the standards. Data was used to make adjustments in instruction to meet the needs of the students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance and behavior are major areas of concern at the school. There are too many students at each grade level who missed more than 90% of the school year. Attendance is a contributing factor in the academic success of a student. Learning difficulties can occur when students miss an excessive amount of days out of school. In addition, behavior can impede student progress. Due to disruptive behaviors, there was an increase in the number of students with suspensions in school. Time out of the classroom (for any reason) is time away from learning.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Reading Proficiency
2. Lowest Performing Quartile in Reading
3. Science Proficiency

- 4. Attendance
- 5. Discipline

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	Core Content Areas (Reading, Math, Science)
<b>Rationale</b>	Reading proficiency is low. Students with disabilities and whites are below the federal Index of 41%. Only 39% of the Lowest Performing Quartile met the growth target which is a decline of 13% from the previous school year. In addition, Science proficiency is 25% which is well below the district and state average. While students performed better in Math, we are scoring well below the district and state average in the number of student meeting grade level expectations.
<b>State the measurable outcome the school plans to achieve</b>	<p>41% of the students will score at or above a Level 3 in Reading. 41% of all subgroups including Students with disabilities and Whites will score a Level 3 or higher in Reading. 55% of the Lowest Performing Quartile will meet the growth target in Reading. All Subgroups including Students with disabilities and Whites in the LPQ will meet their individual growth targets in Reading.</p> <p>60% of the students will meet the growth targets in Reading and Math. 60% of all subgroups including Students with disabilities and Whites will meet the growth expectations in Reading and Math.</p> <p>55% of the students will be proficient in Math.</p> <p>60% of the Lowest Performing Quartile will met the growth target in Math</p> <p>35% of the students will be proficient in Science. 35% of all subgroups including Students with disabilities and Whites will score a Level 3 or higher in Science.</p>
<b>Person responsible for monitoring outcome</b>	<p>Latrese Fann (fannl@duvalschools.org)</p> <p>If differentiated, small-group instruction is provided to support student needs, then academic achievement of in the content areas (math, science and reading) will improve.</p>
<b>Evidence-based Strategy</b>	<p>Focus on Small Group Instruction</p> <p>The classroom teachers, reading and math interventionist, and paraprofessionals will be assigned to support various groupings of students (LPQ, SWD and Whites) in reading and math based on need. The support staff will utilized supplemental materials (DI Programs, Phonics for Reading, iReady, LLI, and Acaletics) provided by the school.</p> <p>The part-time reading interventionist will work with High Level 1 and Low Level 2 students (including SWD and whites who meet this criteria) students in reading utilizing supplemental materials provided by the school.</p>
<b>Rationale for Evidence-based Strategy</b>	The focus is to be strategic and intentional with addressing the individual needs of all students and early intervention is the key. We will use Student Achievement Data (Formal and Informal assessment data), CAST formal and informal evaluations and Observational data collected from walkthroughs and instructional rounds to determine the effectiveness of the strategy.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Collect, analyze and disaggregate data to form student groupings (classroom teachers, interventionist, administrators).</li> <li>2. Review and utilize a variety of curriculum resources and supplemental materials (iReady, Acaletics, DI Programs, Phonics for Reading, LLI) to prepare for instruction</li> <li>3. Provide meaningful instruction (interventionist, paraprofessionals, part-time tutor, classroom teachers) including field experiences based on student needs (data) including tutoring.</li> </ol>

4. Observe and provide corrective feedback through scaffolded support (classroom teachers, interventionists, paraprofessionals, part-time tutor).
5. Revise and reflect to adjust instruction based on student needs (classroom teachers, interventionists, paraprofessionals, part-time tutors).
6. Progress monitor: track interventions and results (classroom teachers, interventionists, paraprofessionals, part-time tutors).
7. Make adjustments in student groupings (including LPQ, SWD, and Whites) based on need.
8. Celebrate student success based on performance (classroom teachers, interventionists, paraprofessionals, part-time tutor).

**Person Responsible** Latrese Fann (fannl@duvalschools.org)

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#2	
<b>Title</b>	Behavior
<b>Rationale</b>	Based on data, the number of Out of School Suspensions (OSS) increased from to from the the previous school year. While the number of referrals decreased, the nature of the infractions caused OSS to increase.
<b>State the measurable outcome the school plans to achieve</b>	Reduce the number of Out of School Suspensions by 20% from the previous school year Increase the number of days attended by 10% from the previous school year
<b>Person responsible for monitoring outcome</b>	Latrese Fann (fannl@duvalschools.org)
<b>Evidence-based Strategy</b>	Implement effective PBIS strategies that include preventative and responsive approaches school-wide and in the classroom. Implement and monitor student accommodations for behavior during instruction
<b>Rationale for Evidence-based Strategy</b>	Implementing PBIS strategies are important tools to decrease disruptions, increase instructional time, and improve student social behavior and academic outcomes which is critical as schools are held to greater accountability for student outcomes and teacher effectiveness.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide Professional Development on effective classroom management/PBIS strategies</li> <li>2. Generate the school-wide PBIS plan incorporating the use of Class Dojo</li> <li>3. As a grade level, review IEPs with Guidance Counselor and VE teachers to identify accommodations.</li> <li>3. Implement and document students accommodations in daily instruction and assessments.</li> <li>4. Evaluate and improve accommodations use in instruction and assessments.</li> <li>5. Utilize human capital (Intervention Rep/Behavior Interventionist, Guidance Counselor, City Year, and Full Service School Counselors, etc...) to support small groups of students and address social/emotional concerns with students</li> <li>6. Implement restorative justice practices (detention) to reduce the number of out of school suspensions</li> </ol>
<b>Person Responsible</b>	Latrese Fann (fannl@duvalschools.org)

#3	
<b>Title</b>	Professional Development
<b>Rationale</b>	Professional Development will improve the lack of content knowledge by the teachers. Coaching and modeling conducted by the Reading Coach will increase teacher effectiveness in the classroom. Improvement in instructional practice will increase academic achievement.
<b>State the measurable outcome the school plans to achieve</b>	80% of the instructional staff will score effective or highly effective in all of the components in CAST Domain 3
<b>Person responsible for monitoring outcome</b>	Latrese Fann (fannl@duvalschools.org)
<b>Evidence-based Strategy</b>	Administration and instructional coaches (school-based reading coach and region coaches) will provide Professional Development in the use of the workshop model framework, effective planning, and best teaching practices in all of the core content areas for all instructional personnel.
<b>Rationale for Evidence-based Strategy</b>	The workshop model framework is an effective way to deliver instruction and release ownership of the learning to students. Effective planning and delivery based on best teaching practices and use of the workshop model will be determined by ratings listed in CAST, administrative standards focused observations and feedback, and instructional rounding by the teacher. Student informal and formal assessment will determine the quality or effectiveness of the training.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create the school-based Professional Development Plan with the administrative, coaching, and leadership team based on observational data and teacher feedback or input.</li> <li>2. Administrative and instructional coaches (school-based reading coach and region coaches) will provide learning sessions based on the plan</li> <li>2. Observe in Model Classrooms (classroom teachers with instructional coaches); Conduct Peer Observation and Feedback through Instructional Rounds</li> <li>3. Reflect and Revise professional development plan and sessions based teacher feedback</li> </ol>
<b>Person Responsible</b>	Latrese Fann (fannl@duvalschools.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

#### Safety

1. Revise, review, and implement expectations outlined in the safe schools plan. Train teachers wot ensure understanding of expectations
2. Conduct monthly required safety drills and record findings in the reporting programs
3. Conduct monthly meetings with the safety team to review and update safety protocols when needed

#### Business /Community Partnerships

1. Cultivate existing partnership for the upcoming year
2. Meet monthly with partners to review programming and effective of the program
3. Seek opportunities to increase the number of business/community partnership at the school

#### Teacher Recruitment/Retention

1. Seek and hire high quality teachers
2. Assign mentors to support new teachers to the school
3. Conduct monthly teacher meet & greets and address topics submitted by the staff
4. Provide opportunities to teacher leaders to facilitate professional learning or lead committees
5. Establish model classrooms and utilize those rooms for instructional rounding
6. Conduct monthly staff outings to build relationships with staff beyond the school day
7. Provide opportunities for teachers to participate in the decision-making process
8. Survey the teachers and provide opportunities for input in teaching assignments for the next school year

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Communication is essential to building positive relationships with all stakeholders. At Robinson, we communicate frequently with stakeholders. There are weekly newsletters sent home in the Tuesday folder. Emails, phones calls, post on social media accounts, and updates to the school's website occur every Sunday. Quarterly teachers conduct parent conference to keep parents informed about the academic progress of the their children. The school collaborates with stakeholders through monthly SAC meetings and provide opportunities at the time for input on school matters. The school has an open door policy where parents are invited to participate in various events such as family nights, open house, and back to school orientation.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

Andrew Robinson is a Full Service School. Guidance referrals are made to support students and families in need of assistance. Based on consultations with the counselors, students and families are referred to Full Service for additional support. Full Service offers a variety of resources (therapist, behaviorist, funding for glass, grief counseling, etc...) that help address the social, emotional well being of the child and family. In the classrooms, teachers implement Sanford Harmony (SEL Program) which address a variety of topics including conflict resolution, problem solving strategies, dealing with angry, and good decision making. Additionally, the state of Florida has adopted Hope for a Healthy Florida where schools are required to implement lesson that address mental health topics. In Duval, Robinson will implement district created lessons on Early Release Days called Wellness Wednesdays.



**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

The Pre-K program at Andrew Robinson consists of neighborhood children. In preparation for kindergarten, the Pre-K program is designed to ensure students meet or exceed VPK state standards. Prek has curriculum guides or maps that address reading, writing, and math standards. The program integrates social studies and science throughout the curriculum. In addition, Pre-K teachers follow school expectations for discipline as outlined in the school-wide plan. Implementation of the CHAMPs rituals and routines are an integral part of the PreK program. There is also a VPK Parent Open House held where families are invited to see learning during the school day and learn more about the program before enrollment. Transition to Kindergarten bags are provided to each family to ensure families have reading, math, and writing materials to work with students during the summer to prevent summer loss. Within the first 45 days of enrollment, kindergarten students are given FLKRS for kindergarten readiness. These results are used to group students for differentiation using strategies for immediate intensive intervention. Annually, the Fifth-grade students are invited to participate in the "Transition to Middle School Day" at Matthew Gilbert Middle School. Students are given the opportunity to experience the middle school environment by shadowing students and partaking in various extra curricular activities that will be offered to them. (i.e. Sports, Physical Education, After School Clubs, Student Government, etc.)

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Leadership in collaboration with school committees work to meet the needs of the students and increase academic success. Each committee has a specific purpose and meets monthly with teachers from each grade level and an administrator.

Leadership Team - Administrators, Coaches, Guidance, Interventionists, ESE/CPST Facilitator - meets weekly to analyze school-wide data, review content focus for the week, review common planning expectations, develop or review coaching plans, and discuss next steps in instruction based on observational data.;

Collaborative Problem-Solving Team - Guidance, Teachers, VE Teachers, Administrator, Interventionist - Meets once a month to discuss the implementation of the MTSS process at the school. The team analyzes student data and develops interventions for teachers to implement in the classroom for students in need.

Foundations/PBIS Team - Administrators, Coaches, Guidance, Interventionist, Teachers - Meets once a month to review school-wide discipline data and attendance. Update PBIS/Attendance plans and goals based on the data.; Shared Decision Making Team - Administrators, Coaches, Guidance, Interventionist, Teachers, DTU Rep. - Meets once a month to provide input for budget and help make school-based decisions

according to the contract.

Title I, Part A - Funds used to support the academics needs of the school, provide field experiences for students connected to the content, technology, and supplemental materials.

Math, Science, Engineering, Technology, and the Arts, upgrades in technology, and professional development for teachers

SAI - Funds used to purchased part-time tutors to support the lowest performing quartile in reading.

Nutrition Programs - The school participates in the CEO universal meal program which provides free breakfast and lunch to all students who attend the school.

Title X Homeless - Homeless students living in our attendance area qualify for Title I services offered at the school. Services include the meals and enroll in the afterschool program.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Andrew Robinson has faith-based and community partnerships. Through these partnerships, students participate in field experiences on and off campus in the area of STEM. Students participate in unique programming such as coding at the school provided by STEM2Hub. Families attend parent nights and experience hands-on activities provided by industry partners in the area STEM. Annually, we conduct a career fair to expose students to the various career choices or opportunities. During college week, schools in the surrounding area visit the campus, speak to students, and participate a school-based pep rally and parade.

## Part V: Budget

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Core Content Areas (Reading, Math, Science)				\$326,034.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	2621 - Andrew A. Robinson Elementary School	Title, I Part A	725.0	\$285,764.00
			Notes: Reading Coach Math Interventionist 3 Paraprofessionals Part-time Tutor (Reading)			
	5100	510-Supplies	2621 - Andrew A. Robinson Elementary School	Title, I Part A	725.0	\$38,275.00
			Notes: Supplemental Materials			
	5100	620-Audio Visual Materials (Non-consumable)	2621 - Andrew A. Robinson Elementary School	Title, I Part A	725.0	\$1,995.00
			Notes: AV equipment			
2	III.A.	Areas of Focus: Behavior				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	160-Other Support Personnel	2621 - Andrew A. Robinson Elementary School		725.0	\$65,000.00
			Notes: Dean of Discipline			
3	III.A.	Areas of Focus: Professional Development				\$0.00
Total:						\$391,034.00