Andrew A. Robinson Elementary School

2021-22 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: 6/26/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: C (46%) 2017-18: C (43%) 2016-17: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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.

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

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Grover, Mychelle	Principal	. 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. 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. 3. Participates in the school performance review process to determine causes of low performance and implements appropriate strategies for school improvement. 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. 5. Ensures a safe and secure learning environment through the systematic implementation of Positive Behavior Intervention Supports and other appropriate preventive strategies. 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). 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. 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. 9. Performs other duties as assigned.
Palmer, Lashanda	Assistant Principal	Serve as the principal's designee • Assist in managing the learning environment – curriculum implementation, common planning, lesson study, book study, etc… • Oversee Discipline (handle issues, process referrals, etc..) • Conduct formal and informal CAST Evaluations (see CAST calendar) • Conduct daily Walkthroughs and provided specific feedback to faculty and staff • Conduct quarterly Data Chats with teachers • 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 • Prepare data reports for faculty meetings, common planning, and professional development sessions • Actively participate in and facilitate professional development with staff during common planning and ERD sessions • Participate in monthly coaching meetings for reading and math

Name	Position Title	Job Duties and Responsibilities
		• Oversee discipline and adhere to the Code of Conduct - process referrals, communicate with parents and teachers, follow through with disciplinary actions • Participate in the planning of the PBIS and Safety Plans – Monitor the implementation of the plans • Serve as the Testing Coordinator – receive and prepare materials for testing (district & state) • Complete the Title I PIP Budget and Plan – engage stakeholders and oversee the implementation of the plan; maintain the Title I Audit Box • Participate in the planning of the SIP – Monitor the implementation of the plan • Collaborate with staff to create the Master Schedules (classroom & resource) • Oversee the cleanliness and upkeep of the facilities and grounds – complete GCA and cafeteria report cards • Complete Para Evaluations • Handle constituent concerns and complete the weekly Parent Comm. Letter for submission to the principal • Prepare the Morn/After Duty schedules – oversee the implementation • Create and maintain the school's Master Calendar • Schedule and conduct safety drills • Manage quarterly awards – orders, teacher folders, program set-up • Monitor FOCUS and provide PD and support for teachers as needed – approve parent registration • Attend and actively participate in committee meetings – SAC, PTA, etc… • Update the school's webpage and scrolling announcements • Organize Monthly Student of the Month ceremonies • Perform all other duties assigned by the principal
Brock, Stephanie	Instructional Coach	Serve as the Professional Development Facilitator and adhere to all of the roles and responsibilities • Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings • Assign and mentor teachers (MINT, novice, or new to the school) • Oversee college interns and completion of the paperwork • Facilitate PD for ELA during common planning, ERD, and/or other scheduled trainings • Conduct content specific book study • Assist with overseeing Program Fidelity and provide curriculum support for teachers • Actively participate in weekly common planning session • Provide small group support for bubble students in 3rd grade • Research and provide instructional resources for teachers • Conduct walkthroughs and classroom observations for teachers who requested support • Prepare and model lessons for teachers participating in coaching cycles – Debrief and provide specific feedback • Provide coaching support (voluntarily and those assigned by administration

Name	Position Title	Job Duties and Responsibilities
		• Maintain a weekly coaching log • Create and implement weekly schedule • Disaggregate and analyze ELA data, create monthly data reports by grade level and class • Assist with maintaining the school's data notebook and update data boards for ELA • Participate in the planning of the SIP (ELA & Writing) • Receive, distribute, and collect ELA materials • Generate grade level ELA common assessments • Facilitate the Ready to Learn • Serve as Achieve 3000 Manager • Plan and facilitate parent workshop • Participate in family nights • Oversee the preparation of the reading celebration and the million word campaign • Perform all other duties assigned by the principal
Sams, Sonja	Other	Provides intensive instruction in reading to at-risk students in a one-on-one or small group setting. • Teach content specific groups in 3rd-5th grade daily • 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. • Work collaboratively with the administrative team to select targeted students based on data and generate a daily schedule for support • Work collaboratively with the homeroom teachers to coordinate intervention program efforts that align with regular classroom instructional focuses to promote student success • Adhere to the daily schedule and maintain accurate attendance records • Generate lesson plans that demonstrate skills of focus for the week • Review student data weekly and make adjustments in instruction to meet the needs of the students • Maintain a data notebook to track the growth of the students • Participate in interventionist training • Administer DAR to all students • Complete running words to determine growth in reading levels • Use research-based materials to provide daily instruction (implement w/ fidelity • K-2 – iReady Toolkit and Tools for Instruction, Reading Mastery Signature Edition, LLI • 3-5 – LLI, Corrective Reading, iReady Toolkit and Tools for Instruction, Achieve 3000 • Attend admin & interventionist team meetings • Participate in MTSS Leadership Team (MLT) and Collaborative Problem Solving Team (CPST) Meetings • Perform all other duties assigned by the principal

Name	Position Title	Job Duties and Responsibilities
Levesque, Erica	Teacher, ESE	Serve as the school's ESE Liaison and Collaborative Problem Solving Team (CPST) Facilitator • Review IEPs for compliance • Create master calendar for IEP reviews • Attend MRT meeting • Facilitate MTSS Leadership Team (MLT) and Collaborative Problem-Solving Team (CPST) meetings with the Guidance Counselor and Behavior Interventionist • Provide instructional support for teachers implementing intervention strategies for MTSS • Help teacher navigate through the documentation MTSS • Provide PD with the Guidance Counselor and Behavior Interventionist on the MTSS process (folders, documentations, interventions, etc...) • Maintain meeting minutes for students before the CPST committee • Perform all other duties assigned by the principal

Demographic Information

Principal start date
Saturday 6/26/2021, Mychelle Grover

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
40

Total number of teacher positions allocated to the school
36

Total number of students enrolled at the school
522

Identify the number of instructional staff who left the school during the 2020-21 school year.
5

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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	36	83	89	108	95	112	0	0	0	0	0	0	0	523
Attendance below 90 percent	0	29	46	36	29	32	0	0	0	0	0	0	0	172
One or more suspensions	0	3	7	11	5	11	0	0	0	0	0	0	0	37
Course failure in ELA	0	3	3	8	2	0	0	0	0	0	0	0	0	16
Course failure in Math	0	2	1	3	2	2	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	4	8	13	50	48	0	0	0	0	0	0	0	123

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	0	2	1	3	5	3	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	1	2	4	2	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - As Reported

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	
Number of students enrolled	84	102	110	141	111	125	0	0	0	0	0	0	0	673
Attendance below 90 percent	29	46	36	29	32	45	0	0	0	0	0	0	0	217
One or more suspensions	3	7	11	5	11	10	0	0	0	0	0	0	0	47
Course failure in ELA	2	3	3	8	2	0	0	0	0	0	0	0	0	18
Course failure in Math	2	1	3	2	2	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	8	13	41	50	48	0	0	0	0	0	0	0	164

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	2	1	3	5	3	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	2	4	2	5	0	0	0	0	0	0	0	14

2020-21 - 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**	
Number of students enrolled	84	102	110	141	111	125	0	0	0	0	0	0	0	673
Attendance below 90 percent	29	46	36	29	32	45	0	0	0	0	0	0	0	217
One or more suspensions	3	7	11	5	11	10	0	0	0	0	0	0	0	47
Course failure in ELA	2	3	3	8	2	0	0	0	0	0	0	0	0	18
Course failure in Math	2	1	3	2	2	0	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	4	8	13	41	50	48	0	0	0	0	0	0	0	164

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	2	1	3	5	3	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	1	2	4	2	5	0	0	0	0	0	0	0	14

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				32%	50%	57%	28%	50%	56%
ELA Learning Gains				47%	56%	58%	44%	51%	55%
ELA Lowest 25th Percentile				39%	50%	53%	52%	46%	48%
Math Achievement				50%	62%	63%	49%	61%	62%
Math Learning Gains				64%	63%	62%	53%	59%	59%
Math Lowest 25th Percentile				64%	52%	51%	51%	48%	47%
Science Achievement				25%	48%	53%	23%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	23%	51%	-28%	58%	-35%
Cohort Comparison						
04	2021					
	2019	45%	52%	-7%	58%	-13%
Cohort Comparison		-23%				
05	2021					
	2019	26%	50%	-24%	56%	-30%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	61%	-15%	62%	-16%
Cohort Comparison						
04	2021					
	2019	67%	64%	3%	64%	3%
Cohort Comparison		-46%				
05	2021					
	2019	37%	57%	-20%	60%	-23%
Cohort Comparison		-67%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Fall, Winter, and Spring diagnostics
Achieve3000
FSA ELA, Math and Science scores

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	53	30
	Economically Disadvantaged	26	50	50
	Students With Disabilities	100	0	30
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	15	33
	Economically Disadvantaged	13	16	31
	Students With Disabilities	0	0	33
	English Language Learners	N/A	N/A	N/A

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4	14	26
	Economically Disadvantaged	3	10	25
	Students With Disabilities	0	22	44
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3	11	20
	Economically Disadvantaged	3	10	20
	Students With Disabilities	0	22	22
	English Language Learners	N/A	N/A	N/A

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	6	15	27
	Economically Disadvantaged	6	18	23
	Students With Disabilities	7	15	7
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	6	23	49
	Economically Disadvantaged	5	23	42
	Students With Disabilities	7	7	15
	English Language Learners	N/A	N/A	N/A

Grade 4				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	8	21	27
	Economically Disadvantaged	6	22	24
	Students With Disabilities	6	3	14
	English Language Learners	N/A	N/A	N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	7	33	38
	Economically Disadvantaged	7	34	45
	Students With Disabilities	4	34	45
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	21	28
	Economically Disadvantaged	12	15	22
	Students With Disabilities	7	12	20
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	22	51
	Economically Disadvantaged	21	19	45
	Students With Disabilities	23	27	24
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	18	25
	Economically Disadvantaged	13	29	21
	Students With Disabilities	13	26	23
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	12	32		23	26	13	8				
BLK	26	45	50	46	46	20	24				
FRL	24	45	52	44	43	23	21				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	7
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Although science maintained its proficiency from the previous testing season, ELA and math saw a decrease of at least 3 percentage points. ELA gains maintained, but math learning gains saw a decrease of 21 percentage points. ELA LPQ students saw an increase in their performance, but math LPQ performance was significantly lower.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA-although learning loses were not as significant as math, ARE still falls in the lowest 300 schools in the state of Florida.
Math(gains/LPQ gains most notedly)-there were learning loses across all subgroups within the math reporting areas. There is notedly a great need with learning gains and LPQ learning gains.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In both ELA and math, the impact of COVID-19 on school wide performance is evident. Also, lack of solid instruction in primary grades impact these data components as well.
ELA-closer monitoring of primary ELA instruction, implementation of interventions prior to mid year, consistent monitoring of student and teacher performance, and adjustments to instruction as needed.
Math- closer monitoring of primary math instruction, closer monitoring of LPQ students, and providing interventions for students standard by standard. Also, consistent monitoring of all students and adjustments to instruction as needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The only data component to show growth was the LPQ ELA group.

What were the contributing factors to this improvement? What new actions did your school take in this area?

*Prescriptive instruction for this data component.
*Constant monitoring of student data, and adjustments to instruction as needed.
*Specialized Common Planning/PLCs to equip teachers with strategies for optimum performance for LPQ data component.

What strategies will need to be implemented in order to accelerate learning?

*Continued implementation of prescriptive instruction for this group.
*Wholistic implementation of standard...elimination of teaching/assessing individual standards in reading.
*Continuous common planning/PLCs that focus on strategies/instruction for this particular group.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

*Multiple standards instruction.
*Teaching of standards in clusters, not isolation.
*Assessing of multiple standards, thereby providing more test-like opportunities for student performance.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

*Inclusion of City Year members to provide additional classroom support.
*Small group instruction throughout the school day.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to the most recent PMA data, current FSA data, and the Standards Walkthrough Tool, classroom instruction, aligned tasks, and assessments do not provide adequate support and experiences to students.
Measurable Outcome:	100% of teachers will participate in weekly collaborative planning and data chats with school based leadership.
Monitoring:	*Weekly classroom walkthroughs will be completed using the Standards Walkthrough Tool. *Leadership will meet weekly to discuss successes/areas of focus noticed throughout each grade level. *Leadership will work to develop PLCs/Common Planning that address areas of concern, and use model teachers to present as experts when appropriate. *Leadership will revisit classrooms to monitor agreed upon changes to instruction. *Leadership will conduct monthly data chats with teachers. *Teachers and leadership team will use data collected to make informed decisions surrounding differentiated small groups, and FOCUS calendars.
Person responsible for monitoring outcome:	Mychelle Grover (groverm@duvalschools.org)
Evidence-based Strategy:	Administration, coach and interventionist will facilitate specific, focused, data driven collaborative planning using a cyclical approach(plan, implement, observe, adjust) to provide standards based instruction in every ELA classroom, every day.
Rationale for Evidence-based Strategy:	*Implementing effective planning streamlines teacher instruction, ensures that all lessons are driven to ensure standards mastery, and ensures students remain on task. *Implementing effective planning allows teachers to reflect on their craft, glean from other colleagues, provide adjustments to their teaching, and sustain building capacity. *Consistent data chats ensures that students receive small group, prescriptive activities geared towards improving student misconceptions. Data chats also ensure that monthly Focus calendars align to standards previously taught.

Action Steps to Implement

*Focused common planning.
*Common planning that is based on teacher needs
*Ensuring that student work is dissected, determining student areas of deficiency as well as teacher deficiencies.
*Determining when adjustments to instruction should be made.
*Providing additional paraprofessional support to ELA classrooms. This will enable teachers to provide data driven, small group instruction.
*Provide additional ELA support during Media resource. This will be provided for all students through the incorporation of a full time media specialist.
*Provide additional supplies for all ELA classrooms to ensure active student engagement.

Person Responsible	Mychelle Grover (groverm@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	According to the most recent PMA data, current FSA data, and the Standards Walkthrough Tool, classroom instruction, aligned tasks, and assessments do not provide adequate support and experiences to students.
Measurable Outcome:	100% of teachers will participate in weekly collaborative planning with school based leadership.
Monitoring:	*Weekly classroom walkthroughs will be completed using the Standards Walkthrough Tool. *Leadership will meet weekly to discuss successes/areas of focus noticed throughout each grade level. *Leadership will work to develop PLCs/Common Planning that address areas of concern, and use model teachers to present as experts when appropriate. *Leadership will revisit classrooms to monitor agreed upon changes to instruction. *Teachers and leadership will participate in monthly data chats.
Person responsible for monitoring outcome:	Lashanda Palmer (belll2@duvalschools.org)
Evidence-based Strategy:	Administration, coach and interventionist will facilitate specific, focused, data driven collaborative planning using a cyclical approach(plan, implement, observe, adjust) to provide standards based instruction in every math classroom, every day.
Rationale for Evidence-based Strategy:	*Implementing effective planning streamlines teacher instruction, ensures that all lessons are driven to ensure standards mastery, and ensures students remain on task. *Implementing effective planning allows teachers to reflect on their craft, glean from other colleagues, provide adjustments to their teaching, and sustain building capacity.

Action Steps to Implement

*Focused common planning.
*Common planning that is based on teacher needs
*Ensuring that student work is dissected, determining student areas of deficiency as well as teacher deficiencies.
*Determining when adjustments to instruction should be made.
*Provide additional support to 3rd grade math students through the addition of an additional 3rd grade math teacher.

Person Responsible	Lashanda Palmer (belll2@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the school-wide data from 2020-2021, our primary discipline focus will be decreasing the number of discipline referrals for African American males. We will proactively engage students in PBIS strategies, and continue to implement the calm classroom model throughout the school year.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

All teachers, staff, parents, business partners, community partners, and faith based partners are involved in promoting positive culture and environment at Andrew Robinson Elementary.
Teachers-lead professional development, supervise committees, and lead spirit committee, which recognizes teachers ,birthdays, celebrations, etc.
Business partners-provide teacher incentives, student incentives, and school support as needed.
Community partners-provide teacher incentives, classroom volunteers, and student incentives.
Faith based partners-provide classroom volunteers, teacher and student incentives.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
		Total:	**$0.00**