Robinson Elementary School

2021-22 Schoolwide Improvement Plan

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Robinson Elementary School

4801 TURKEY CREEK RD, Plant City, FL 33567

[no web address on file]

Demographics

Principal: Timothy Delgado

Start Date for this Principal: 7/29/2021

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* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: C (50%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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Robinson Elementary School

4801 TURKEY CREEK RD, Plant City, FL 33567

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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	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

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

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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.

J. S. Robinson will provide all students the knowledge and skills necessary to reach their highest potential.

Provide the school's vision statement.

J. S. Robinson will provide all students the best education in the county.

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
Wilkerson, Alicia	Principal	Instructional leader that oversees programs/resources to meet the needs of all students.
Bikowski, Stephanie	Instructional Coach	Instructional and student support, PD, data, walkthroughs
Der, Judy	Instructional Coach	Instructional and student support, PD, data, walkthroughs
Valentino, Kathryn	Teacher, K-12	SAC Chair: School Goal-setting, writing SIP, collaborating with administration and coaches to plan and implement school improvement action plans, monthly meetings with all stakeholders.
Settles, Molly	Teacher, K-12	SAC Co-Chair: monthly meetings with all stakeholders.
Gilmore, Katherine	Assistant Principal	Instructional Leadership, assessments, data review
Hicks, Kyisaiah	School Counselor	Behavior support, MTSS Facilitator, Social Emotional and Mental Health support.
Roberts, Lynn	Instructional Media	Media and literacy support schoolwide
Shepherd, Kari	Instructional Coach	Instructional and student support, PD, data, walkthroughs

Demographic Information

Principal start date
Thursday 7/29/2021, Timothy Delgado

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.*

4

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.*

3

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

554

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

4

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	63	73	75	80	96	80	0	0	0	0	0	0	0	467
Attendance below 90 percent	13	5	4	3	6	7	0	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide FSA Math assessment	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Number of students with a substantial reading deficiency	0	7	10	13	39	66	0	0	0	0	0	0	0	135

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	0	0	0	2	3	0	0	0	0	0	0	0	5

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	0	0	2	0	10	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	1	5	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/11/2021

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	79	74	90	108	86	102	0	0	0	0	0	0	0	539
Attendance below 90 percent	12	9	14	15	19	14	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Course failure in Math	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide ELA assessment	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	9	29	26	0	0	0	0	0	0	0	64

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	0	0	2	3	3	0	0	0	0	0	0	0	8

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	0	2	0	10	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	5	7	0	0	0	0	0	0	0	13

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	79	74	90	108	86	102	0	0	0	0	0	0	0	539
Attendance below 90 percent	12	9	14	15	19	14	0	0	0	0	0	0	0	83
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Course failure in Math	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide ELA assessment	0	0	0	9	29	26	0	0	0	0	0	0	0	64
Level 1 on 2019 statewide Math assessment	0	0	0	9	29	26	0	0	0	0	0	0	0	64

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	0	0	2	3	3	0	0	0	0	0	0	0	8

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	0	2	0	10	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	1	5	7	0	0	0	0	0	0	0	13

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				45%	52%	57%	47%	52%	56%
ELA Learning Gains				55%	55%	58%	56%	52%	55%
ELA Lowest 25th Percentile				53%	50%	53%	57%	46%	48%
Math Achievement				50%	54%	63%	51%	55%	62%
Math Learning Gains				54%	57%	62%	53%	57%	59%
Math Lowest 25th Percentile				38%	46%	51%	37%	44%	47%
Science Achievement				37%	50%	53%	46%	51%	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	35%	52%	-17%	58%	-23%
Cohort Comparison						
04	2021					
	2019	48%	55%	-7%	58%	-10%
Cohort Comparison		-35%				
05	2021					
	2019	42%	54%	-12%	56%	-14%
Cohort Comparison		-48%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	39%	54%	-15%	62%	-23%
Cohort Comparison						
04	2021					
	2019	63%	57%	6%	64%	-1%
Cohort Comparison		-39%				
05	2021					
	2019	39%	54%	-15%	60%	-21%
Cohort Comparison		-63%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	32%	51%	-19%	53%	-21%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Math and Reading: i-Ready (All grades)
Science: FCAT SSS (5th)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	6	20	55
	Economically Disadvantaged	12	14	11
	Students With Disabilities	12	14	11
	English Language Learners	12	14	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12	31	58
	Economically Disadvantaged	7	6	7
	Students With Disabilities	7	6	7
	English Language Learners	7	6	7

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	27	33
	Economically Disadvantaged	6	15	15
	Students With Disabilities	6	15	15
	English Language Learners	6	15	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4	12	20
	Economically Disadvantaged	0	10	11
	Students With Disabilities	0	10	11
	English Language Learners	0	10	11

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	39	56
	Economically Disadvantaged	0	2	6
	Students With Disabilities	0	2	6
	English Language Learners	0	2	6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	13	33
	Economically Disadvantaged	7	10	30
	Students With Disabilities	7	10	30
	English Language Learners	7	10	30

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	27	40
	Economically Disadvantaged	9	14	18
	Students With Disabilities	9	14	18
	English Language Learners	9	14	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	1	8	19
	Economically Disadvantaged	0	5	13
	Students With Disabilities	0	5	13
	English Language Learners	0	5	13

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27	37	44
	Economically Disadvantaged	6	15	22
	Students With Disabilities	6	15	22
	English Language Learners	6	15	22
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	7	17
	Economically Disadvantaged	0	3	15
	Students With Disabilities	0	3	15
	English Language Learners	0	3	15
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	52
	Economically Disadvantaged	0	0	32
	Students With Disabilities	0	0	32
	English Language Learners	0	0	32

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	26	37	47	33	43	35	19				
ELL	26	34	47	31	42	35	20				
BLK	36			45							
HSP	33	39	48	38	48	39	27				
WHT	49	39		49	58		47				
FRL	35	38	48	38	48	39	26				
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	34	45	44	44	61	42	26				
ELL	35	51	48	44	58	45	18				
BLK	44	45		38	27						
HSP	39	52	51	46	54	43	29				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS
WHT	59	62	50	61	59	20	49				
FRL	42	54	52	48	53	40	33				

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
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS
SWD	29	41	36	44	46	41	43				
ELL	28	49	56	40	51	44	21				
BLK	58	50		42	50						
HSP	34	50	57	47	51	35	36				
WHT	66	66		59	55	36	63				
FRL	43	52	55	48	50	38	39				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	346
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	40
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?

The trends that emerge are the need to increase proficiency in vocabulary and fractions.

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

The greatest needs identified are to increase proficiency in science, ELA, and Math. These components were found in i-Ready, SIPPS, and FSA/FSAA.

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

Covid-19 created additional challenges. Some students were e-learners and there was great movement between remote and on-campus. Engagement, motivation, and work ethic were harder to impact online.

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

There was an increase in pockets of math content. We also had learning gains across content in varying domains. We had a great schoolwide increase in phonics school with SIPPS and Brainspring instruction.

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

We used two structured phonics programs in general education (SIPPS k-3) and in intervention groups for students with disabilities (Brainspring all grades) with fidelity.

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

Teachers have completed trainings in the BEST standards (K-2) and have been provided guides for support. We will align activities to standards and implement the district provided learning guides created under the rocket icon with direct instruction.

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.

We will offer mini professional developments during weekly PLCs for standards, acceleration, and cultural content. We will progress monitor more deeply with scale scores and buckets to offer targeted instruction in small groups. We will progress monitor assessments to deeply understand strengths and areas to improve.

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

We will continue to push and extend our small group focus in all content areas, provide on-level instruction with alignment in learning activities, and use title one funds to employee content coaches.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Create a culture of shared accountability through aligned standard based instruction (B.E.S.T. and LAFS/MAFS Standards) based on the need to improve standards-based instruction to increase proficiency and student gains across all grade levels.
Measurable Outcome:	Increase overall student proficiency and gains as measured by iReady scores, FSA/FSAA, and EOY assessments.
Monitoring:	This will be monitored and acted upon through weekly morning PLC data analysis and response in real time to have a greater immediate positive effect on student achievement. This analysis and response will be initiated and carried out by all stakeholders. There will be a strong partnering of instruction at all levels (including special areas and interventionist) to best support students' growth and proficiency.
Person responsible for monitoring outcome:	Alicia Wilkerson (alicia.wilkerson@hcps.net)
Evidence-based Strategy:	-content coach data support for all grade levels and ESE continuum, including small groups for students in greatest need. -consistent small groups to focus on targeted areas of growth -professional development as identified by the data and stakeholder input -responsiveness to stakeholder feedback -shared leadership responsibility for student growth across all of Robinson Elementary -inclusion of parents and community in decision-making and content understanding
Rationale for Evidence-based Strategy:	To strengthen our collaborative approach through professional supports and a broader representation of voices/input to work together as a more cohesive stakeholder unit for students mastering of standards content (and overall growth in academics and character).

Action Steps to Implement

1. Weekly Professional Learning Community meetings monitored through weekly agenda.
2. Monthly/Quarterly assessments monitored through IReady, SIPPS, and School City.
3. Progress monitoring of the multiple data points through monthly MTSS meetings and quarterly PSLT/CST
meetings.
4. Weekly Walk-throughs with targeted PD based on teacher feedback.
5. Standards-based instruction
6. Small group focus
7. Acceleration
8. Weekly communication of learning goals/content focus

Person Responsible	Alicia Wilkerson (alicia.wilkerson@hcps.net)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale:	Increased support of our Black/African Americans students due to the need to improve culturally responsive standard-based instruction to increase proficiency and student gains across all grade levels, including FSAA.
Measurable Outcome:	Create a culture of shared accountability through aligned standard-based instruction (B.E.S.T. and Sunshine Standards) based on the need to improve standards-based instruction to increase proficiency and student gains across all grade levels for Black/African American students through extra support and cultural responsiveness: Surpass a 41% EWS.
Monitoring:	This will be monitored through collaborative data focus and responsive actions in weekly PLCs. Leaders and Instructors will review data and gains at the end of each quarter. Data sources: classroom performance, i-Ready Math and Reading, small group/intervention data, and EOY/FSA/FSAA assessments.
Person responsible for monitoring outcome:	Katherine Gilmore (katherine.gilmore@hcps.net)
Evidence-based Strategy:	-Increase parental and stakeholder representation through increased communication of learning objectives and standards, including responsiveness to feedback -Support from content coaches in small groups -Professional development to support the districts Social-emotional learning paired with Culturally responsive -Instruction. -Increased analysis of progress monitoring data and responsiveness in weekly PLCs
Rationale for Evidence-based Strategy:	The need to: - increase students gains through collaborative culturally responsive practice -create connections to standards and curriculum -increase support and communication among students, families, and instructional stakeholders

Action Steps to Implement

1. Quarterly leadership data/progress collaboration of subgroup and through report card reviews/documentation.
2. Stakeholders will monitor all formative/progress data for subgroup in weekly PLCs.
3. Weekly Walk through with targeted PD based on teacher feedback.
4. Increase parental/caregiver communication through weekly communication of learning goals and content.
5. Increase Family/curriculum night involvement.
6. Pair SEL with Culturally Responsive pedagogy.

Person Responsible   Katherine Gilmore (katherine.gilmore@hcps.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	In depth collaborative standard-based ELA Planning with common assessments for progress monitoring and faster response to needs in this area.
Measurable Outcome:	Increase overall student ELA proficiency and gains as measured by iReady scores, PMAs, FSA/FSAA, and EOY assessments.
Monitoring:	This will be monitored and acted upon through weekly morning PLC data analysis and response in real time to have a greater immediate positive effect on student achievement. This analysis and response will be initiated and carried out by all stakeholders. There will be a strong partnering of instruction at all levels (including special areas and interventionist) to best support students' growth and proficiency in ELA.
Person responsible for monitoring outcome:	Stephanie Bikowski (stephanie.bikowski@hcps.net)
Evidence-based Strategy:	-content coach data support for all grade levels and ESE continuum, including small groups for students in greatest need. -consistent small groups to focus on targeted areas of growth-phonics, fluency, vocabulary (based on data) -professional development as identified by the data and stakeholder input -responsiveness to stakeholder feedback -shared leadership responsibility for student growth across all of Robinson Elementary -inclusion of parents and community in decision-making and content understanding
Rationale for Evidence-based Strategy:	To strengthen our collaborative approach through professional supports and a broader representation of voices/input to work together as a more cohesive stakeholder unit for students mastering of ELA standards content.

Action Steps to Implement

1. Weekly Professional Learning Community meetings monitored through weekly agenda.
2. Monthly/Quarterly assessments monitored through IReady, SIPPS, and School City.
3. Progress monitoring of the multiple data points through monthly MTSS meetings and quarterly PSLT/CST
meetings.
4. Weekly Walk-throughs with targeted PD based on teacher feedback.
5. Standards-based instruction with plans for increased student discourse, and higher order questions.
6. Small group focus
7. Acceleration
8. Weekly communication of learning goals/content focus

Person Responsible	Alicia Wilkerson (alicia.wilkerson@hcps.net)

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.

Robinson Elementary reported 1.8 incidents per 100 students. This is considered high compared to Elementary schools within the state. We will continue to implement and expand the social-emotional framework through PBIS. Students will begin receiving weekly SEL lessons in their classroom. Students identified as needing greater intervention will receive wrap around services and push-in/check-in with student services. We have implemented the model level status.

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.

Robinson goes above and beyond to build positive school culture. Throughout the school year we have monthly character traits with lessons. The guidance counselor visits classroom and gives character education lessons to all grade levels that correspond with the trait. We also have ROAD and mindfulness expectations. These are rules that all students learn about in the first weeks of school. All teacher, students, faculty are involved in making sure they are being followed and rewarded positively. We love to celebrate a job well done! Our PBIS team offers a monthly store where students can spend their earned JSR bucks. Additionally, we have inclusive semester mystery events and assemblies to reinforce desired behaviors. We also believe in strong social emotional wellness and learning. We have added SEL lessons in our classrooms weekly. We continually build on being culturally responsive in instruction and leadership to address the intersectional academic, socio-economic, and social-emotional
needs of our diverse population.

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

Leaders, teachers, staff, parents/caregivers and the community are all invited to have a voice at Robinson Elementary. We actively seek input from all stakeholders on ways to improve in academic proficiency and as school or community citizens. We have increased communications in native languages and sharing of what is happening in our classrooms daily with student work samples, weekly standards and learning goals. Teachers seek out student's personal values and learning traits to help them better connect to curriculum and make greater gains. We connect to parents and community through Special Olympics, Curriculum Nights, and Volunteer Appreciation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$200.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1111	239-Other	3681 - Robinson Elementary School	Other	0.0	$200.00
2	**III.A.**	**Areas of Focus: ESSA Subgroup: Black/African-American**				**$200.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	1111	239-Other	3681 - Robinson Elementary School	Other	0.0	$200.00
3	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
					Total:	**$400.00**