Roberts Elementary School

2022-23 Schoolwide Improvement Plan

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Roberts Elementary School

5777 PIMLICO DR, Tallahassee, FL 32309

https://www.leonschools.net/roberts

Demographics

Principal: Kim Mcfarland

Start Date for this Principal: 7/1/2008

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	36%
2021-22 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* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2018-19: A (73%) 2017-18: A (68%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Leon 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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5777 PIMLICO DR, Tallahassee, FL 32309

https://www.leonschools.net/roberts

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	36%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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.

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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.

The Roberts Elementary School family will foster a safe, nurturing environment where students reach their fullest potential and become productive, responsible students.

Provide the school's vision statement.

Roberts Elementary School will be an engaging, safe and respectful learning environment that embraces change and produces successful learners who value diversity and are conscientious contributors to our society.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
McFarland, Kim	Principal	Mrs. McFarland, as the Principal, provides leadership as it pertains to the use of data-based decision-making. She ensures that the mission and vision of the school is supported and endorsed.
Shelton-Martin, Arecia	Assistant Principal	Dr. Shelton-Martin provides leadership as it pertains to the use of data-based decision-making. She ensures that the mission and vision of the school is supported and endorsed.
Lunsford, Shayla	Teacher, K-12	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Sanford, Shannan	Teacher, K-12	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Bosarge, Jillian	Teacher, K-12	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Timmons, Tiffanie	Teacher, K-12	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Lee, Ava	Instructional Coach	Ms. Lee serves as the Math Coach. She provides targeted instruction to Tier 3 students. Additionally, she provides support in the area of mathematics to instructional faculty members.
Vinson, Kim	Instructional Coach	Mrs. Vinson serves as the Reading Coach. She provides targeted instruction to Tier 3 students. Additionally, she provides support in the area of reading to instructional faculty members.

Name	Position Title	Job Duties and Responsibilities
Manu, Kelly	Instructional Coach	Mrs. Manu serves as the Reading Interventionist. She provides targeted instruction to Tier 3 students. Additionally, she provides support in the area of reading to instructional faculty members.
Barton , Abby	Teacher, K-12	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Trierweiler, Lisa	Teacher, K-12	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Tomlinson, Dana	Teacher, ESE	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.
Jacobsen, Kathy	School Counselor	Team Leaders are responsible for the dissemination of information to their team teachers from the school administrative team. Team leaders also present concerns to the administrative team from their grade level team teachers. Most importantly, team leaders help to build the capacity of their team teachers to deliver high-quality, effective instruction.

Demographic Information

Principal start date
Tuesday 7/1/2008, Kim Mcfarland

Number of teachers with a 2022 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.*
1

Number of teachers with a 2022 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.*
14

Total number of teacher positions allocated to the school

61

Total number of students enrolled at the school

851

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	141	144	151	130	148	141	0	0	0	0	0	0	0	855
Attendance below 90 percent	25	18	22	22	34	17	0	0	0	0	0	0	0	138
One or more suspensions	1	1	2	2	5	2	0	0	0	0	0	0	0	13
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 2022 statewide FSA ELA assessment	0	0	0	3	14	12	0	0	0	0	0	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	20	19	0	0	0	0	0	0	0	42
Number of students with a substantial reading deficiency	6	6	0	9	8	15	0	0	0	0	0	0	0	44

Using the table above, complete the table below with the number of students by current grade level who have 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	1	2	1	4	6	6	0	0	0	0	0	0	0	20

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	4	5	2	3	1	0	0	0	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 8/22/2022

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	138	145	125	137	129	149	0	0	0	0	0	0	0	823
Attendance below 90 percent	34	20	19	21	17	37	0	0	0	0	0	0	0	148
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	0	12	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	17	14	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	9	2	2	2	0	0	0	0	0	0	0	15

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	4	8	0	0	0	0	0	0	0	12

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	6	11	4	1	3	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	138	145	125	137	129	149	0	0	0	0	0	0	0	823
Attendance below 90 percent	34	20	19	21	17	37	0	0	0	0	0	0	0	148
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	0	12	10	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	17	14	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	9	2	2	2	0	0	0	0	0	0	0	15

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	4	8	0	0	0	0	0	0	0	12

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	6	11	4	1	3	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	75%	57%	56%				83%	57%	57%
ELA Learning Gains	65%						60%	54%	58%
ELA Lowest 25th Percentile	43%						66%	47%	53%
Math Achievement	77%	47%	50%				86%	64%	63%
Math Learning Gains	67%						75%	63%	62%
Math Lowest 25th Percentile	48%						63%	45%	51%
Science Achievement	68%	57%	59%				76%	52%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	86%	61%	25%	58%	28%
Cohort Comparison		0%				
04	2022					
	2019	86%	57%	29%	58%	28%
Cohort Comparison		-86%				
05	2022					
	2019	76%	56%	20%	56%	20%
Cohort Comparison		-86%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	89%	63%	26%	62%	27%
Cohort Comparison		0%				
04	2022					
	2019	84%	66%	18%	64%	20%
Cohort Comparison		-89%				
05	2022					
	2019	83%	61%	22%	60%	23%
Cohort Comparison		-84%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	54%	22%	53%	23%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	42	48	34	44	52	23	28				
BLK	44	50	36	43	59	50	40				
HSP	87	71		87	71		73				
MUL	64	52	36	72	67		40				
WHT	80	68	45	82	67	36	75				
FRL	55	49	32	56	58	50	38				

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	33	36	40	48	36		42				
BLK	52	40		38	20		53				
HSP	90			85							
MUL	65			74							
WHT	84	63	67	84	63	60	79				
FRL	51	44		42	25		57				

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	45	50	54	52	65	61	41				
BLK	53	48	43	73	72	68	15				
HSP	89	69		84	63		75				
MUL	89	64		89	83						
WHT	86	61	69	87	75	62	84				
FRL	76	61	67	77	61	61	59				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0

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%	0

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%	0

Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	78
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

An analysis of the data from the 2021-2022 school term compared with the 2020-2021 data revealed a decrease in the ELA proficiency scores at each grade level assessed. ELA scores decreased by 5% in third grade, 1% in fourth grade and 6% in fifth grade. Mathematics scores increased in third and fourth grades by 3% and 1% respectively. However, there was a 3% decrease in proficiency in fifth grade. Additionally, the fifth grade science scores decreased by 6% from 73% proficiency to 67%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The data components that indicate the greatest need for improvement are ELA and science proficiency.

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

The 2021-2022 school year was challenging because of the high level of COVID transmission in our region. As a result, student attendance was impacted throughout the school year. Research has shown that consistent school attendance is crucial to student achievement. Approximately 18% of the student population had an attendance rate below 90% during the 2021-2022 school term.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The third and fourth grade mathematics scores showed the most improvement. The third grade scores improved from 71% to 74% proficiency. The fourth grade scores improved from 80% to 81% proficiency.

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

The instructional model for mathematics was consistent with prior years. The continuity of instruction contributed positively to student achievement. The Go Math curriculum was utilized along with interventions from the math coach.

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

In order to accelerate learning, the following programs/strategies will be utilized: walk to read, gifted program and technology courses. In the walk and read model, students are grouped based on skills. As a result, teachers are easily able to accelerate learning at the level appropriate for each student. Also, our gifted program provides opportunities for students to accelerate learning. In addition, students in grades four and five receive instruction in technology that allows them to earn industry certifications. In the area of science, we incorporated a STEAM course for students in grades K-2 that we are expanding to all grade levels in the upcoming year. Additionally, we secured grant funds to host a science night for families and to provide supplemental materials and create a science lab for classes.

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.

Teachers are provided professional development opportunities in the Walk and Read program, industry certifications and techniques that can be used to recognize and provide opportunities to accelerate learning within their classrooms. The aforementioned opportunities can be provided via the following methods: school district trainings and offerings, school-wide trainings and/or grade-level trainings.

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

The school Triage team meets weekly to review student data and curricular needs. As a result of the team's work, recommendations are made for individual student needs. Additionally, school-wide trends are revealed as a result of the consistent data analysis. Students will receive intensive interventions provided by the reading coach, math coach and reading interventionist based on their student achievement data.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A review of our assessment data from previous years revealed that the area of science is an opportunity of improvement for our school. Our goal is to improve our science proficiency on the FCAT Science assessment from 67% to 70%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In grade 5, we plan to achieve a 3% increase in the area of science on the FCAT Science Assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area will be monitored by beginning of the year, middle of the year and end of the year district-created progress monitoring assessments.
Person responsible for monitoring outcome:	Arecia Shelton-Martin (shelton-martina@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Inquiry-based instruction with ongoing progress monitoring will be offered in science classes to ensure that the needs of the students are met.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research indicates that inquiry based cooperative learning strategies have a positive correlation with student achievement.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Science baseline, mid-year and end of year assessment administered in fourth and fifth grades.	
Person Responsible	Arecia Shelton-Martin (shelton-martina@leonschools.net)
Student data analysis and review with classroom instructors.	
Person Responsible	Arecia Shelton-Martin (shelton-martina@leonschools.net)
STEAM course offered in the special area rotation for all students.	
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The federal index score for students with disabilities was 39. As a result of this area scoring below 40, it is identified as a target area.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The goal is to improve the achievement of students with disabilities in all areas by 3%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored by FAST progress monitoring data and Unify science progress monitoring data.
Person responsible for monitoring outcome:	Arecia Shelton-Martin (shelton-martina@leonschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Research-based intervention materials will be utilized by instructional coaches to provide targeted support to students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research indicates that differentiated learning strategies have a positive correlation with student achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Student data analysis and review with classroom instructors.

Person Responsible	Arecia Shelton-Martin (shelton-martina@leonschools.net)

Interventions provided by the reading coach, math coach and reading interventionist.

Person Responsible	Arecia Shelton-Martin (shelton-martina@leonschools.net)

#3. Positive Culture and Environment specifically relating to Discipline	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The early warning system data reveals that 13 students received one or more suspension during the 2021-2022 school term. A positive school culture has a positive correlation to decreased referrals and higher student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The goal is to reduce the number of students with one or more suspensions from 13 to 10 or less during the 2022-2023 school term.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	The focus area will be monitored by accessing FOCUS discipline data.
Person responsible for monitoring outcome:	Arecia Shelton-Martin (shelton-martina@leonschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Research-based school-wide character skills will be implemented via the House System.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The house system provides all students with a smaller community within larger community on our school campus. By created micro-communities, we are helping students to form relationships with their peers and teachers that they may not otherwise have an opportunity to connect with during the school day. Additionally, the house system provides students with a place to belong, opportunities to collaborate with their peers, leadership opportunities and a sense of tradition.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During pre-planning, a presentation is made to all faculty members. The House system is discussed on the morning news and in homeroom classes to explain the system to students. Quarterly house meetings

are held and house sorting events are scheduled for K and students that are new to our school. Additionally, we hold an Umoja day each semester that celebrates unity amongst the houses.

Person Responsible	Arecia Shelton-Martin (shelton-martina@leonschools.net)

Quarterly house meetings for all students

Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Sorting ceremonies for new students

Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

The mission of Roberts Elementary School is to foster a safe, nurturing environment where students reach their fullest potential and become productive, responsible students. In order to achieve this mission, we recognize the importance of all school stakeholders. All members of the Roberts Elementary School community are valued and are empowered to fully participate in our school. Our school theme is One Team. One Dream. Umoja! and we value collaboration. We utilize a House System that reinforces our expectations for our school environment, provides students with a community and creates an overall positive school culture. As a school, we help to build capacity for parental involvement and sustained community engagement. It is our belief that strong home and school relationships serve as the foundation for positive outcomes as it pertains to academic achievement. We communicate with parents via phone calls, conferences, the Remind app, Zoom or Microsoft Teams meetings and newsletters.

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

The following stakeholders are involved with promoting a positive culture and environment at Roberts Elementary School: faculty and staff members, students, parents/guardians and community stakeholders. The aforementioned stakeholders serve an integral role for our school. The administrative team plans develops and communicates the mission and vision of the school to all stakeholders. All faculty and staff members serve as the ambassadors for our school and ensure the implementation of the mission and vision. Students are the center of our work and connect all stakeholders. Furthermore, students are taught and shown that they are integral to the culture and school environment. Parents and community members are true partners and assist in the creation and sustaining of a positive school culture and environment by organizing, planning and participating in school events and collaborating with faculty members to meet academic goals.