

Robinson Elementary School

2021 - 2022

Cherie Thibodeaux, Principal
 Kelly Kaminski, Assistant Principal
 1801 Cranston Rd.
 Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Cherie Thibodeaux	Principal	
Kelly Kaminski	Assistant Principal	1.5
Gina Curtis	Special Education	10
Becky Lund	Grade 3 Professional Educator	21
Susan Nehr	Grade 3 Professional Educator	16
Rachael Baldwin	Grade 2 Professional Educator	4
Natalie Sandell	Grade 1 Professional Educator	1
Amy Giunta	Kindergarten Professional Educator	18
Laurie R. Larsen	4k Professional Educator	
Carina Casique	Biliteracy Instructional Coach	
Joe Wehrenberg	Instructional Coach	2
Kayla Allen	School Counselor	2
Mike Ash	Literacy Coach	2

Beliefs, Mission, Vision and Values

Beliefs

Robinson Elementary School Believes in:

- The importance of making positive connections and building strong relationships with staff, students, and families
- Educating and supporting the whole child
- Establishing a safe and engaging learning environment

Mission

The mission of Robinson Elementary School staff is to provide a safe, nurturing, and inclusive learning environment for all students. Through active engagement in teaching and learning, students will be prepared to make a positive impact in their school community and beyond. Cougars Stay Connected!

Vision

Built on strong, positive relationships, Robinson Elementary School is a culturally inclusive learning environment where each child is inspired to achieve individual social and educational goals, with support and encouragement ultimately preparing them to be college, career, and community ready.

Values

Robinson Cougars value:

- *Fostering a Growth Mindset, the ability to Persevere, and Coping Skills with our students
- *Curriculum that puts Relationships First, then Relevance, and Rigor
- *Students and staff who adhere to the Cougar PAWS (Prepared, Attending, Welcome, Safe)
- *Inclusiveness - Respect & Appreciation of Diversity
- *Cougars Stay Connected: Support for students, families, and staff

What's your school's reimagined story...

State school's strengths and challenges as identified in your Needs Assessment reimagining your story:

Challenge:

There is unfinished teaching and learning due to the COVID-19 pandemic.

Strength:

We want to build on the SEL work focused on during COVID/Distance Learning. The emphasis was on relationships; with students as well as families. We want to continue to help build resilience (feel safe, connected and regulated) in our students which will help students be ready for learning which will ultimately affect achievement.

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

By the end of the 2021-22 school year, Robinson Elementary classroom teachers will utilize the American Reading Company (ARC) curriculum resource, focusing on Power Goals (Using the IRLA/ENIL and tracking student progress through conferences via SchoolPace) to progress students towards grade level proficiency in Reading.

Priority Area Mathematics SMARTE Goal

By the end of the 21-22 school year, first through third grade students will show progress comparing the beginning of year to end of year benchmark assessment, by focusing on numbers and operations in base ten during tier 2 intervention time.

Priority Area Building Choice SMARTE Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

By the end of the 21-22 school year, Robinson Elementary School will work to increase engagement of students and families. We will work to create connections and build relationships, and develop a measure of family engagement throughout the year.

- We will survey parents about positive calls and messages home to monitor the effectiveness of our communication with families.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMARTE Goal:

1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?

- Students lack access to culturally relevant texts
- The need to create an interdisciplinary approach to literacy
- The need for equitable practices in the area of literacy

2.0 What are your key quantitative and qualitative data takeaways related to Literacy?

- Overall students are not meeting grade level standards in literacy. 20/21 PALS: Spelling/Phonics and High-Frequency/Sight Word Recognition are specific areas of weakness
- Male students scored low on reading test

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Staff need professional development in the area of equitable literacy instructional practices
- Students need access to culturally relevant texts
- Students need access to grade level texts for core instruction and skill specific practice at their assessed - instructional level

Theory of Action Statement: If staff receive professional development in the area of ARC implementation (culturally relevant and equitable practices) coupled with literacy coaching cycles and students acquire the social emotional skills to regulate their emotions and problem solve during academic productive struggle, then we will see student growth as measured by assessments (IRLA, PALS, MAP, iReady, and Forward Exam).

(SCHOOL) Literacy SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
ARC implementation	Assessment/Placement & Standards/Curriculum Development	PD/training on IRLA/ENIL Reading Assessments, IRLA/ENIL Teacher Tool Kits, Power Goals, and Confering with Students	IRLA data	
Literacy Coaching	Professional Learning & School Climate	PD/training opportunities, teacher/coach collaboration meetings, PLCs, and grade level meetings	Teacher surveys	

Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Messages to parents/guardians about students successes	teachers and staff	survey of parents before and after; empathy interviews at end of year of some parents	

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	1. 2. 3.	Baseline IRLA, Math data gathered	
Term 2	1. 2. 3.	Add Literacy data from IRLA Survey of parents to be sent out in January	
Term 3	1. 2. 3.		
Summative	1. 2. 3.	Survey of parents to be sent out and look for growth; also do empathy interviews of some pareents	

CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics SMARTE Goal:

1.0 What are your key Equity Audit takeaways (2 - 3) related to Math?

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2.0 What are your key quantitative and qualitative data takeaways related to Math?

- Students have not yet met grade level standards for base 10
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3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- mentoring and modeling instruction; collaborative planning to influence student growth
- data measurement and adjusting strategies as needed

Theory of Action Statement:

(SCHOOL) Mathematics SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
Bi- weekly PLC meetings with Teachers		Bi- weekly PLC meetings with Teachers	Benchmark, Map and Fact fluency data	
Math Coaching Cycles.		Grade level data Meetings after each benchmark assessment	Benchmark, Map and Fact fluency data	
		Coaching Collaboration with teachers around math intervention time	Benchmark, Map and Fact fluency data	

Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Messages to parents/guardians about students successes	teachers and staff	survey of parents before and after; empathy	

		interviews at end of year of some parents	

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	1. Math Coaching Cycles 2. Bi- weekly PLC meetings with Teachers 3.	Unit Data Benchmark Assessments and Fact Fluency	
Term 2	1. 2. 3.		
Term 3	1. 2. 3.		
Summative	1. 2. 3.		

CONTINUOUS IMPROVEMENT PLAN

Priority Area - School Choice SMARTE Goal: (i.e. climate and culture, students and parent engagement, MLSS, etc.)

1.0 What are your key Equity Audit takeaways (2 - 3) related to School Choice?

- Paucity of positive messages sent to parents/guardians of students
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2.0 What are your key quantitative and qualitative data takeaways related to School Choice?

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3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

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Theory of Action Statement: If students are able to draw upon strategies to emotionally regulate, then they will more likely be able to function from their prefrontal cortex and be ready to learn.

(SCHOOL) Building Choice SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
SEL universal instruction: "Second Step"	Professional Learning & School Climate	PD on developmentally appropriate and culturally relevant strategies for regulation and problem solving during productive struggle	Discipline data, Climate surveys, student surveys	
Dojo (also postcards sent home)	Parent and guardian communication for engagement	Focus on more communication for family partnership with school	survey data (before and after)	

Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	
Messages to parents/guardians about students successes	teachers and staff	survey of parents before and after; empathy interviews at end of year of some parents		

Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	1. 2. 3.		
Term 2	1. 2. 3.		
Term 3	1. 2. 3.		
Summative	1. 2. 3.		

School Title I Components Checklist

<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Meeting <ul style="list-style-type: none"> <input type="checkbox"/> (Hyperlink Presentation) <input type="checkbox"/> (Hyperlink Invitation) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <input type="checkbox"/> Hyperlink Website Link
<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <input type="checkbox"/> Compact Document (Hyperlink) <input type="checkbox"/> Return Rate Data (Hyperlink) 	<ul style="list-style-type: none"> <input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <ul style="list-style-type: none"> <input type="checkbox"/> Callout <input type="checkbox"/> Newsletter (Hyperlink) <input type="checkbox"/> Website <input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<ul style="list-style-type: none"> <input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook 	
<ul style="list-style-type: none"> <input type="checkbox"/> CIP Aligned Title I Budget Submitted 	
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <ul style="list-style-type: none"> <input type="checkbox"/> Parent Suggestion Box present in each school's Main Office 	<ul style="list-style-type: none"> <input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites