

# Robinson Elementary School

## 2022 - 2023

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	1
Kelly Kaminski	Assistant Principal	2.5
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	3
Amy Giunta	Kindergarten Professional Educator	18
Laurie R. Larson	4k Professional Educator	7
Carina Casique	Biliteracy Instructional Coach	10
David Falkavage	STEM Instructional Coach	
Kayla Allen	School Counselor	2
Mike Ash	Literacy Coach	3

# 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 SMART E Goal

By the end of the 2022-23 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. The goal is to have a greater percentage of students make the 1.5 years of growth (relative to 2021-22 percentages).

6% of kindergartners

12% of first graders

20% of second graders

29% of third graders

## Priority Area Mathematics SMART E Goal

By the end of the 21-22 school year, 4K through 3rd grade students will show 30% 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 focused on numbers and operations in base ten. Kindergarten through grade 3 will use the benchmark assessment, given 3 times a year, to monitor progress.

**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. The goal is 100% families attendance for at least one conference event during the year (can be phone or zoom) and 80% of families at least attend one event outside of conferences during the year.**

# CONTINUOUS IMPROVEMENT PLAN

## Priority Area Literacy SMARTE Goal:

<b>1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?</b>				
<ul style="list-style-type: none"> <li>• Students lack access to culturally relevant texts</li> <li>• The need to create an interdisciplinary approach to literacy</li> <li>• The need for equitable practices in the area of literacy</li> </ul>				
<b>2.0 What are your key quantitative and qualitative data takeaways related to Literacy?</b>				
<ul style="list-style-type: none"> <li>• 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</li> <li>• Male students scored low on reading test</li> </ul>				
<b>3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?</b>				
<ul style="list-style-type: none"> <li>• Staff need professional development in the area of equitable literacy instructional practices</li> <li>• Students need access to culturally relevant texts</li> <li>• Students need access to grade level texts for core instruction and skill specific practice at their assessed - instructional level</li> </ul>				
<b>Theory of Action Statement:</b> 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).				
<b>(SCHOOL) Literacy SMARTE Goal (Annual Growth):</b>				
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	IRLA data	

		Goals, and Confering with Students		
Literacy Coaching	Professional Learning & School Climate	PD/training opportunities, teacher/coach collaboration meetings, PLCs, and grade level meetings	Teacher surveys	
<b>Parent / Family Engagement Strategies for SMARTE Goal:</b>				
<b>Evidenced-Based Engagement Strategy</b>	<b>Participants</b>	<b>Success Indicator</b>	<b>Engagement Documentation</b>	
Messages to parents/guardians about students successes	teachers and staff	empathy interviews at end of year of some parents	School newsletter and teacher Dojo messages	
Families track reading time at home and report reading to teachers	teachers and families	30 minutes of reading in school and 30 minutes of reading at home 5 days a week	Steps in SchoolPace	

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	<b>Evidence-Based Improvement Strategy</b>	<b>Data</b>	<b>State Adjustment or Maintenance of Effort</b>
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. Morning Message per ARC</li> <li>2. Family Night/PT Conferences focusing on literacy goals</li> <li>3. Collaborative planning in PLCs</li> <li>4. Equitable conferencing strategy</li> <li>5. STEPS of reading at home and school logged</li> </ol>	Baseline IRLA, Math data gathered, ARC Learning Walk, staff conversations on best practices for procedures	

<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. Admin observations and feedback on literacy practices</li> <li>2. Equitable conferencing strategy</li> <li>3. Increased focus on tool kit lessons</li> <li>4. STEPS of reading at home and school logged</li> <li>5. Family connections around steps and math practice at home</li> </ol>	<p>Literacy data from IRLA, ARC Learning walk, Teacher Rounds to observe practices</p>	
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1. Adjusted goal strategies as needed relative to data</li> <li>2. Evaluate growth data for IRLA to determine next steps</li> </ol>		
<b>Summative</b>	<ol style="list-style-type: none"> <li>1. Evaluate growth data for IRLA</li> <li>2.</li> <li>3.</li> </ol>	<p>empathy interviews of some parents</p>	



# 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): 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.

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	Students of tier 2 and tier 3 interventions	Bi- weekly PLC meetings with Teachers	students leaving interventions	
Math Coaching Cycles	instruction for universal and tier 2 interventions in the classroom	Grade level data Meetings after each benchmark assessment	Growth on Benchmark, Map and Fact fluency data, and/or Imagine Math standards	
Classroom support cycles	STEM coach supporting instruction in the classroom	Coaching Collaboration with teachers around math intervention time	Growth on Benchmark, Map and Fact fluency data	

### Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement
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			<b>Documentation</b>
Messages to parents/guardians about students successes	teachers and staff	empathy interviews of some parents at end of year	

## 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
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. Math Coaching Cycles</li> <li>2. Bi- weekly PLC meetings with Teachers</li> <li>3.</li> </ol>	Unit Data Benchmark Assessments and Fact Fluency	
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. Teacher and Coach intentional planning</li> <li>2. Math Coaching Cycles</li> <li>3. Bi- weekly PLC meetings with Teachers</li> </ol>	Unit Data Benchmark Assessments and Fact Fluency	
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1. Evaluate data to set strategies</li> <li>2. Math Coaching Cycles</li> <li>3. Bi- weekly PLC meetings with Teachers</li> </ol>	Unit Data Benchmark Assessments and Fact Fluency	
<b>Summative</b>	<ol style="list-style-type: none"> <li>1. Math Coaching Cycles</li> <li>2. Bi- weekly PLC meetings with Teachers</li> </ol>	Unit Data Benchmark Assessments and Fact Fluency	

## 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?

- Parent engagement is lower now than it was pre-Covid
- Student dysregulation has increased

### 2.0 What are your key quantitative and qualitative data takeaways related to School Choice?

- Fewer parents attending conferences and school-wide events
- Universal instruction on SEL topics should be a focus

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

- Parent attendance at events, connect parents to Class Dojo
- Focus on universal SEL instruction

**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: "Purposeful People"	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	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

Universal Purposeful People instruction AND focus on Universal through PBIS	Teachers, student services, administration	Decrease in dysregulated behavior and increase in focused learning time	Behavior data dives
Develop and implement plans for February conferences to increase parent/family attendance/participation (possibly celebrate families who attend in some way, with math make and take bags)	admin, building leadership team, teachers, families	Increase in participation in February compared to October	conference attendance

## 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
<b>Term 1</b>	<ol style="list-style-type: none"> <li>1. Family connection events about literacy</li> <li>2. Parent/teacher conferences</li> <li>3. Teachers keep families up-to-date on instruction</li> </ol>	Newsletter, invitations to events, Dojo messages	
<b>Term 2</b>	<ol style="list-style-type: none"> <li>1. PBIS directed Universal lessons in addition to Purposeful People</li> <li>2. Newsletters and teachers keep families up-to-date on instruction</li> <li>3. Parent survey planning and administration</li> </ol>	PBIS lessons, newsletter, invitations to events, Dojo messages, Survey results	
<b>Term 3</b>	<ol style="list-style-type: none"> <li>1. Adjusted strategies based on evidence</li> <li>2. Newsletters and teachers keep families up-to-date on instruction</li> <li>3. Parent survey planning and administration</li> </ol>	PBIS lessons, newsletter, invitations to events, Dojo messages, Survey results	
<b>Summative</b>	<ol style="list-style-type: none"> <li>1. Review year-long data</li> <li>2. Set priorities for following school year</li> <li>3.</li> </ol>	PBIS lessons, newsletter, invitations to events, Dojo messages, Survey results	

# School Title I Components Checklist

<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Meeting             <ul style="list-style-type: none"> <li><input type="checkbox"/> (Hyperlink Presentation)</li> <li><input type="checkbox"/> (Hyperlink Invitation)</li> <li><input type="checkbox"/> Meeting Date <u>    <b>9/20</b>    </u></li> <li><input type="checkbox"/> Meeting Time <u>    <b>5-6:30 P.M.</b>    </u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Hyperlink Website Link</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Compact             <ul style="list-style-type: none"> <li><input type="checkbox"/> Compact Document (Hyperlink)</li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish             <ul style="list-style-type: none"> <li><input type="checkbox"/> Callout</li> <li><input type="checkbox"/> Newsletter (Hyperlink)</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Weekly Classroom Communication via LMS or other means</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> CIP Aligned Title I Budget Submitted</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Suggestion Box present in each school's Main Office</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites</li> </ul>