



Robinson Elementary School

Sam Carter, Principal
1801 Cranston Road
608-361-2800
Grades 4K-3rd

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Section 2: School Profile

Our Vision

We envision the Robinson school environment as an equitable, warm, and welcoming community

We envision each Robinson School Classroom as a positive, structured environment

We envision each Robinson student as a confident, self disciplined, independent learner.....

We envision the Robinson school staff member as a highly, qualified, professional staff with a shared vision of high expectations for all students.

We envision the Robinson school curriculum to be focused on high academic achievement for all students, designed, differentiated, and delivered to inspire.

Our values for learning.....

In order to prepare our children to become successful learners and leaders of tomorrow, the Robinson School community believes in:

- **The Climate of a Professional Learning Community which allows each educator to work together, learn together and strive to have**
- **High Expectations:**
- **Aligned Curriculum and Best Practices in Instruction.....**
- **Multicultural Diversity**
- **Diverse Learning Styles**
- **Community Involvement:**
- **Shared Decision-Making**
- **Fiscal Responsibility**
- **Assessment:**
- **Collaboration:**
- **Continuous Improvement**
- **Unity of Purpose**

Our Mission Statement...

The mission of the Robinson Elementary School Team is to foster student success in a safe and nurturing environment which prepares our students to be thriving community members.

Our continuum of change....

Robinson Elementary was established in 1955 after Colonel Robert P. Robinson, a former Beloit teacher who served in World War I and later became a Wisconsin state senator. Even in Robinson's humble beginnings, it has striven to grow and move forward. Its first building addition occurred just seven years later in 1962. After this, many years would pass without physical brick and mortar additions to Robinson's building. The year 1995 gave way to great change in Robinson's structure. Robinson became a K-5 school when sixth graders were transitioned to the district's middle schools. Additional change came as the school fast forward sixteen years later in 2011. During this time, Robinson Elementary and McLenegan Elementary merged together at the 1801 Cranston Road location and was reconfigured as a K-3 building. This reconfiguration positively resulted in the addition of beautiful new classrooms, gym, kitchen, and bathrooms. A grand reopening showcasing this was held in 2013 for the completed project. Robinson was on an upward trajectory and in 2013, it opened its doors to begin serving four-year-old kindergarteners in the community. Steeped in this 60+ year history, at the helm were six different principals, averaging ten years each of leadership and service moving this school ahead. To this day, Robinson has always been regarded in the Beloit community as a successful school poised to meet the ever-changing needs of learners and families. Additional initiatives that have been piloted and/or implemented at Robinson include but are not limited to: single gender classrooms, dual language programming, 4k programming, and 4K dual language programming.

In 2015 DPI chose Robinson Elementary School to be represented by its Principal Sam Carter on the State Superintendent's task force for closing the achievement gap. This recognition was based on the analysis of eight years of Robinson assessment data that showed that the achievement gap between minority and white students was narrowing. Only 5 principals from the state were chosen to have their school's work represented.

Current demographics comprise Robinson 2016 to serve 438 total students. Forty-four percent (43.6%) of the student population are male and fifty-six percent (56.4%) are female. Racial/ethnic backgrounds are: 37.2% White, 34.9% Hispanic, 19.9% African American, and of Two or More Ethnicities 5.7%. The student body reflects twenty percent (19.6%) of our students are English Language Learners (students whose first language is not English) while just under ten percent (8%) of our students are identified with special needs. Seventy-four percent (73.7%) of students receive free or reduced lunch. To meet the needs of our diverse student body, our school offers a variety of programs: regular education, special education, before and after school programming, and intervention in math and reading. **Robinson receives funding from three sources – local (Board funds), federal (Title I), and a variety of grants staff members apply for and receive.**

Robinson Elementary School partners, teachers, and students creating an active and intentional learning process including:

- Comprehensive balanced literacy framework
 - Lucy Calkins Reading Workshop
 - Lucy Calkins Writing Workshop
 - Fountas and Pinnell Phonics
- Literacy coach/reading specialist support
- Universal math instruction
 - Investigations

Dreambox

- Math interventionist support
- 2 Math liaisons to increase and inform classroom practices
- Comprehensive Responsive to Intervention (RtI) approach in literacy and mathematics
 - Soar to Success
 - Leveled Literacy Intervention
 - AIMSweb progress monitoring
 - Guided math
- Co-taught classroom approach to inclusion of special needs students in areas of need
- Inclusive strategy to ELL services including early intervention and vocabulary instruction
- Strong Dual Language Immersion Program (DLI) which teaches content through native and target languages 4K-3
- Discipline-based art, music, media, and physical education programs which use Artsonia and Fitness Fanatics to promote family connections
- Professional Learning Communities (PLCs) and content area vertical teams to increase student achievement and teacher collaboration
- After school Robinson Community Learning Center, which focuses on raising achievement of at-risk students in literacy and math
- Lighted Computer Lab open 1 Saturday a month for Robinson families and students use of technology
- Implementation 1:1 Technology - Ignite Beloit Initiative
- Fully embedded Department of Public Instruction Educator Effectiveness to deliver and perfect the learning process
- Language acquisition coordinator working daily with ELL students and families

In order to provide a caring, safe and nurturing environment for our students, Robinson Elementary developed and implemented socio-emotional programs and supports:

- Positive Behavior Interventions and Supports (PBIS, Tier I and Tier II)
 - Assemblies
 - Monthly school-wide incentives
 - PBIS “teach-to” videos
 - Check-In/Check-Out (CICO)
 - Social Academic Instructional Groups (SAIG)
 - Zones of Regulation for identified students
- ClassDojo, a classroom management platform for teachers, parents, and students.
- Robinson Class Dojo Mentor with the ability to test this classroom management platform features before they get released to everyone else
- Restorative Practices that encourage mindfulness in the classroom
- Second Step lessons that instill socio-emotional skills within students
- Full time Social Worker
- Half-time School Psychologist
- Full-time Health Room Assistant
- Two full time special education teachers, one full time speech and language pathologists, a part time occupational therapy assistant and a part time physical therapy assistant

We offer a comprehensive program of services to students with special education needs as well. Services are offered to students in 4-year-old kindergarten through grade 3 as well as a specialized program for students with special education needs. Each 4K classroom has a para educator. Students receive education and support in alignment with their individual education plans (IEP) in regular education classrooms, small group specialized settings, and special education resource rooms. We offer the services of speech therapy, occupational/physical therapy, full-time nursing support, a part-time psychologist, a full-time social worker, and several full-time special educators and para educators. We offer our students with special needs academic and social skill problem-solving strategies through the RtI framework and restorative practices. Referral for special education occurs through the student intervention team (SIT) involving parent, principal, pupil service staff, and classroom teachers.

Our school offers enriched learning opportunities to students by having a full-time art teacher, music teacher, physical education teacher, library media specialist, and ELL para educator. Students also have a variety of after school extra and co-curricular opportunities such as athletics, MEO, Just Say No. We also offer extended support to our students through collaboration and programs offered through UW-Extension, YMCA/Stateline Boys & Girls Club, Beloit Public Library, Beloit College, Beloit High School tutors.

Continued Success . . .

Robinson Elementary School continues to show improvement by adapting our curricular offerings and instructional delivery to promote high academic achievement for all students. We celebrate our many accomplishments and improvements each year.

Throughout the year, Robinson School teachers provide formative and summative assessments. Assessments of learning include the Forward Exam at grade 3, MAPS for grade K-3, fact fluency K-3, PALS for 4K-2nd grade and ACCESS for ELL students. Through our professional learning communities, grade level teachers look at common assessments and determine trends among the children at their grade level. Through this, guided groups are developed to assist students on skills that are a continued need and whole group instruction is adjusted as needed.

Family involvement continues to be a crucial ingredient to the success of Robinson Elementary School. To that effort activities are geared to help draw families into the building to cultivate and/or cement the relationships.

2015-2016 School Year Highlights:

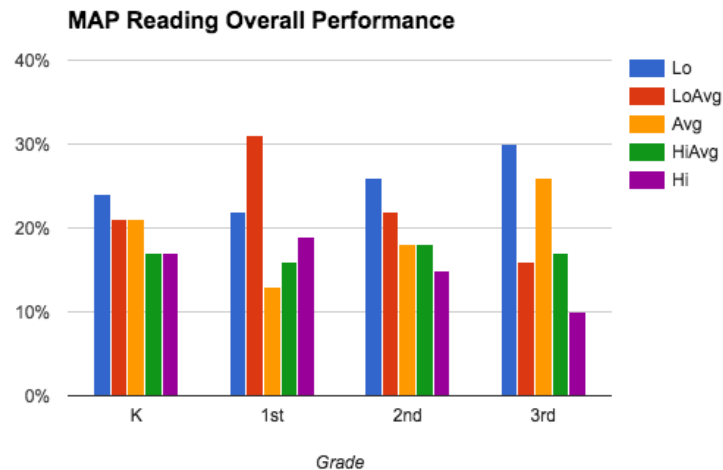
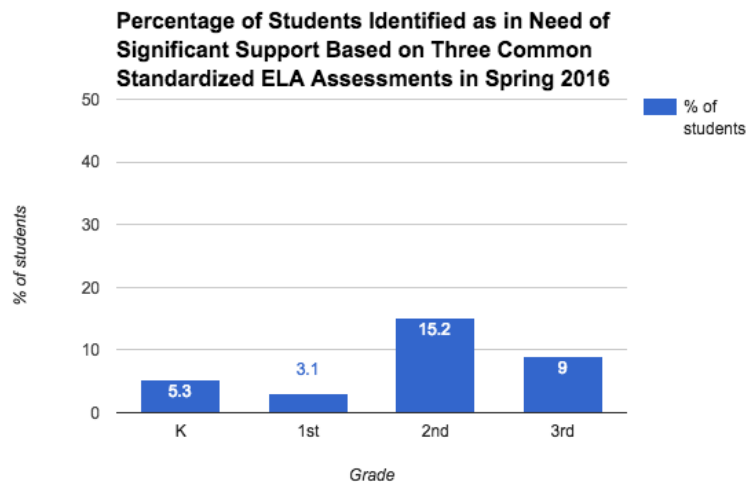
- ❖ Back to School Night was held in August
- ❖ Panzania Dancers held in October 40 families attended
- ❖ PBIS evening event for parents held in October for over 100 parents
- ❖ Halloween Spooktacular was held in October for over 100 parents
- ❖ Family Movie Night was held in January over 250 attendees
- ❖ CLC before and after school programming services
- ❖ Six Flags Reading Club and Magic Waters Reading Club school-wide at-home reading incentive program was implemented
- ❖ Six after-school cooking classes were offered for families by UW-Extension staff
- ❖ Soul Food Dinner for families was held in February
- ❖ Grandparents Day was held in November for over 100 families
- ❖ Math Night for families was held in April with 200 attendees
- ❖ Noche Latina was held in May with 160 attendees
- ❖ Family Picnic and Olympics was held in June with over 250 attendees
- ❖ School-wide carnival was held with over 300 attendees
- ❖ Open library and computer lab was held on five Saturdays throughout the year

- ❖ CLC parent activities and family dinners serving over 250 meals
- ❖ PBIS Highlights
 - PBIS parent night was held in October
 - PBIS assemblies held throughout the year
 - Cougar Paws given to students who are demonstrating expected behaviors
 - Classroom PAW given for earning 10 individual paws
 - School goals for rewards for earning classroom PAWS
- ❖ Grants
 - CLC learning grant recipient for after school and before school programming
 - Exxon Mobile Math and Science award for 2016-2017
 - Eco Lab Grants
- ❖ Community Partnerships
 - UW Extension Nutrition partnership (classroom lessons, parent workshops)
 - Boys and Girls Club of Beloit
 - Beloit Public Library Booklegger program
 - Beloit firefighters
 - Retired teachers volunteering to help our youth
 - Ms. Story volunteering her time before, during and after school greeting and supervising children
 - Beloit YMCA Before and After school care
 - UW-W Student teachers and O&P Host
 - Family Worship Center
 - Beloit Memorial HS students for tutoring



Section 3: Needs Assessment Data and Narrative and Summary Charts

Robinson Elementary School Reading Needs Assessment



PALs data 2016 fall

	K	1st	2nd
male	43%	55%	42%
female	57%	45%	58%
	K	1st	2nd
Hispanic	57%	50%	19%
Black	0%	15%	31%
White	43%	25%	46%
Asian	0%	0%	4%
Unspecified	0%	10%	0%

	K	1st	2nd
Non spec ed	86%	95%	81%
Spec ed	14%	5%	19%

	K	1st	2nd
Non ELL	71%	50%	77%
ELL	29%	50%	23%

1. Describe your school's overall trend in reading over time in terms of proficient and not proficient students.

The distribution of proficiencies over the past 4 years has stayed consistent. Students have varied slightly between minimal, basic, proficient, and advanced proficient; although, as a whole it has remained steady.

2. How does your school's performance compare to the district and the state?

District: Robinson performed consistently in the top three elementary schools within the district.
 State: Robinson maintains approximately 9 points below the state average.

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Grade	Total Number of Students Id'd on Three Common Standardized Assessments in Spring 2016	African-American	Hispanic	White	Two or more	ELL	DLI	SE
K	5	0	100%	0	0%	20%	100%	0

1st	3	33%	33%	33%	0%	33%	33%	67%
2nd	14	29%	29%	21%	7%	29%	21%	36%
3rd	9	33%	22%	22%	0	44%	22%	33%

The data indicates there is not a racial achievement gap in grades 1-3, however, when looking at the school as a whole, 2nd grade and Dual Language Immersion students in kindergarten stand out. A higher percentage of students in each of these groupings were identified on the three standardized assessments.

4. Identify your reading urgent fact.

The data indicates a four year trend, crossing all ethnic groups, that 70% of students are performing below expected proficiencies.

Urgent Fact: **Universal instruction across the building needs improvement.**

5. Identify the strengths and weaknesses you see across grade levels in reading objectives as compared to the state and the district.

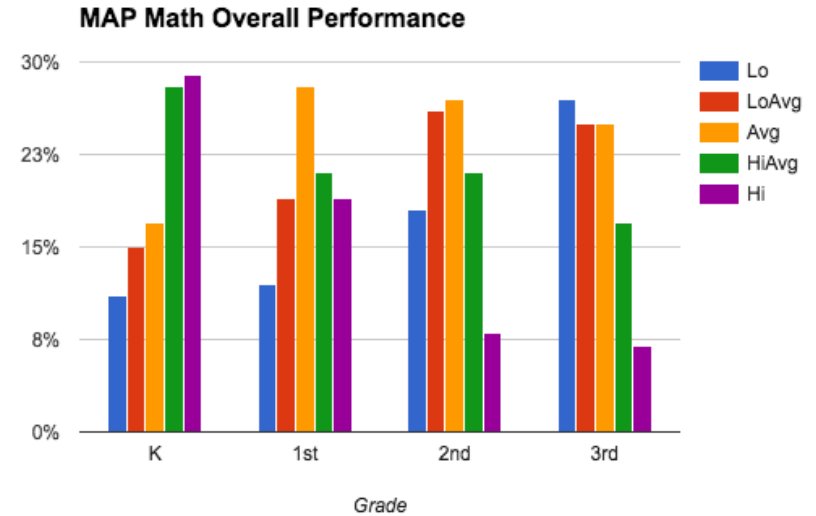
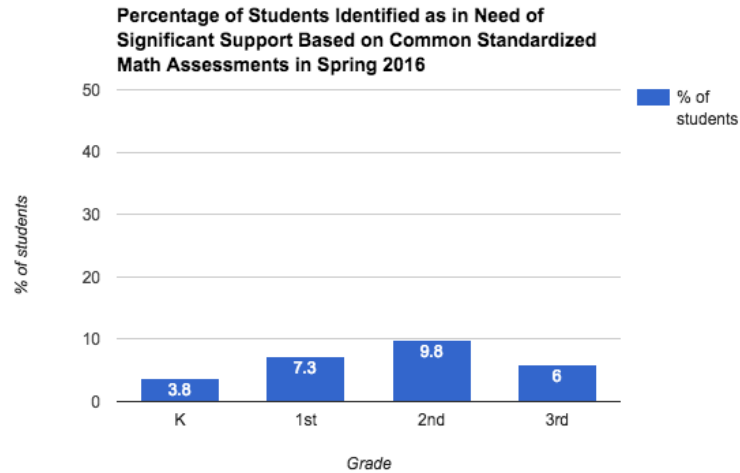
Comparing Robinson's scores to state and the district indicates that as a strength, there is no achievement gaps between ethnic groups. This indicates that teachers hold ALL students to the same expectations in the area of reading. When looking at weaknesses, based on MAP scores, universal instruction across all grade levels needs improvement in all areas of literacy with a strong focus on early literacy foundational skills.

Strand Analysis - Robinson

ELA - Fall 2016

Grade	Group	Strength	Opportunity for Growth	Observations/Questions
K	All	Vocab use and functions	Foundational skills	
1	All	Vocab use and functions	Foundational skills	
2	All	literature	Vocab use and functions	
3	All	literature	Vocab use and functions	

Robinson Math Needs Assessment



1. Describe your school's overall trend in math over time in terms of proficient and not proficient students.

According to our 3rd grade state assessments, we have noticed a plateau of percentages across all proficiency levels over the last four years. There is approximately 70% of 3rd grade students below proficiency throughout those 4 years.

2. How does your school's performance compare to the district and the state?

According to the 3rd grade state assessment, the gap between Robinson and the state is increasing. In three of the last four years, Robinson has performed slightly above the other 3rd graders in the district.

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Grade	Total Number of Students Id'd on Both	African-American	Hispanic	White	Two or more	ELL	DLI	SE

	Standardized Assessments in Spring 2016							
K	4	50%	50%	0%	0%	25%	75%	0%
1st	7	71%	14%	14%	0%	0%	0%	14%
2nd	9	33%	33%	33%	0%	11%	11%	11%
3rd	6	17%	67%	17%	0%	67%	33%	33%

No white students were identified on MAP in Kindergarten, however only 4 students show need for intervention. In first grade, 71% of the students identified as needing severe intervention according to MAP are African-American. In 2nd grade, there is no noticeable achievement gap. However, there are 9 students identified. In 3rd grade, 67% of the students identified on MAP are Hispanic.

4. Identify your math urgent fact

Numbers & Operations is an area of opportunity in all grades according to MAP. Measurement & Data is another area needing attention.

5. Identify the strengths and weaknesses you see across grade levels in math objectives?

Numeracy, cardinality and basic number sense are weaknesses recently identified in curriculum, state and MAP assessments. Each classroom works through a Cognitively Guided Instruction (CGI) problem of the day as well as fully-implemented guided math are our strengths.

MATH - Fall 2016

Grade	Group	Strength	Opportunity for Growth	Observations/Questions
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K	All	Measurement and data	Oper and alge thinking		
1	All	Operations and alg thinking	geometry		
2	All	geometry	Operations and alg thinking		
3	All	geometry	Measurement and data		

Section 4: Strategic Plan

Goal 1: By the spring of 2017 (spring to spring), Robinson Elementary School will increase the number of AT GRADE LEVEL NORM students in grades K-3 (full academic year only) by 10%							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	AGR	NA
Teachers will collaborate with ELL and Special Education staff to differentiate and scaffold instruction for students in need.	Classroom teachers ELL staff Special Education Staff Paraeducators Building administrator	Weekly PLC meetings	Weekly team minutes PLC surveys Classroom assessments District-wide assessments	X	X	X	
The Robinson literacy coach will collaborate with and coach K-3 grade teachers, Special Ed staff, and ELL staff to strengthen core reading and writing instruction.	Classroom teachers ELL staff Special Education Staff Building administrator Literacy coach	Daily Coaching and support	Weekly team minutes Classroom assessments District-wide assessments CALL survey Bimonthly meetings with building administrator		X	X	
Teachers will provide appropriate literacy interventions for students identified as at risk. Teachers will use Leveled Literacy Instruction (LLI) and/or Soar to Success as a Tier II intervention. Teachers will use Guided Reading Therapy as a Tier II / Tier III intervention.	Literacy coach Classroom teachers Special Education Staff ELL staff Para-educators Building administrator	Daily Guided intervention times	Progress monitoring for tier II and tier III students Classroom assessments District-wide assessments	X	X	X	
Teachers will meet during weekly PLC meetings to analyze data and collaborate on effective instructional strategies..	Literacy coach Elementary Math Coach Special Education staff ELL staff Classroom Teachers Building administrator	Monday PLC 3:30 to 4:30	PLC team minutes Classroom assessments District-wide assessments PLC staff survey	X	X	X	
Teachers will effectively utilize technology (iPads, SMART Board, document camera, Apple TVs) to increase student engagement and individualize learning opportunities.	Classroom teachers Innovation coaches Special Education Staff ELL Staff	Daily integration of technology	Classroom walk-throughs Student and staff surveys	X			

	Instructional Technology Coach Building administrator						
Teachers will invite students to participate in before and after school programming to assist in the area of literacy as part of the CLC program.	Building administrator Classroom Teacher CLC Coordinator	M-TR From Oct-May	CLC surveys Classroom assessment				X

Goal 2: By the spring of 2017 (spring to spring), Robinson Elementary School will increase the number of students in grades K-3 (full academic year only) identified in each achievement band by 10% in math.							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	AGR	NA
Teachers will collaborate with ELL and Special Education staff to differentiate and scaffold instruction for students in need.	Classroom teachers ELL staff Special Education Staff Paraeducators Building administrator	Weekly PLC meetings	Weekly team minutes PLC surveys Classroom assessments District-wide assessments	X	X	X	
The Robinson elementary math interventionist will deliver intervention to identified students in grades K- 3.	Elementary math interventionist Building administrator	M-F 5 hrs daily	District-wide assessments Meetings with building administrator/Elementary Math Coach	X	X		
Teachers will provide Guided Math instruction to all students in the general education classroom including whole group, small group, and individual instruction when needed. Teachers will assess and utilize fact fluency data to move students to expected proficiencies.	Classroom teachers Special Education Staff ELL staff Para-educators Building administrator	Guided math is a part of daily instruction	Classroom assessments District-wide assessments	X	X	X	
Teachers will meet during weekly PLC meetings to analyze data and collaborate on effective instructional strategies.	Elementary Math Coach Special Education staff ELL staff Classroom Teachers Building administrator	Monday PLC meetings 3:30-4:30	PLC team minutes Classroom assessments District-wide assessments	X	X	X	
Teachers will effectively utilize technology (iPads, SMARTBoard, document camera, Apple TVs) to increase student engagement and individualize learning opportunities. This	Classroom teachers Innovation coaches Special Education Staff ELL Staff	Daily integration	Classroom walk-throughs Student and staff surveys	X			

includes use of the dreambox app as well as other math apps to increase engagement.	Instructional Technology Coach Building administrator						
Teachers will invite students to participate in before and after school programming to assist in the area of math as part of the CLC program.	Building administrator Classroom Teacher CLC Coordinator	Oct-May based on MAP data	Classroom Assessments CLC survey MAP data				X

Goal 3: Increase family and community involvement and communication, so that 60% of families volunteer at least once in the classroom or for the school during the 16-17 school year and that any involvement gap between white and minority students is reduced by 5% annually.							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	AGR	NA
Staff will communicate in the student's home language.	Classroom Teachers Building administrator Office Staff	Daily as needed	Parent/Staff Surveys				X
Teachers will utilize technology to increase school and home communication through ClassDojo and other means of technology.	Classroom teachers Building administrator Office staff	Daily Integration	Parent surveys				X

Teachers will use Facebook page to share communications and announcements with families and the Beloit community.	Robinson Facebook Administration Team	As needed	Periodic page updates	X			
Staff will update our Robinson website with current events and important communication.	Robinson School Secretary	Weekly monitoring and updates as needed	Parent Surveys	X			
Staff will create volunteer lists to document family and community engagement hours.	Classroom teachers Office staff	Yearly data collected on google doc	Office sign in sheets District Volunteer Form Volunteer documentation of hours	X			
Staff will encourage family members to volunteer in the classroom.	Classroom teachers	Weekly communication	Office sign in sheets District Volunteer Form Volunteer documentation of hours				X
Staff will effectively partner with community agencies to provide resources and supports for our students, staff, and families.	School staff Student Service Staff	As needed	Parent and community surveys		X		
Staff will utilize the School Messenger phone system and digital marquee to inform families before each school event.	Office staff Building administrator	Bi-Weekly and as needed	School messenger survey results				X

Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	AGR	NA
Staff will implement our school-wide PBIS program with fidelity.	School Staff PBIS team and coaches Office Staff and Student Services Building administrator Director Student Engagement	Daily	PBIS surveys Discipline data	X			
Staff will implement Community Circle/Morning Meetings	School staff	Daily	PBIS surveys				x

Staff will effectively roll out PBIS initiatives in August and continually revisit PBIS efforts at monthly staff meetings.	School Staff PBIS team and coaches Building administrator Director Student Engagement	Fall 2017	PBIS surveys	X			
Staff will effectively roll out PBIS expectations to students,(Cool Tools, PBIS Expectation Matrix, cougar tokens and PBIS assembly, and revisit them throughout the year.	School Staff PBIS team and coaches Building administrator Director Student Engagement	Sept 17	PBIS surveys Discipline data	X			
Teachers will implement Second Step lessons during the school week.	Classroom teachers Building administrator	Weekly	Discipline data				X
Staff will train additional staff in Restorative Practices. Trained staff will implement RP in their classrooms.	School Staff Building administrator	2016-2017	Program evaluation	X			
Student Service Staff will train staff in trauma informed teaching.	School Staff Student Services Staff Building administrator	Fall of 2016	Discipline data	X			
Teachers will research and implement culturally responsive practices.	School Staff Building administrator Minority Excellence Liaison	Daily	Staff surveys Student surveys Family surveys	X			
Staff will be trained in non-violent crisis intervention.	school staff Building Administrator	Selected staff 16-17	Discipline data	X			
Staff will be trained in medical needs of students and Medical Emergency Response Team will be trained.	Building administrator School Nurse District Nurse School Staff	Selected staff 16-17	Medical Response Log	X			

Section 5: School-wide Professional Development Plan Summary

Professional Development Needs

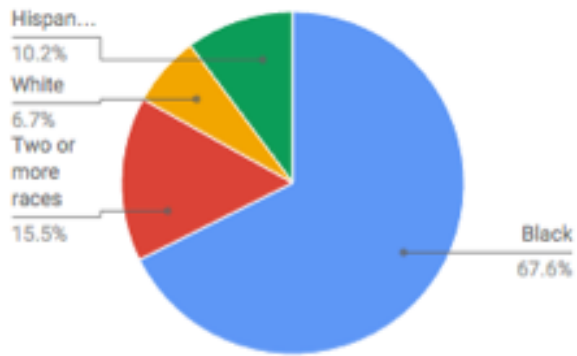
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| 1. Responsive Teaching/Student Engagement |
| 2. PBIS (Restorative Practices) |
| 3. Trauma Informed Classrooms |
| 4. Response to Intervention and SIT process |
| 5. Balanced Literacy (proficiency assessments, Readers Workshop) |
| 6. Math (Dreambox, Guided Math) |
| 7. Writing (Lucy Calkins) |
| 8. Professional Learning Communities continued implementation |
| 9. Science, Social Studies, and Technology integration |

Robinson Elementary School's 2015-16 Professional Development Plan includes focusing on weekly and monthly staff collaboration (school PLCs, staff meetings, district PD days). The above items are the areas we will be working on this year with an emphasis on best practices in education. Additional trainings in Readers Workshop, Guided Math, Fact Fluency, Benchmark Assessment System, Leveled Literacy Intervention all will be provided for staff. In addition, teachers are encouraged to attend workshops outside of the school environment and report back learnings to all staff at staff meetings.

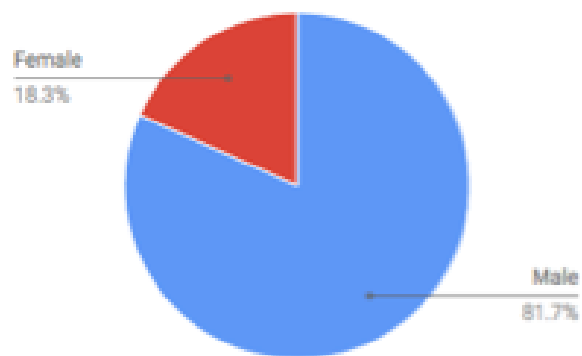
Section 6: Discipline Data

Staff submit student behavior information online. Documentation is submitted as a minor behavior, major behavior, chronic behavior, or behavior documentation. Our PBIS Tier Two Team reviews behavior data monthly to identify students in need of interventions and supports.

Count of Race



Count of Gender



Count of Type of Documentation



YTD Robinson Student Referrals as of 12/15/16

Red Zone - Students with 6 or more referrals

Intensive, Individual Interventions

- Individual Students
- Assessment-based
- Intense, durable procedures

Yellow Zone - Students with 2 to 5 referrals

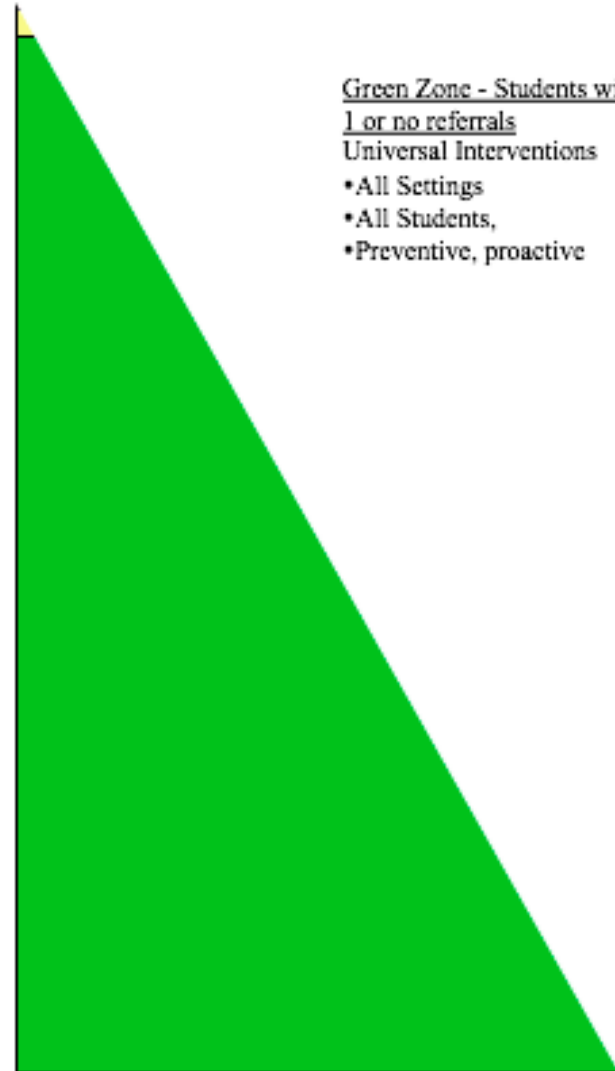
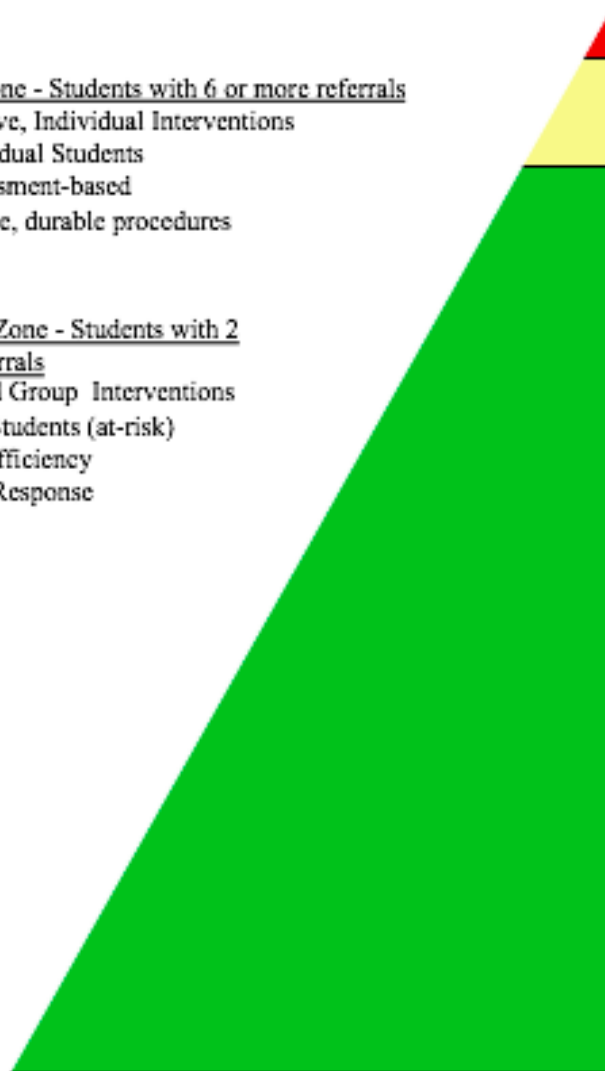
Targeted Group Interventions

- Some Students (at-risk)
- High Efficiency
- Rapid Response

Green Zone - Students with 1 or no referrals

Universal Interventions

- All Settings
- All Students,
- Preventive, proactive



Theory

Section 7: Parent Involvement Policy

Family Involvement Expectations Robinson Elementary School

In order to build an effective home-school partnership, Robinson Elementary will provide the following:

1. An annual orientation “Back to School Night” where parents will meet their child’s teacher and be reassured of their right and responsibility to be involved in their child’s education.
2. A varied schedule for meetings and conferences in order to accommodate the needs of parents. Families are critical participants in weekly SIT meetings. Teachers are flexible and in constant communication physically, in writing, and via other electronic means with parents.
3. A minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
4. Continuous communication to assist parents in understanding the school curriculum and student achievement through the use of ClassDojo, Robinson Facebook page, Robinson School Report Card, School District of Beloit Parent-Student Handbook, handouts and mailings, and student achievement reports. Our website will include parenting tips and suggestions.
5. The School District of Beloit, in conjunction with Robinson Elementary School, provides families with an Elementary Student/Parent Handbook.
6. Robinson Elementary School will involve parents through active recruiting for our Parent/Teacher Organization.
7. Families will be encouraged to volunteer in classrooms. We encourage parents to participate in various classrooms working with students and assisting staff in providing a quality education for every child.
8. Robinson will incorporate additional parental education components such as English language instruction for our families, guest speakers and monthly family events. This also includes PBIS family night.
9. Robinson Elementary School will administer surveys during parent -teacher conferences twice a year to assess our family involvement. Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. This includes making our communication friendly to our Spanish speaking families with the assistance of our ELL staff. Parents and community members are always made welcome at Robinson Elementary School.

Section 8: Title 1 Allocation Plan

