ACIP

Robinson Elementary School

Birmingham City Schools

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Birmingham, AL 35206

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Robinson Elementary School is the oldest elementary school in the Eastlake community of Birmingham, AL. It is over 100 years old. When it was built the residents in the community were predominately Caucasian. It is one of the two elementary schools in the Eastlake area of Birmingham City. We feed into three middle schools and are in the Woodlawn High School feeder pattern. One hundred percent of our students are enrolled in the free/reduced lunch program which indicates that we serve students in a high poverty economic level. Many of the homes in this community have third generation ownership and are established rental properties. Therefore, we see a high level of transition among our students. We serve students from two homeless/rehabilitation shelters. The Lovelady Center and the Olivia House centers are located in our school attendance zone. Our student population is predominately African-American (94%), Caucasian (5%), Hispanic and Asian (together 7%). Instruction is delivered by a staff of 38 teachers including classroom teachers, a computer lab teacher, an art teacher, a music teacher, a reading coach, a curriculum coach, one full-time P.E. teacher, media specialist, and a full-time counselor. The teaching staff is 100% highly qualified. All of the staff is certified to teach and are in areas of their certification. There are 3 National Board Certified Teacher at our school. Our staff has gone through professional development with the Alabama Reading Initiative (ARI), Alabama Math and Science and Technology Initiative (AMSTI). Several of the staff members have attended Professional Learning Communities (PLC) Training.

Although our enrollment has increased this year, some challenges that we have experienced over the past three years are: declining enrollment, student transition, parental support, and attendance . However, we have chosen to view them as opportunities to be creative and use our resources wisely as we deliver instruction and move our school forward.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Our mission is to prepare a community of learners who are able to compete cognitively, socially, as well as physically in a competitive society by providing a rich and challenging curriculum designed to enhance the quality of life for every child. As we embark on a new school year in the fall of 2017, we will continue our mission and vision because it is focused and aligned with that of Birmingham City Schools. We share the DIRECT core values of the Birmingham City Schools: diversity, integrity, respect, excellence, compassion, and teamwork (DIRECT).   These values are woven in the culture of our school climate. The mission of Birmingham City Schools is to guide all students to achieve excellence in a safe, secure and nurturing environment. The vision of Birmingham City Schools and Robinson Elementary is to be a recognized leader in public education, meeting the needs of a diverse student population prepared to succeed in a global society. The mission of Robinson Elementary is to prepare a community of learners who are able to compete cognitively, socially, as well as physically in a competitive society by providing a rich and challenging curriculum designed to enhance the quality of life for every child. We envision Robinson Elementary as an exemplary school whereby all students achieve to their maximum potential. Our school embraces high expectations for all of our students knowing that they have the capacity to learn at high levels. Teachers share assessment results and goals to ensure that students are aware of their expectations.

We are working with Better Basics which will include a Reading Intervention Program where our goal is to accelerate reading progress for strategic-level (Tier 2) learners over the course of 60 small group targeted intervention sessions in 20 weeks. This specific program will target students in grades K-3rd. In addition our 2nd graders will participate in the Better Basics Ready to Read program. Each classroom will receive a library of books and a volunteer who will read to the class twice a month. The volunteer reader will also check each students' reading log and award them prizes for reading. Our 4th graders will be participate in the Better Basics MORE program where students will receive books and prizes. Students who turn in 5 book reports will receive a bracelet, students who complete 10 book reports will receive a t-shirt, 15 book reports will receive a ribbon, 20 book reports will receive a water bottle, and 40 book reports will receive a book bag.

We are one of the few schools who are privileged to offer two full time- year long fine arts classes to our students. We have both a full time art teacher and music teacher. As a result, students have other avenues to achieve success. Students in grades 4 and 5, are able to participate in band and/or choir. We continue in our efforts to offer a challenging curriculum designed to enhance the life of every student.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Our staff, led by the Building Leadership Team, has been in the mode of examining, restructuring and re-culturing the school for the past few years. We have engaged in professional development which included book studies that helped us examine ourselves and the way we deliver instruction. For example, we read, "The Read-Aloud Handbook" by Jim Trelease. Teachers participated in weekly discussion groups, reflections, and we have seen improvement in students who have discovered the pleasures of reading and joining their peers on the road to becoming lifelong readers. In faculty meetings, data meetings, and at grade level common planning meetings, we have looked at our strengths and weaknesses to see what we needed to do to improve student achievement. We have added a monthly data calendar and meet each month to discuss data, establish goals, and review student work. We use the following goal statement: Percentage of [student group] scoring proficient and higher in [content area] will increase from [current %] to [goal %] by the end of [Time Period] as measured by [assessment tool] administered on [specific date--two consecutive days].

One of the areas that we identified as an area of improvement is our attendance rate. We will be working to reduce the percentage of students with 10 or more unexcused absences. We chose this area of improvement because analysis of our student attendance from the 2016-2017 school year revealed that we had a substantial number of students who had unexcused absences. Therefore, we plan to reduce the number of unexcused absences in our school during the 2017-2018 school year.. Our overall goal is to decrease by at least 3% or higher the percentage of students with 10 or more unexcused absences from 35% to 32% or below.

According to The National Center for Educational Statistics, students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career. A recent study looking at young children found that absenteeism in kindergarten was associated with negative first grade outcomes such as greater absenteeism in subsequent years and lower achievement in reading, math, and general knowledge. In addition, we hope this has a direct correlation to student achievement here at Robinson as we strive to bring student reading levels to that of grade level proficiency.

We examine and review data on a monthly basis to identify areas for improvement. We envision our students achieving to their fullest potential.We hold high expectations for all of our students knowing that they have the capacity to learn at high levels. Our students are aware of our expectations. Teachers share the assessment results, goals and expectations with students.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Our school participates in the Character Counts, "Student of the Month" an outstanding Character Education Program. Chick-fil-A is a community partner and sponsor of this program in our school. We celebrate and recognize students for academic achievement with honor roll awards and offer several book clubs. Our students have participated and won awards for their talents in visual arts through the local chapter of the American Institute of Architecture (AIA). Speakers have included community leaders: Mayor William Bell; Police Chief A. C. Roper; Senator Roger Smitherman and others.

We are also recognizing students with perfect attendance on a monthly basis during a school assembly where students receive a certificate and special prize for their dedication. Our school is participating in professional learning communities to discuss ways that we can make a difference in a child's attendance. We understand that according to Socioeconomic Disadvantage, School Attendance, and Early Cognitive Development: The Differential Effects of School Exposure by Douglas D. Ready that when students attend school regularly, they can see literacy gains. Ready's study showed that low-income kids who attended regularly appeared to benefit from the instruction more than their higher income peers. Also, they gained 8 percent more literacy skills in kindergarten and nearly 7 percent more in first grade. This narrows the reading gap between rich and poor by nearly a third.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Instructional Leadership Team is comprised of the principal, guidance counselor, content-area teachers, family and community engagement coordinator, parent representatives, and student representative (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, ELL, etc.). Content-area teachers being assigned are the grade level teacher leaders. Parents are selected based on the recommendations of teachers and our Family and Community Engagement Coordinator (FACE). Parents work closely with our family and community engagement coordinator and the instructional leadership team at a time that is convenient to them and their busy schedules. In addition, the Instructional Leadership Team is designed to meet monthly and information is shared during monthly meetings.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Robinson Elementary School maintains an organized and working School Leadership Team. Robinson Elementary School prides itself on providing opportunities for community leaders to take an active role in the design and implementation of the school improvement plan. Parents attend Title I meetings where information regarding the school is shared. The school data is reviewed and strengths and areas of improvement are explained by administration. Parents are given the opportunity to review the strengths and areas of improvement and are allowed opportunities to suggest ways to improve the school. The stakeholder participants are all involved in an open discussion concerning which topics and areas that they would like to take leadership over. Every stakeholder holds responsibility in this process.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The Continuous Improvement Plan is reviewed quarterly during faculty and grade level meetings. The final improvement plan is made available to parents by our Family and Community Engagement Coordinator as well as posted in a parent corner in the family and community engagement room. Additional copies of the final improvement plan are displayed in the school office, on the school's website, and teachers also receive a copy of the final improvement plan through an electronic copy.
Robinson Elementary School is committed to providing a quality education to all students and therefore, communicating the school improvement efforts to faculty, parents, students and stakeholders. This communication takes place through newsletters, our school website, faculty meetings, and parent meetings.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Robinson Elementary has 4% of the student population in grades third, fourth, and fifth who scored above average on the Reading Scantron Performance Series for Fall testing. There are 13% of students scoring in the average high category and 26% who scored in the average low band. Lastly, 57% of students scored in the below average performance band in reading. Math data indicates students scored 3% in the above average band and 11% in the average high band. There is 21% of students in the average low band and 65% of our students scored in the below average category.	Reading Scantron Performance Series Fall Data Math Scantron Performance Series Fall

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	Statement or Question	**Response**	**Rating**
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	**Response**	**Rating**
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	**Response**	**Rating**
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	**Response**	**Rating**
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Currently, according to the Scantron Perfomance Series data, Robinson Elementary does not have a substantial number of students scoring at level or above level.

Describe the area(s) that show a positive trend in performance.

Reading was our subject that showed a positive trend in performance on the ACT Aspire accountability assessment.

Which area(s) indicate the overall highest performance?

Reading showed the overall highest level of performance.

Which subgroup(s) show a trend toward increasing performance?

According to ACT Aspire State data, fourth grade showed a trend of increasing performance in reading, math, science, writing, and English.

Between which subgroups is the achievement gap closing?

The achievement gap is closing in fourth grade.

Which of the above reported findings are consistent with findings from other data sources?

The fourth grade scored highest on various data sources.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

The areas of reading and math are below the expected levels of performance.

Describe the area(s) that show a negative trend in performance.

This is our first year taking the Scantron Series Performance for our accountability measuring assessment. According to ACT Aspire testing in the area of reading the percentage of change in proficiency from the 2016 to the 2017 school year is 1% in grade 3. Grade 4 showed a change in proficiency of 2% and fifth grade showed a -5% change in proficiency.

Which area(s) indicate the overall lowest performance?

Mathematics was the overall lowest performance on the ACT Aspire accountability assessment.

Which subgroup(s) show a trend toward decreasing performance?

According to the ACT Aspire data, our fifth graders had a -21% change in proficiency in mathematics from the 2016-2017 school year.

Between which subgroups is the achievement gap becoming greater?

The achievement gap is becoming greater in our third and fifth grades in the area of math.

Which of the above reported findings are consistent with findings from other data sources?

This data is consistent with our Scantron Performance Series and our STAR Reading and Math data.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.25
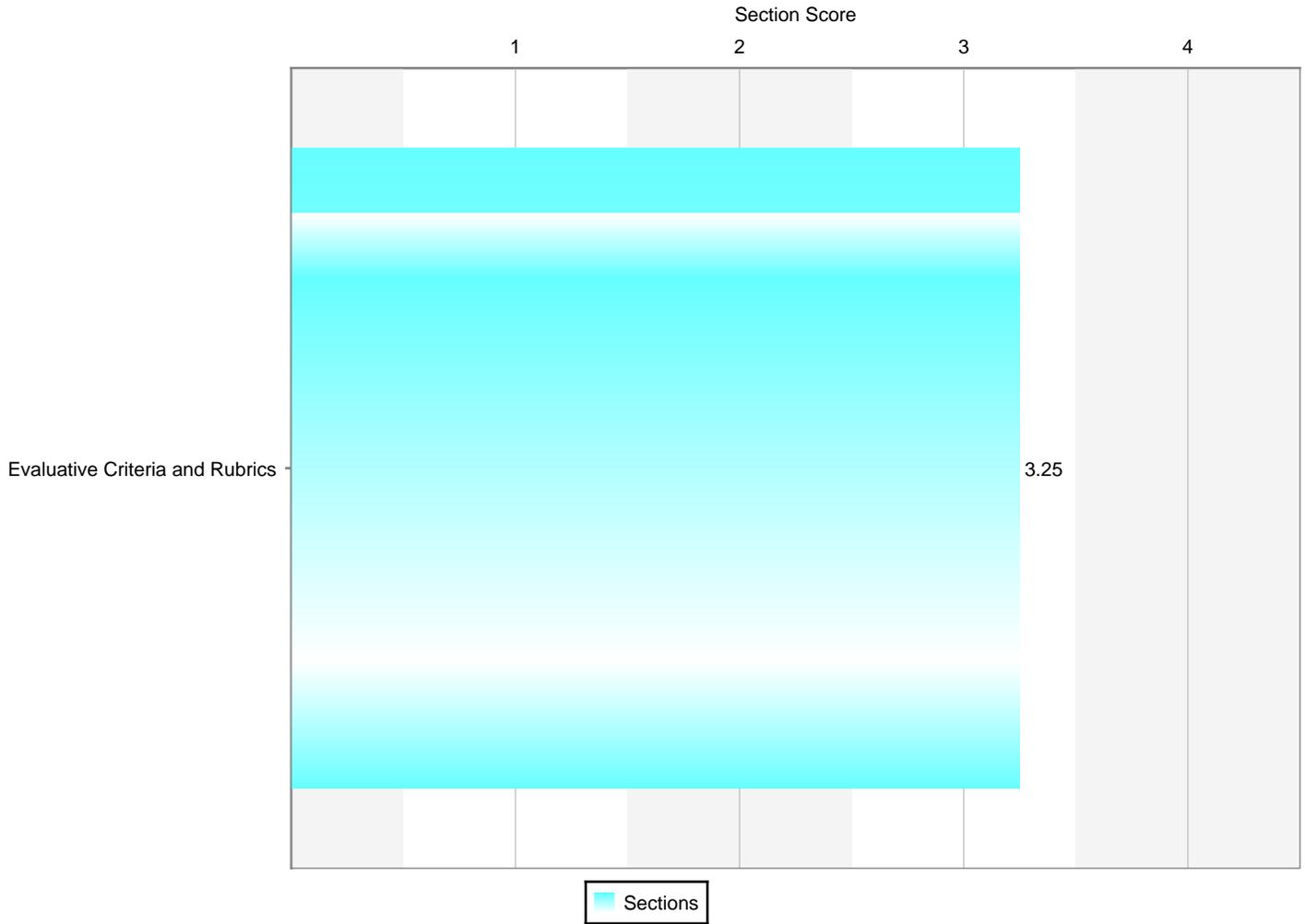
Sections

2017-2018 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes	Sandra Kindell, Principal Lacresha McDaniel, Technology Coordinator Rebecca Bittle, ARI Reading Specialist Chardae Franklin, Guidance Counselor Chi Fonda Thompson, Kindergarten Teacher Trelanda Holmes, 1st Grade Teacher Carla McDonald, 2nd Grade Teacher Penny Garner, 3rd Grade Teacher Mallory Thomas, 4th Grade Teacher Angelique Davis-Gibson, 5th Grade Teacher Noah Calhoun, Student	Signature Page ACIP Assurances-Robinson

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes	Robinson Elementary completely follows the aforementioned guidelines. This is also placed upon us through the Boards Policy. Robinson is in compliance. Please see the Board Policy attachment.	

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Sandra Kindell, Principal 8400 1st Avenue South Birmingham, AL 35206	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		BCS Family Engagement Plan for 2017-Robinson Elementary

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See Attached School-Parent Compact	Robinson Elementary School Compact

2017-2018 Goals and Plans ACIP

Overview

Plan Name

2017-2018 Goals and Plans ACIP

Plan Description

2017-2018

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Our goal is to increase family and community engagement and our overall school culture.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$1500
2	A 10% decrease of students scoring in below average in reading from a baseline of 57% to 47% by April 2018 as measured by the Scantron Performance Series Spring Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$4806
3	We will engage EL learners through small group and one-on-one instruction.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0
4	A 10% decrease of students scoring in below average in math from a baseline of 66% to 57% by April 2018 as measured by the Scantron Performance Series Spring Assessment.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Our goal is to increase family and community engagement and our overall school culture.

Measurable Objective 1:

collaborate to decrease unexcused absences by 3% of students with 10 or more unexcused absences from 35% to 32% by 05/31/2018 as measured by attendance reports..

Strategy 1:

Attendance - Implement with fidelity attendance checks. Identify key target areas and create visual aids to post in each classroom and throughout the school.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data

Activity - Attendance Rally	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and parents will participate in PBIS programs and celebrations to promote and recognize positive attendance data. These celebrations will happen once a month in our gymnasium.	Academic Support Program, Parent Involvement, Policy and Process	08/10/2017	05/31/2018	$1500	Title I Schoolwide	Sandra Kindell, PBIS Facilitaor, Administrators, Faculty, and Staff

Strategy 2:

Family and Community Engagement Coordinator - Our school will maintain a family and community engagement coordinator. This person will serve as a connection between school and home. The family and community engagement coordinator will be a resource for families, She will hold parent seminars to enhance the parents understanding of school issues/ concerns such as attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: "When schools, families, and community groups work together to support learning., children tend to do better in school, stay in school longer, and like school more." (2002).

Activity - PBIS Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS- We will implement the PBIS program with hopes to achieve a shift on our discipline strategy. Implementing a PBIS program using Response to Intervention (RTI) techniques will allow us to focus on the positives and approach negative incidents in a more constructive way.	Behavioral Support Program, Community Engagement	09/22/2017	05/18/2018	$0	Title I Schoolwide	PBIS Facilitator, Faculty, Principal

Goal 2: A 10% decrease of students scoring in below average in reading from a baseline of 57% to 47% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

increase student growth in reading by 10% by 04/30/2018 as measured by the Scantron Performance Series.

Strategy 1:

Increase higher order thinking skills - Increase higher order thinking skills with questioning during reading instruction - Teachers will use Webb's Depth of Knowledge (DOK) and monitor student achievement in whole and small group instruction. Students will participate in various literacy stations including Accelerated Reader, Key Ideas and Details (KID) using nonfiction and fiction leveled books with differentiated instruction, and writing. Teachers will make sure students respond to questions in complete sentences using inferring and summarizing. Classroom teachers will collaborate during common planning time to prepare for instruction with a focus on higher order thinking for students. Learning Focused lesson plans will be monitored to ensure the use of Webb's Depth of Knowledge questioning.Teachers will be encouraged to attend workshops, ie (MEGA Conference, International Reading Conference-IRA, Nuts and Bolts, and ARI coaching sessions) to increase professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's.

Activity - Children's Theatre	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
This educational experience is designed to assist teachers in introducing the play's plot,characters, settings, language, and themes. It is also a great tool to boost a child's imagination. These fantastical tales are examples of storytelling at its finest and the simple yet mysterious plot lines are not only entertaining, but are some of the best tools to teach a story to children. These tales are set in different parts of the world and expose children to many cultures. They also have a generational connection.These plays can bridge the generational gap between our students and their grandparents by providing common stories for them to relate to.	Field Trip	10/04/2017	03/15/2018	$4806	Title I Schoolwide	Principal & Teachers

Goal 3: We will engage EL learners through small group and one-on-one instruction.

Measurable Objective 1:

5% of English Learners students will increase student growth in their proficiency level by 0.5 points in English Language Arts by 05/25/2018 as measured by their annual ACCESS exam.

Strategy 1:

Differentiated Instruction - This strategy will reinforce skills and practice through the online Imagine Learning and Reading A to Z programs. It will be implemented by our EL Resource Teacher in small group and one-on-one EL instruction.

Category: Develop/Implement Learning Supports

Research Cited: Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers by Owen F. Boyle and Suzanne F. Peregoy.

Activity - Monitor Implementation through walk through and lesson plans.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The EL teacher will teach listening skills through minimal pairs; speaking through peer to peer and oral techniques; and reading through letter sound correspondence.	Academic Support Program	09/22/2017	05/25/2018	$0	Title I Schoolwide	EL Teacher and Principal

Goal 4: A 10% decrease of students scoring in below average in math from a baseline of 66% to 57% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

10% of First, Second, Third, Fourth and Fifth grade students will increase student growth to demonstrate proficiency in Mathematics by 04/30/2018 as measured by Scantron Performance Series.

Strategy 1:

Vocabulary - Teachers will incorporate strategies to explicitly teach math vocabulary. Teachers can use, but are not limited to word walls, math journals, graphic organizers, and Think Central (an online program) to teach vocabulary.

Teachers will document their use of vocabulary instruction in their lesson plans and student journals.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Go Math and Think Central

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Vocabulary Instruction - Teachers in K-5 will build academic vocabulary development into lesson content, assessments, and intervention modules that target a wide range of student needs. Teachers will pre-teach mathematics vocabulary. As new concepts are being introduced, teachers will model vocabulary words using appropriate problems as examples. when modeling vocabulary, teachers will use examples that students can see and manipulate as well as discuss and write about. Teachers will use culturally relevant examples to illustrate math vocabulary in action. Teachers will model vocabulary with illustrative, precise examples and attempt to engage students in conversation using appropriate language as well as using graphic organizers in their instruction.	Direct Instruction	09/22/2017	05/31/2018	$0	Title I Schoolwide	Principal and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Graphic Organizers	Vocabulary Instruction - Teachers in K-5 will build academic vocabulary development into lesson content, assessments, and intervention modules that target a wide range of student needs. Teachers will pre-teach mathematics vocabulary. As new concepts are being introduced, teachers will model vocabulary words using appropriate problems as examples. when modeling vocabulary, teachers will use examples that students can see and manipulate as well as discuss and write about. Teachers will use culturally relevant examples to illustrate math vocabulary in action. Teachers will model vocabulary with illustrative, precise examples and attempt to engage students in conversation using appropriate language as well as using graphic organizers in their instruction.	Direct Instruction	09/22/2017	05/31/2018	$0	Principal and teachers
PBIS Program	PBIS- We will implement the PBIS program with hopes to achieve a shift on our discipline strategy. Implementing a PBIS program using Response to Intervention (RTI) techniques will allow us to focus on the positives and approach negative incidents in a more constructive way.	Behavioral Support Program, Community Engagement	09/22/2017	05/18/2018	$0	PBIS Facilitator, Faculty, Principal
Children's Theatre	This educational experience is designed to assist teachers in introducing the play's plot,characters, settings, language, and themes. It is also a great tool to boost a child's imagination. These fantastical tales are examples of storytelling at its finest and the simple yet mysterious plot lines are not only entertaining, but are some of the best tools to teach a story to children. These tales are set in different parts of the world and expose children to many cultures. They also have a generational connection.These plays can bridge the generational gap between our students and their grandparents by providing common stories for them to relate to.	Field Trip	10/04/2017	03/15/2018	$4806	Principal & Teachers
Monitor Implementation through walk through and lesson plans.	The EL teacher will teach listening skills through minimal pairs; speaking through peer to peer and oral techniques; and reading through letter sound correspondence.	Academic Support Program	09/22/2017	05/25/2018	$0	EL Teacher and Principal

Attendance Rally	Students and parents will participate in PBIS programs and celebrations to promote and recognize positive attendance data. These celebrations will happen once a month in our gymnasium.	Academic Support Program, Parent Involvement, Policy and Process	08/10/2017	05/31/2018	$1500	Sandra Kindell, PBIS Facilitaor, Administrators, Faculty, and Staff
				Total	$6306	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

According to the 2016-2017 Teacher Survey, the following areas received the highest level of satisfaction or approval: Governance and Leadership 98%, and Teaching and Assessing Learning 95%.
According to the 2016-2017 Student Survey, the following areas received the highest level of satisfaction or approval: Purpose and Direction 95% and Purpose and Direction 90%. According to the 2016-2017 parent survey, 90% parents are very satisfied with the ability to be check on their child's progress with both the teachers and the administration.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

According to the 2016-2017 teacher survey, the following area(s) show a trend toward increasing stakeholder satisfaction or approval: Purpose and Direction.According to the 2016-2017 student survey, the following area(s) show a trend toward increasing stakeholder satisfaction or approval:Teaching and Assessing for Learning.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

There is a consistency among stakeholder findings for the above reported findings.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

We continue to take pride in our perception data. Our stakeholders are very satisfied with the overall performance of our school. We are proud that 90% of the students feel that their teachers listen to them, however, an 86% of the students felt that they are treated fairly. Although a greater number of students feel that they are treated fairly, the survey revealed a greater number of students either were not sure of did not agree with this statement.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

No areas were noticed as a decreasing trend in stakeholder satisfaction or approval.

What are the implications for these stakeholder perceptions?

As a result of our stakeholder perception data, we are able to continue to strive toward educational excellence. We are able to gain new insights into our accomplishments as well as our areas of improvement. In addition, we are then able to make effective instructional decisions which will lead to an environment conducive for student achievement.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our students feel that their teachers listen to them and and that they are treated fairly.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3
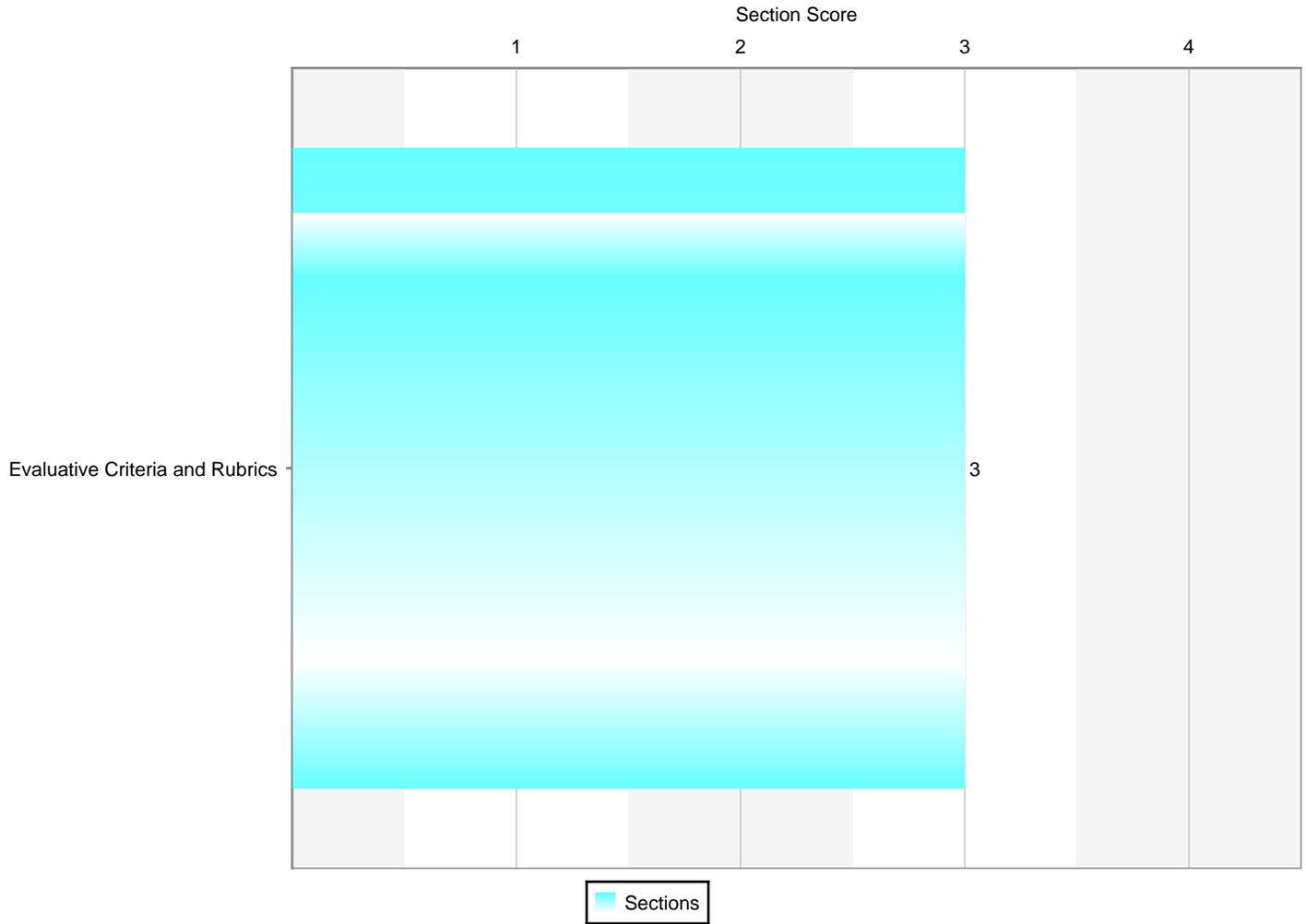
Sections

2017-2018 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

The teaching and support staff of Robinson Elementary School participate in weekly grade level common planning meetings to review a variety of Student Achievement Data. During each grade level meeting, teachers analyze current data to determine areas of student strengths and weakness. We have also created a yearly data calendar with monthly data meetings scheduled.

The results of these meetings are then shared with the rest of the faculty to address concerns that may exist across grade levels and make any needed adjustments to planning and resource development based on identified strengths and weaknesses. Finally, the school improvement team, comprised of administrator, teachers, and parents uses the information obtained to compose a school-wide continuous improvement plan which is inclusive of goals, strategies, benchmarks, and interventions. The final plan is shared with the faculty during grade level and/or faculty meetings. A copy of the plan is available to parents and stakeholders.

What were the results of the comprehensive needs assessment?

Robinson Elementary has 4% of the student population in grades third, fourth, and fifth who scored above average on the Reading Scantron Performance Series for Fall testing. There are 13% of students scoring in the average high category and 26% who scored in the average low band. Lastly, 57% of students scored in the below average performance band in reading.

Math data indicates students scored 3% in the above average band and 11% in the average high band. There is 21% of students in the average low band and 65% of our students scored in the below average category.

What conclusions were drawn from the results?

The results from the comprehensive needs assessment show that many of our students are not performing at grade level. As a result, changes have been made to deliver more effective instruction. Many of our students are in need of support in all subject areas. Particularly, in the area of Reading and Math. As a result of those findings, we make the generalization that this is why our students are performing at a lower proficiency in other areas such as Science.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

After reviewing our data, the findings reveal that we are maintaining a current, comprehensive profile of student performance data. As we continuously review our assessment data, we evaluate the progress of our students watching the numbers and percentages of our students who are testing in Quartile 1 in the below average and Quartile 2 in the low average. We also work to move students who tested into Quartile 3 with a high average into Quartile 4. Our ultimate goal is for students to become proficient and move to Quartile 4 in the above average performance rating on Scantron Performance Series It is our expectation to have students achieve proficiency and beyond. We will know that our students are progressing by closely monitoring assessment data and adjusting our curriculum to meet the needs of our students.

How are the school goals connected to priority needs and the needs assessment?

The school goals are directly connected to priority needs and the needs assessment. At Robinson our needs assessment is the driving force behind the school goals. Once the school data was reviewed the school goals were developed. Currently, we also have goals which are also aligned with our district priorities.

How do the goals portray a clear and detailed analysis of multiple types of data?

We hold staff meetings that focus on strategies and issues raised by our school's data. Our administrative team holds meetings that focus on measured progress toward data-based improvement goals. Our objective is to collect data in a planned, purposeful process. We know that valuable data will guide the school improvement team and teachers in developing improvement goals for the benefit of all students. Student achievement data is the most important type of data that we focus on. At Robinson, we strive to build a culture of assessing and using data as a natural part of every teacher's professional repertoire. Assessing performance on the standards means assessing the depth of each student's conceptual understanding as well as knowledge and skills. Multiple forms of data is reviewed before the goals are developed and the goals are written according to the data findings.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

The goals are developed based on the school data and is inclusive of all subgroups. When creating the goals and strategies, all students and subgroups are analyzed. The goals and strategies are strategically selected to provide effective instruction an offer support to those students who may or may not be at a level of proficiency.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

A 10% decrease of students scoring in below average in reading from a baseline of 57% to 47% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

increase student growth in reading by 10% by 04/30/2018 as measured by the Scantron Performance Series.

Strategy1:

Increase higher order thinking skills - Increase higher order thinking skills with questioning during reading instruction - Teachers will use Webb's Depth of Knowledge

(DOK) and monitor student achievement in whole and small group instruction. Students will participate in various literacy stations including Accelerated Reader, Key Ideas and Details (KID) using nonfiction and fiction leveled books with differentiated instruction, and writing. Teachers will make sure students respond to questions in complete sentences using inferring and summarizing. Classroom teachers will collaborate during common planning time to prepare for instruction with a focus on higher order thinking for students. Learning Focused lesson plans will be monitored to ensure the use of Webb's Depth of Knowledge questioning.Teachers will be encouraged to attend workshops, ie (MEGA Conference, International Reading Conference-IRA, Nuts and Bolts, and ARI coaching sessions) to increase professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's.

Activity - Children's Theatre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This educational experience is designed to assist teachers in introducing the play's plot,characters, settings, language, and themes. It is also a great tool to boost a child's imagination. These fantastical tales are examples of storytelling at its finest and the simple yet mysterious plot lines are not only entertaining, but are some of the best tools to teach a story to children. These tales are set in different parts of the world and expose children to many cultures. They also have a generational connection.These plays can bridge the generational gap between our students and their grandparents by providing common stories for them to relate to.	Field Trip	10/04/2017	03/15/2018	$4806 - Title I Schoolwide	Principal & Teachers

Goal 2:

In order to increase our mathematics scores we will have a 10% decrease of students scoring in below average in math from a baseline of 66% to 57% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

10% of First, Second, Third, Fourth and Fifth grade students will increase student growth to demonstrate proficiency in Mathematics by 04/30/2018 as measured by Scantron Performance Series.

Strategy1:

Vocabulary - Teachers will incorporate strategies to explicitly teach math vocabulary. Teachers can use, but are not limited to word walls, math journals, graphic organizers, and Think Central (an online program) to teach vocabulary.

Teachers will document their use of vocabulary instruction in their lesson plans and student journals.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Go Math and Think Central

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary Instruction - Teachers in K-5 will build academic vocabulary development into lesson content, assessments, and intervention modules that target a wide range of student needs. Teachers will pre-teach mathematics vocabulary. As new concepts are being introduced, teachers will model vocabulary words using appropriate problems as examples. when modeling vocabulary, teachers will use examples that students can see and manipulate as well as discuss and write about. Teachers will use culturally relevant examples to illustrate math vocabulary in action. Teachers will model vocabulary with illustrative, precise examples and attempt to engage students in conversation using appropriate language as well as using graphic organizers in their instruction.	Direct Instruction	09/22/2017	05/31/2018	$0 - Title I Schoolwide	Principal and teachers

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

A 10% decrease of students scoring in below average in reading from a baseline of 57% to 47% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

increase student growth in reading by 10% by 04/30/2018 as measured by the Scantron Performance Series.

Strategy1:

Increase higher order thinking skills - Increase higher order thinking skills with questioning during reading instruction - Teachers will use Webb's Depth of Knowledge

(DOK) and monitor student achievement in whole and small group instruction. Students will participate in various literacy stations including Accelerated Reader, Key Ideas and Details (KID) using nonfiction and fiction leveled books with differentiated instruction, and writing. Teachers will make sure students respond to questions in complete sentences using inferring and summarizing. Classroom teachers will collaborate during common planning time to prepare for instruction with a focus on higher order thinking for students. Learning Focused lesson plans will be monitored to ensure the use of Webb's Depth of Knowledge questioning.Teachers will be encouraged to attend workshops, ie (MEGA Conference, International Reading Conference-IRA, Nuts and Bolts, and ARI coaching sessions) to increase professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's.

Activity - Children's Theatre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This educational experience is designed to assist teachers in introducing the play's plot,characters, settings, language, and themes. It is also a great tool to boost a child's imagination. These fantastical tales are examples of storytelling at its finest and the simple yet mysterious plot lines are not only entertaining, but are some of the best tools to teach a story to children. These tales are set in different parts of the world and expose children to many cultures. They also have a generational connection.These plays can bridge the generational gap between our students and their grandparents by providing common stories for them to relate to.	Field Trip	10/04/2017	03/15/2018	$4806 - Title I Schoolwide	Principal & Teachers

Goal 2:

A 10% decrease of students scoring in below average in math from a baseline of 66% to 57% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

10% of First, Second, Third, Fourth and Fifth grade students will increase student growth to demonstrate proficiency in Mathematics by 04/30/2018 as measured by Scantron Performance Series.

Strategy1:

Vocabulary - Teachers will incorporate strategies to explicitly teach math vocabulary. Teachers can use, but are not limited to word walls, math journals, graphic organizers, and Think Central (an online program) to teach vocabulary.

Teachers will document their use of vocabulary instruction in their lesson plans and student journals.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Go Math and Think Central

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary Instruction - Teachers in K-5 will build academic vocabulary development into lesson content, assessments, and intervention modules that target a wide range of student needs. Teachers will pre-teach mathematics vocabulary. As new concepts are being introduced, teachers will model vocabulary words using appropriate problems as examples. when modeling vocabulary, teachers will use examples that students can see and manipulate as well as discuss and write about. Teachers will use culturally relevant examples to illustrate math vocabulary in action. Teachers will model vocabulary with illustrative, precise examples and attempt to engage students in conversation using appropriate language as well as using graphic organizers in their instruction.	Direct Instruction	09/22/2017	05/31/2018	$0 - Title I Schoolwide	Principal and teachers

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:
Our goal is to increase family and community engagement and our overall school culture.

Measurable Objective 1:
collaborate to decrease unexcused absences by 3% of students with 10 or more unexcused absences from 35% to 32% by 05/31/2018 as measured by attendance reports..

Strategy1:
Attendance - Implement with fidelity attendance checks. Identify key target areas and create visual aids to post in each classroom and throughout the school.
Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data

Activity - Attendance Rally	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents will participate in PBIS programs and celebrations to promote and recognize positive attendance data. These celebrations will happen once a month in our gymnasium.	Policy and Process Parent Involvement Academic Support Program	08/10/2017	05/31/2018	$1500 - Title I Schoolwide	Sandra Kindell, PBIS Facilitaor, Administrators, Faculty, and Staff

Strategy2:

Family and Community Engagement Coordinator - Our school will maintain a family and community engagement coordinator. This person will serve as a connection between school and home. The family and community engagement coordinator will be a resource for families, She will hold parent seminars to enhance the parents understanding of school issues/ concerns such as attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: "When schools, families, and community groups work together to support learning., children tend to do better in school, stay in school longer, and like school more." (2002).

Activity - PBIS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS- We will implement the PBIS program with hopes to achieve a shift on our discipline strategy. Implementing a PBIS program using Response to Intervention (RTI) techniques will allow us to focus on the positives and approach negative incidents in a more constructive way.	Behavioral Support Program Community Engagement	09/22/2017	05/18/2018	$0 - Title I Schoolwide	PBIS Facilitator, Faculty, Principal

Goal 2:

A 10% decrease of students scoring in below average in reading from a baseline of 57% to 47% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

increase student growth in reading by 10% by 04/30/2018 as measured by the Scantron Performance Series.

Strategy1:

Increase higher order thinking skills - Increase higher order thinking skills with questioning during reading instruction - Teachers will use Webb's Depth of Knowledge

(DOK) and monitor student achievement in whole and small group instruction. Students will participate in various literacy stations including Accelerated Reader, Key Ideas and Details (KID) using nonfiction and fiction leveled books with differentiated instruction, and writing. Teachers will make sure students respond to questions in complete sentences using inferring and summarizing. Classroom teachers will collaborate during common planning time to prepare for instruction with a focus on higher order thinking for students. Learning Focused lesson plans will be monitored to ensure the use of Webb's Depth of Knowledge questioning.Teachers will be encouraged to attend workshops, ie (MEGA Conference, International Reading Conference-IRA, Nuts and Bolts, and ARI coaching sessions) to increase professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's.

Activity - Children's Theatre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This educational experience is designed to assist teachers in introducing the play's plot,characters, settings, language, and themes. It is also a great tool to boost a child's imagination. These fantastical tales are examples of storytelling at its finest and the simple yet mysterious plot lines are not only entertaining, but are some of the best tools to teach a story to children. These tales are set in different parts of the world and expose children to many cultures. They also have a generational connection.These plays can bridge the generational gap between our students and their grandparents by providing common stories for them to relate to.	Field Trip	10/04/2017	03/15/2018	$4806 - Title I Schoolwide	Principal & Teachers

Goal 3:

We will engage EL learners through small group and one-on-one instruction.

Measurable Objective 1:

5% of English Learners students will increase student growth in their proficiency level by 0.5 points in English Language Arts by 05/25/2018 as measured by their annual ACCESS exam.

Strategy1:

Differentiated Instruction - This strategy will reinforce skills and practice through the online Imagine Learning and Reading A to Z programs. It will be implemented by our EL Resource Teacher in small group and one-on-one EL instruction.

Category: Develop/Implement Learning Supports

Research Cited: Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers by Owen F. Boyle and Suzanne F. Peregoy.

Activity - Monitor Implementation through walk through and lesson plans.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will teach listening skills through minimal pairs; speaking through peer to peer and oral techniques; and reading through letter sound correspondence.	Academic Support Program	09/22/2017	05/25/2018	$0 - Title I Schoolwide	EL Teacher and Principal

Goal 4:

A 10% decrease of students scoring in below average in math from a baseline of 66% to 57% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

10% of First, Second, Third, Fourth and Fifth grade students will increase student growth to demonstrate proficiency in Mathematics by 04/30/2018 as measured by Scantron Performance Series.

Strategy1:

Vocabulary - Teachers will incorporate strategies to explicitly teach math vocabulary. Teachers can use, but are not limited to word walls, math journals, graphic organizers, and Think Central (an online program) to teach vocabulary.

Teachers will document their use of vocabulary instruction in their lesson plans and student journals.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Go Math and Think Central

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary Instruction - Teachers in K-5 will build academic vocabulary development into lesson content, assessments, and intervention modules that target a wide range of student needs. Teachers will pre-teach mathematics vocabulary. As new concepts are being introduced, teachers will model vocabulary words using appropriate problems as examples. when modeling vocabulary, teachers will use examples that students can see and manipulate as well as discuss and write about. Teachers will use culturally relevant examples to illustrate math vocabulary in action. Teachers will model vocabulary with illustrative, precise examples and attempt to engage students in conversation using appropriate language as well as using graphic organizers in their instruction.	Direct Instruction	09/22/2017	05/31/2018	$0 - Title I Schoolwide	Principal and teachers

English Language Proficiency Goal (Should address identified weaknesses and gaps):

Goal 1:

We will engage EL learners through small group and one-on-one instruction.

Measurable Objective 1:

5% of English Learners students will increase student growth in their proficiency level by 0.5 points in English Language Arts by 05/25/2018 as measured by their annual ACCESS exam.

Strategy1:

Differentiated Instruction - This strategy will reinforce skills and practice through the online Imagine Learning and Reading A to Z programs. It will be implemented by our EL Resource Teacher in small group and one-on-one EL instruction.

Category: Develop/Implement Learning Supports

Research Cited: Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers by Owen F. Boyle and Suzanne F. Peregoy.

Activity - Monitor Implementation through walk through and lesson plans.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will teach listening skills through minimal pairs; speaking through peer to peer and oral techniques; and reading through letter sound correspondence.	Academic Support Program	09/22/2017	05/25/2018	$0 - Title I Schoolwide	EL Teacher and Principal

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

The school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand. Our DIBELS Parent reports were printed in Spanish for our Spanish speaking parents. In addition, many teachers have apps on their phone that assist with translation. We currently have an EL teacher who also provides additional support.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Recruiting and hiring is done at the district level. A school team comprised of the principal and other licensed staff interview applicants for open positions at the school. Interviews provide an opportunity for the school team to discuss school applicants qualifications, strengths and areas of improvement. Teachers are placed according to their certification.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

The majority of our faculty have been with Robinson six or more years. This particular area is usually a strength and due to an increase in enrollment, we gained three teacher units.

What is the experience level of key teaching and learning personnel?

The majority of classroom and enrichment teachers at Robinson Elementary have 6-10 years of teaching experience. Our principal has a total of 37 years experience. The grade level representatives on our team have 3-32 years. Kindergarten 14-19; First grade 1-14; Second grade 3-17; Third grade 4-35; Fourth grade 2-16 years; and Fifth grade 10-22. Our enrichment staff which consist of a PE. Coach, librarian, music teacher, and art teacher have 1-32 years of experience. Our special education teachers have 3-12 years of experience. Our teachers have been trained in various areas to ensure professional growth and bring a wealth of knowledge and experience to our school.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Our turnover rate at Robinson is less than 5% and has not proven to be an area of consistent concern. Recruiting and hiring is done at the district level. A school team comprised of the principal and other licensed staff, interview staff for open positions at the school. These interviews provide and opportunity for the school learn to discuss school applicants qualifications, strengths and areas of improvement. Teachers are placed according to their certification and school needs.
Robinson Elementary School has partnered with The University of Alabama at Birmingham to allow student teachers to experience their practicum work with our teachers. These student teachers are observed by our administration for potential hire. We were fortunate last year to hire and one of these students in an effort to attract and retain highly qualified teachers, the Birmingham City Schools actively attends career fairs at state colleges and universities to recruit highly qualified teachers. In addition, Birmingham City Schools offers sign on bonuses to teachers that are certified in critical needs subjects such as Math, Science and Special Education. Birmingham City Schools provides professional development to new teachers with support strategies that will assist in increasing teacher retention. Also, professional development is offered to experienced teachers to assist them when they are pursuing advanced certificate.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

Describe how data is used from academic assessments to determine professional development.

We use the data from our Educate Alabama to drive our professional development at our school. Our teachers will participate in several book studies throughout the year. This effort will be lead by our professional development committee. Each teacher will participate and present to the faculty during faculty meeting and or grade level meetings. In addition, teachers are being encouraged to attend district wide professional development to enhance their professional growth. Teachers will be participating in the Learning-Focused Lessons Framework adopted by our district. A leadership team will attend workshops and distribute information to their school. Teachers will attend conferences throughout the school year; some include but not limited to MEGA Conference, Nuts and Bolts, ACTM Annual Fall Conference and ARI-International Reading Conference.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Our teachers and administration will participate in several book studies throughout the 2017-2018 school year. In addition, teachers are being encouraged to attend district wide professional development and other professional development sessions to enhance their professional growth. Parents are encouraged to attend parent sessions offered by our teachers and/or Family and Community Engagement Coordinator. These sessions are designed to enhance the parent's ability to assist their child with becoming academically successful.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

In an effort to ensure teacher success, time for collaboration among teachers has been stipulated in the plan. Teachers will plan and support each other in their efforts to provide effective instruction to all students. New teachers will be assigned a mentor teacher and will be able to receive support. Time will be allowed for new teacher and mentor to collaborate and share concerns and/or issues. It is our policy at Robinson Elementary to ensure the success of all teachers new as well as experienced teach

Describe how all professional development is "sustained and ongoing."

The professional development committee at Robinson will be responsible for scheduling the dates and times of all professional development activities. Teachers will be required to participate and document the use of strategies and/or practices learned within their classrooms. Administration will monitor successful implementation of strategies during walk through. Further, each teacher at Robinson has selected an indicator for the Educate Alabama professional learning program which will allow them to become better prepared to plan for and implement College and Career Ready Standards. The individual professional learning plans will be ongoing through the school year and each teacher, along with school administrators will provide regular evidence of improve.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

In order to enhance overall school culture, we plan to increase family and community engagement.

Measurable Objective 1:

collaborate to decrease unexcused absences by 3% of students with 10 or more unexcused absences from 35% to 32% by 05/31/2018 as measured by attendance reports.

Strategy1:

Family and Community Engagement Coordinator - Our school will maintain a family and community engagement coordinator. This person will serve as a connection between school and home. The family and community engagement coordinator will be a resource for families. She will hold parent seminars to enhance the parents understanding of school issues/ concerns such as attendance.

Category: Develop/Implement Student and School Culture Program

Research Cited: "When schools, families, and community groups work together to support learning., children tend to do better in school, stay in school longer, and like school more." (2002).

Activity - PBIS Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS- We will implement the PBIS program with hopes to achieve a shift on our discipline strategy. Implementing a PBIS program using Response to Intervention (RTI) techniques will allow us to focus on the positives and approach negative incidents in a more constructive way.	Behavioral Support Program Community Engagement	09/22/2017	05/18/2018	$0 - Title I Schoolwide	PBIS Facilitator, Faculty, Principal

Strategy2:

Attendance - Implement attendance checks with fidelity. Identify key target areas and create visual aids to post in each classroom and throughout the school.

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data

Activity - Attendance Rally	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students and parents will participate in PBIS programs and celebrations to promote and recognize positive attendance data. These celebrations will happen once a month in our gymnasium.	Parent Involvement Policy and Process Academic Support Program	08/10/2017	05/31/2018	$1500 - Title I Schoolwide	Sandra Kindell, Principal PBIS Facilitaor, Kassandra Stallworth Faculty, and Staff

Goal 2:

A 10% decrease of students scoring in below average in reading from a baseline of 57% to 47% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

increase student growth in reading by 10% by 04/30/2018 as measured by the Scantron Performance Series.

Strategy1:

Increase higher order thinking skills - Increase higher order thinking skills with questioning during reading instruction - Teachers will use Webb's Depth of Knowledge

(DOK) and monitor student achievement in whole and small group instruction. Students will participate in various literacy stations including Accelerated Reader, Key Ideas and Details (KID) using nonfiction and fiction leveled books with differentiated instruction, and writing. Teachers will make sure students respond to questions in complete sentences using inferring and summarizing. Classroom teachers will collaborate during common planning time to prepare for instruction with a focus on higher order thinking for students. Learning Focused lesson plans will be monitored to ensure the use of Webb's Depth of Knowledge questioning.Teachers will be encouraged to attend workshops, ie (MEGA Conference, International Reading Conference-IRA, Nuts and Bolts, and ARI coaching sessions) to increase professional development.

Category: Develop/Implement Professional Learning and Support

Research Cited: The concept of depth of knowledge was developed through research by Norman L. Webb in the late 1990's.

Activity - Children's Theatre	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
This educational experience is designed to assist teachers in introducing the play's plot,characters, settings, language, and themes. It is also a great tool to boost a child's imagination. These fantastical tales are examples of storytelling at its finest and the simple yet mysterious plot lines are not only entertaining, but are some of the best tools to teach a story to children. These tales are set in different parts of the world and expose children to many cultures. They also have a generational connection.These plays can bridge the generational gap between our students and their grandparents by providing common stories for them to relate to.	Field Trip	10/04/2017	03/15/2018	$4806 - Title I Schoolwide	Principal & Teachers

Goal 3:

We will engage EL learners through small group and one-on-one instruction.

Measurable Objective 1:

5% of English Learners students will increase student growth in their proficiency level by 0.5 points in English Language Arts by 05/25/2018 as measured by their annual ACCESS exam.

Strategy1:

Differentiated Instruction - This strategy will reinforce skills and practice through the online Imagine Learning and Reading A to Z programs. It will be implemented by our EL Resource Teacher in small group and one-on-one EL instruction.

Category: Develop/Implement Learning Supports

Research Cited: Reading, Writing, and Learning in ESL: A Resource Book for K-12 Teachers by Owen F. Boyle and Suzanne F. Peregoy.

Activity - Monitor Implementation through walk through and lesson plans.	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The EL teacher will teach listening skills through minimal pairs; speaking through peer to peer and oral techniques; and reading through letter sound correspondence.	Academic Support Program	09/22/2017	05/25/2018	$0 - Title I Schoolwide	EL Teacher and Principal

Goal 4:

In order to increase our mathematics scores we will have a 10% decrease of students scoring in below average in math from a baseline of 66% to 57% by April 2018 as measured by the Scantron Performance Series Spring Assessment.

Measurable Objective 1:

10% of First, Second, Third, Fourth and Fifth grade students will increase student growth to demonstrate proficiency in Mathematics by 04/30/2018 as measured by Scantron Performance Series.

Strategy1:

Vocabulary - Teachers will incorporate strategies to explicitly teach math vocabulary. Teachers can use, but are not limited to word walls, math journals, graphic organizers, and Think Central (an online program) to teach vocabulary.

Teachers will document their use of vocabulary instruction in their lesson plans and student journals.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Go Math and Think Central

Activity - Graphic Organizers	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Vocabulary Instruction - Teachers in K-5 will build academic vocabulary development into lesson content, assessments, and intervention modules that target a wide range of student needs. Teachers will pre-teach mathematics vocabulary. As new concepts are being introduced, teachers will model vocabulary words using appropriate problems as examples. when modeling vocabulary, teachers will use examples that students can see and manipulate as well as discuss and write about. Teachers will use culturally relevant examples to illustrate math vocabulary in action. Teachers will model vocabulary with illustrative, precise examples and attempt to engage students in conversation using appropriate language as well as using graphic organizers in their instruction.	Direct Instruction	09/22/2017	05/31/2018	$0 - Title I Schoolwide	Principal and teachers

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))

What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?

Teachers at Robinson participate in data meetings to discuss the findings of statewide academic assessments. Teachers are able to identify strengths and areas of improvements. Teachers are able to collaborate with their colleagues and decide on strategies to be used inside of the classroom to address the areas of improvements during weekly common planning time.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Students are assessed regularly on the following schedule:

Progress Reports: Quarterly

Report Cards: Quarterly

STAR Reading: At least Quarterly

STAR Math: At least Quarterly

State Assessment: Annually

Every attempt is made to effectively teach all students. Data is reviewed and looked at by sub groups to identify students who are performing above proficiency, proficiency and below proficiency. When students are not performing at advanced or proficient levels steps are taken to ensure intervention. Intervention will include Problem Solving Team (PST) , monitoring of student progress and determination of referral for further special education testing if necessary.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

All students are viewed as individuals and provided assistance to meet mastery. Data is reviewed and looked at by sub groups to identify students who are performing above proficiency, proficiency and below proficiency. When students are not performing at advanced or proficient levels steps are taken to ensure intervention. Intervention will include Positive Behavior Support (PBS) ,monitoring of student progress and determination of referral for further special education testing. Students who are experiencing difficulty is mastering skills will be identify in a timely manner. Teachers have been trained to check for understanding throughout a given lesson. This identification will deter many of the difficulties students many encounter. The school's Problem Solving Team (PST) meets to discuss students with academic difficulty as soon as is reasonable after a child shows signs of difficulty. This team meets with parents and determines the best course of action to overcome specific weaknesses. The PST team decides on the best research based strategies and set forth a plan inclusive of these strategies for a specific duration of time. Students are evaluated at the end of a specified time period and the plan for them is reassessed.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Every effort and attempt is made to provide effective instruction at all times. In the past after school tutoring has been held to assist those students who are struggling. The district also offers extended learning opportunities for students during the summer.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Every effort is made to ensure that all students receive a quality education regardless of ethnicity, social economic status, or academic ability. Our goals are inclusive of every student and strategies that are implemented are strategies to provide effective instruction to every learner. In addition, our school counselor is trained to provide special services for students who have challenges.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

n/a

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

There are several financial sources that are incorporated into the fiscal management and instructional planning of Robinson Elementary School. The following is a comprehensive list and explanation of usage for each source: The State of Alabama School Foundation Program: For the 2017-2018 school year, the program is funding 28.18 units which is based on student enrollment. This also covers a half counselor unit and Library Enhancement. The totals state money is $1,543,802.00. Title I-Part A (Federal): This money is allocated to supplement the regular funded programs. For the current school year, Title I monies are being used to fund instructional materials and professional development.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The guidance program at Robinson Elementary includes a certified guidance counselor who sees all students in the school many times per year in whole group guidance. The counselor follows the state course of study for guidance and is responsive with planning so that issues with grade levels regarding violence, bullying, crises, and such can be resolve. We also have a Prevention Specialsit and a CNP that serves breakfast and lunch to students.

Component 10: Evaluation (Sec.1114(b)(3)):

How does the school evaluate the implementation of the schoolwide program?

Robinson Elementary School evaluates the school wide program in a variety of ways. First, relevant evidence is collected periodically analyzed by our leadership team to look for progress towards goals. This is done 4 to 7 times per school year formally and frequently on an informal basis. The leadership team makes recommendations for changes to the ACIP which are responsive to formative and summative assessment data analyzed throughout the school year. The principal and curriculum coach review data as it is made available from such sources as DIBELS, District pre-post test, STAR Reading, STAR Math, and State testing results. Data is shared during grade level meetings and/or data meetings with teachers to discuss its findings.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Robinson Elementary School evaluates the school-wide program in several ways. First, relevant evidence is collected periodically and analyzed by our leadership team to look for progress towards goals. This is done 4 to 7 times per school year formally and frequently on an informal basis. The leadership team makes recommendations for changes to the CIP which are responsive to formative and summative assessment data analyzed throughout the school year. The principal and curriculum coach review data as it is made available from such sources as DIBELS, District pre-post test, STAR Reading and Math,and State testing results. Data is shared during grade level meetings and/or data meetings with teachers to discuss its findings.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

Every teacher reviews data on a regular basis from DIBELS, STAR Reading, STAR Math, and Accelerated Reader, along with administration. Discussion is held on how to progress toward our academic goals.
Finally, students who fail to make proficiency are referred to the school Problem Solving Team (PST) which reviews all data, commissions additional assessments, and recommends additional strategies and interventions for individuals who are not making progress towards academic goals. The students are reviewed monthly by the PST and strategies are adjusted according to data analysis. Parents are asked and encouraged to attend all PST meetings for their child.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The Leadership team meets annually to revise the plan for the coming school year but the process is ongoing and includes regular analysis of data and review of progress. The Leadership team meets 4- to 7 times during the school year and revises the plan as needed to respond to data and ensure the plan is a living document which changes to meet the needs of our school.

2017-2018 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	0.0

Provide the number of classroom teachers.

0

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	0.0

Total   0.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	0.0

Provide the number of administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	0.0

Total   0.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	0.0

Total   0.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	0.0

Provide the number of Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	0.0

Total   0.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	0.0

Total   0.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Adminstrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total   0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total   0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	0.0

Total   0.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	0.0

Total   0.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total   0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	0.0

Total   0.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	0.0

Total   0.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

0

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

0

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

0

2017-2018 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

The school has scheduled a Title I Parent Meeting as required by the State Department. The meeting will be held on September 29, 2017 at 8:30 a.m. and 5:00 p.m. to accommodate the varied work schedules of our parents. The meeting will be facilitated by the principal, family and community engagement coordinator, and other staff members. Parents will gain knowledge on what it means to be a Title 1 school, what the Title 1 requirements are, as well as what the 1% set-aside means. Parents will also be asked to become involved in our school at this time. Parents will be extended an opportunity to serve on an Advisory Council. The council responsibilities will include: assisting staff with the parental involvement budget, meeting with faculty to identify and relate school needs, and meeting with parents to identify concerns.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Title I parent meetings are scheduled to inform parents about the Title I Program and the budget that is proposed for spending allocated funds. The meeting will be announced prior to the event through school newsletters and school messenger. Meetings will be held at a convenient time for all parents. We have planned morning and evening meetings to accommodate our parents. Parents will be encouraged to participate in the planning of the meetings and will be given opportunities to ask questions about the budget and spending. All of these expenditures support the academic program of the school.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

At the beginning of each school year, students receive an agenda book with the school rules and guidelines where parents and teachers can establish two-way communication. Student Code of Conduct books are discussed with students during Social Studies and are distributed with behavior expectations. Parents are invited to attend data meetings and can schedule a parent conference at any time to discuss academic assessments and expectations. Progress reports are sent home during the mid-point of each grading period. Teachers hold parent conferences to discuss student progress. Parents can also use the school system's I -Now website to monitor their child's progress between mid-point and quarterly report card periods. The Problem Solving Team (PST) meets monthly to identify students with behavior issues and struggling and/or at risk students. During the monthly meetings, the PST Team will discuss strategies to be implemented to increase student achievement and or positive behavior. Our parent and family engagement coordinator works diligently to ensure parents receive current

school and school district information as it relates to upcoming events and school issues. In addition, our coordinator plans parent sessions which cover a variety of topics that are beneficial to parents.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

Our family and community engagement coordinator schedules a meeting to update our School-Parent Compact. This meeting includes parents, students, and staff members who engage in the process of revising the School-Parent Compact. The participants are encouraged to provide input concerning needed changes or modifications to our compact each year. One improvement made was to add an additional component to address documentation of parent conferences. Teachers meet with parents and students to go over the compact prior to signing the document.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Parents who wish to submit comments of dissatisfaction with the Continuous Improvement Plan can make their dissatisfaction known by expressing their concerns to their child's teacher or the administrative staff. There is also a Suggestion Box located in the Parent Corner that can be used to submit comments.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

Our FACE Coordinator has a parent corner and room set up with many flyers, classes, resources, academic help, and workshops offered at our school and community. At the grade level parent sessions and data meetings, teachers will review the Alabama Course of Standards, DIBELS, STI-Chalkable, STAR Reading and STAR Math data, and our new state assessment, Scantron Performance Series. They will explain the benchmark testing and student strengths and weaknesses. Parent Conferences will be held to keep parents abreast of their child's education. Various parent sessions will be provided throughout the year to support the partnership among the school, parents, and the community. Topics will include data, curriculum, healthy eating, homework tips, and games/strategies to use at home to increase student achievement.

Chick-fil-A is a community partner and sponsor of a character counts program in our school. We value a climate and culture where parents, students, and teachers feel safe and have opportunities to develop good character. Our curriculum includes social and behavior lessons that

encourage positive behaviors. Our Pre-Kindergarten classes are integrated to improve the academic quality of our school and allows economically disadvantaged students to participate in an educational setting that will provide early learning opportunities.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Mondays are designated as staff development days at the school. During the sessions we discuss how to relate to parents and encourage them to be actively involved with the school. We will also have training on ways to help our non-English speaking students and parents. Continued use of Transact.com will also be implemented. School personnel will be encouraged to create a climate that is welcoming to parents. Teachers are encouraged to hold grade level parent sessions to keep communication open with parents. We have established a "Parent Corner" which will offer free literature for parents to pick up and read as they visit the school. The material will include topics such as: Helping Your Child Do Better on Tests, Off to a Good Start, Building Homework Skills, and resources from the Education Publications Center and U.S. Department of Education Website. We will also hold technology workshops for parent's giving them information on websites that can be used at home to enhance academic progress as well as provide access to computers for parents to use at the school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Mondays are designated as staff development days at the school. During the sessions we will discuss how to relate to parents and encourage them to be actively involved with the school. We will also have training on ways to help our non-English speaking students and parents. Continued use of Transact.com will also be implemented. School personnel will be encouraged to create a climate that is welcoming to parents. Teachers are encouraged to hold grade level parent sessions to keep communications open with parents.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Parents are encouraged to attend the system wide parental involvement activities. We make available the phone numbers and addresses of the school system's family and community engagement team. This is done in the school newsletter/ or written notices sent home to parents. Many parents and families that we serve have some basic social and health needs that must be met in order for their children to be successful. Therefore, we make every effort to provide assistance in these areas by helping them contact agencies that can assist them. We are fortunate to have on staff a full-time counselor and school nurse who are able to help parents seek assistance from social and health agencies in the area. In addition, our family and community engagement coordinator will coordinate monthly parent sessions whereby parents are able to receive information on a variety of issues. We have an EL teacher who works with our EL students and parents to make sure they have additional support and resources as needed.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:
Information is sent home to parents through a variety of ways such as the school newsletter, notices addressing specific topics and events, as well as displayed on the school marquee. User friendly language is used in all notices and written communication that parents can understand.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

The school works cooperatively with parents and staff of housing agencies for students who are temporarily displaced to ensure that parents receive all of the information they will need to assist their children in their current setting. The school provides some communication to parents with limited English proficiency in their native language. The staff participated in a professional development using TransAct to

translate documents. Dr. Ballin will also provide additional support through a PD to all staff to address our growing EL population and EL core program. At Robinson we support all parents with or without disabilities to participate in their children's education. It is our goal to provide necessary services to our parents with with disabilities. Parents with disabilities are welcome to receive information from the school in the right accessible format. This includes, for example, verbal information for parents who don't read.