Roberts Elementary School

2018-19 School Improvement Plan

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Roberts Elementary School

5777 PIMLICO DR, Tallahassee, FL 32309

https://www.leonschools.net/roberts

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	No	26%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	23%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
McFarland, Kim	Principal
Kennett, Kim	Registrar
Blackburn, Lisa	Teacher, K-12
Irvin, Dania	Teacher, K-12
Lovern, Tara	Teacher, K-12
Harp, Myra	Teacher, K-12
Dobie, Brian	Teacher, K-12
Tharpe, Nedra	Teacher, K-12
Montgomery, Shannon	Teacher, K-12
Kerrison, Beverly	Assistant Principal
Corder, Beth	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The administrative team meets monthly with grade level team leaders to inform, assess, and reevaluate curriculum decisions, which are in turn shared with each grade level member pre-K through5th grade, special area and ESE. Kim McFarland, Principal and/or Beverly Kerrison, Assistant Principal: provide direction and oversight in the use of data-based decision-making, ensure that the school-leadership team is implementing the curriculum and that the mission of the school is supported and endorsed. SIP committee chairs are responsible for guiding each committee in the collection, analysis, and communication of data related to their committee area. Team leaders are responsible for the dissemination of information from school administration, problem-solving school issues, and presenting grade level or department specific concerns.
Our team leaders provide items to be included in the agenda based on input from their team members. After the meeting, the grade chairs/team leaders share the discussions and decisions with their colleagues. The SLT (School Leadership Team) recorder also sends detailed minutes to all

school personnel. Our SLT enables everyone to have a voice and ensures that everyone receives information through this shared decision making process.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	8	9	7	3	6	8	0	0	0	0	0	0	0	41
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	4	2	11	12	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	1	13	11	0	0	0	0	0	0	0	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	0	10	8	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	12	4	3	4	1	0	0	0	0	0	0	0	30
Retained Students: Previous Year(s)	8	6	3	9	2	1	0	0	0	0	0	0	0	29

Date this data was collected

Friday 9/21/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	13	6	6	10	6	10	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	12	14	0	0	0	0	0	0	0	26

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	1	13	11	0	0	0	0	0	0	0	25

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

When analyzing the school data, the data component that performed the lowest is the Lowest 25% in math learning gains (43%). This is a trend because this component was the lowest in 2017 and 2016. Additionally, when analyzing sub group data, the data component that performed the lowest was the black subgroup. In 2018, the Math data component (% achievement level 3 and above) had a percentage of 30% for the black subgroup as compared to the white subgroup of 87% for math data component (% achievement level 3 and above). This sub group (black) shows a trend also because it was the lowest in math data points (% achievement level 3 and above) in 2017.

Which data component showed the greatest decline from prior year?

When analyzing the grade level data, Grade 5 ELA (% achievement level 3 and above) data component in 2018 was 74% and in 2017 Grade 5 ELA (% achievement level 3 and above) data component was 78%. This shows a decline of four points from the prior year. Also, when analyzing the sub group data, in 2018 the percentage of whites in ELA (% achievement level 3 and above) was 85% while the percentage of blacks in ELA (% achievement level 3 and above) was 43% and in 2017, the percentage of whites in ELA (% achievement level 3 and above) was 83% and the percentage of blacks in ELA (% achievement level 3 and above) was 67%. This shows a decline of twenty-four points.

Which data component had the biggest gap when compared to the state average?

When analyzing the school data, the data component that had the biggest gap when compared to the state average was Science Achievement. The science achievement data component for Roberts Elementary was 86% and the state's average was 55%. This shows a difference of 31 points. Additionally, when analyzing grade level data, grade 3 ELA (% achievement level 3 and above) had a percentage of 86% while the state ELA (% achievement level 3 and above) had a percentage of 57%. This indicates a difference of 29 points.

Which data component showed the most improvement? Is this a trend?

When analyzing school data, the data component that showed the most improvement was Science Achievement . In 2018 the science achievement percentage was 86% and in 2017 the science achievement was 78%. Yes, this is a trend because in 2017 the science achievement 78% and in 2016 the science achievement was 76%. This shows a trend of increasing every year.

Describe the actions or changes that led to the improvement in this area

The actions that led to the improvement in this area was adding science as a mandatory elective in the special area department in addition to having science in the classroom in 2017-2018.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	81%	57%	56%	82%	59%	55%
ELA Learning Gains	65%	53%	55%	62%	57%	57%
ELA Lowest 25th Percentile	58%	46%	48%	56%	51%	52%
Math Achievement	80%	61%	62%	73%	61%	61%
Math Learning Gains	62%	55%	59%	58%	58%	61%
Math Lowest 25th Percentile	43%	40%	47%	42%	47%	51%
Science Achievement	86%	52%	55%	78%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	8 (13)	9 (6)	7 (6)	3 (10)	6 (6)	8 (10)	41 (51)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (1)	0 (0)	0 (1)
Course failure in ELA or Math	0 (0)	0 (0)	4 (0)	2 (0)	11 (0)	12 (0)	29 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	13 (12)	11 (14)	25 (26)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	86%	61%	25%	57%	29%
	2017	83%	62%	21%	58%	25%
Same Grade Comparison		3%				
Cohort Comparison						
04	2018	82%	58%	24%	56%	26%
	2017	82%	59%	23%	56%	26%
Same Grade Comparison		0%				
Cohort Comparison		-1%				
05	2018	74%	57%	17%	55%	19%
	2017	78%	61%	17%	53%	25%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	87%	64%	23%	62%	25%
	2017	71%	60%	11%	62%	9%
Same Grade Comparison		16%				
Cohort Comparison						
04	2018	81%	62%	19%	62%	19%
	2017	81%	64%	17%	64%	17%
Same Grade Comparison		0%				
Cohort Comparison		10%				
05	2018	72%	58%	14%	61%	11%
	2017	66%	63%	3%	57%	9%
Same Grade Comparison		6%				
Cohort Comparison		-9%				

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	85	67	62	87	68	53	92				
BLK	43	42	38	30	26	21	56				
HSP	75	69		70	56						
MUL	95	79		86	57		100				
SWD	47	58	46	52	55	48	57				
FRL	70	59	57	62	57	39	73				

										2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS	
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	83	60	49	77	59	38	81				
BLK	67	77	68	43	48	50	42				
HSP	80			67							
MUL	87	50		80	58						
SWD	45	46	33	45	53	52	47				
FRL	73	60	60	47	47	39	55				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Percentage of students in Lowest 25% making learning gains in math
Rationale	The data component that performed the lowest is the Lowest 25% in math learning gains (43%). Differentiated instruction is not being aligned to specific needs of students in math. Students that are not making progress, based on Tier 2 instruction, are not being identified and provided Tier 3 instruction consistently.
Intended Outcome	46% of all students in the lowest 25% will make learning gains in math as measured by the 2019 FSA math assessment.
Point Person	Kim McFarland (mcfarlandk2@leonschools.net)

Action Step	
Description	1. Implement 3-Tier Model of Response to Instruction (RtI) Problem Solving Team with emphasis on differentiated math instruction. 2. Weekly triage meetings (principal, assistant principal, guidance counselor, reading coach, and math coach) to monitor student progress and support teachers' needs in the classroom. 3. Develop Personal Education Plans (PEP) for students scoring in the lowest 25% in math and notify parents of at-risk students 4. Response to Intervention (RTI) Meetings with support staff for students who are not making sufficient progress or exhibit a need for further evaluation. 5. Implement iReady Tool box program for below grade level students. 6. Provide professional development and support in math instruction. 7. Utilize the iReady Program to reinforce the Florida's standards 8. Disaggregate the data to determine students' strengths, weaknesses, and the effectiveness of instructional strategies – iReady program, 9. Monitor student progress at all levels using formative (formal and informal) and summative assessments 10. Implement small group and differentiated instruction for math during math block
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Plan to Monitor Effectiveness	
Description	1. Progress Monitoring Data Reviewed regularly at PLC/RtI meetings 2. Utilize iReady Diagnostic tool to monitor progress of students (bi-weekly). 3. Analyze math assessment data (Ready - math weekly Assessments) to inform instruction 4. Create summative reports to share with teachers, parents, and other stakeholders
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Activity #2	
Title	Percentage of students scoring a level 3 or above in math
Rationale	The need to meet the needs of struggling math students, particularly in the area of number sense.
Intended Outcome	83%of our students will score a level 3 or above in math as measured by the 2019 FSA math assessment.
Point Person	Kim McFarland (mcfarlandk2@leonschools.net)

Action Step	
Description	1. Implement iReady (math computer program) for below grade level students. 2. Utilize math assessment data to inform instruction 3. Implement 3-Tier Model of Response to Instruction (RtI) Problem Solving Team with emphasis on differentiated math instruction. 4. Weekly triage meetings (principal, assistant principal, math coach, reading coach, and guidance counselor) to monitor student progress and support teachers' needs in the classroom 5. Develop Personal Education Plans (PEP) for students whose math skills are below grade level and notify parents of at-risk students. 6. Provide professional development and support in math instruction. 7. Intense math intervention during the school day 8. Implement small group and differentiated instruction for math during math block
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Plan to Monitor Effectiveness	
Description	1. Analyzing (math) reports from iReady computer program 2. Analyzing growth from math Mini-Assessments (Go-Math) 3. Utilize Ready (math)Assessments
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Activity #3	
Title	Percentage of students in Lowest 25% making learning gains in reading
Rationale	Students that are not making progress, based on Tier 2 instruction, are not being identified and provided Tier 3 instruction consistently.
Intended Outcome	61% of students in the lowest 25% will make learning gains as measured by the 2019 FSA ELA assessment
Point Person	Kim McFarland (mcfarlandk2@leonschools.net)

Action Step	
Description	1. Assess students using grade level and below grade level assessments. Match instructional material used during small group and intervention block time to specific needs as identified in assessments 2. Uiltize iReady reading program 3. Implement small group and differentiated instruction for reading during reading block 4. Weekly triage meetings (principal, assistant principal, reading coach, math coach, and guidance counselor) to monitor student progress and support teachers' needs in the classroom. 5. Utilize Reading assessment data to inform instruction. 6. Use of technology with STAR, AR, iReady and AIMSWEB PLUS to drive instruction and enhance decision-making. 7.. Resources available to teachers – AR/STAR, iRead and iReady, Tier 2 and Tier 3 intervention classes, Reading buddies, Wonders Program with intervention support 8. Provide professional development and support in reading instruction.
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Plan to Monitor Effectiveness	
Description	1. Analyzing reports from iReady computer program 2. STAR/AR, Wonders assessments, iReady, Ready Assessments, Aimsweb 3. Analyze reading assessment data (Ready - reading weekly Assessments) to inform instruction
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Activity #4	
Title	Percentage of students scoring a level 3 or above in reading
Rationale	Need differentiated instruction geared to motivate/challenge students who understand benchmarks in lessons taught and students need various enriching reading materials and also meeting the needs of struggling readers, particularly in reading informational text.
Intended Outcome	84% of our students will score a level 3 or above in reading as measured by the 2019 FSA/ELA assessments.
Point Person	Kim McFarland (mcfarlandk2@leonschools.net)

Action Step	
Description	1. Implement iReady (reading computer program) for below grade level students. 2. Utilize reading assessment data to inform instruction 3. Implement 3-Tier Model of Response to Instruction (RtI) Problem Solving Team with emphasis on differentiated reading instruction. 4. Weekly triage meetings (principal, assistant principal, math coach, reading coach, and guidance counselor) to monitor student progress and support teachers' needs in the classroom 5. Develop Personal Education Plans (PEP) for students whose reading skills are below grade level and notify parents of at-risk students. 6. Provide enrichment/challenging activities to students within the classroom. 7. Provide professional development and support in reading instruction. 8. Intense reading intervention during the school day 9. Implement small group and differentiated instruction for reading during reading block
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Plan to Monitor Effectiveness	
Description	1. Analyzing reports from iReady computer program 2. STAR/AR, Wonders assessments, iReady, Ready Assessments,Aimsweb 3. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
Person Responsible	Kim McFarland (mcfarlandk2@leonschools.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

* Teachers send "Positive Postcards" periodically to connect with families.
* Teachers communicate with families through newsletters, websites, Dojo, phone calls, and conferences.
* Families are provided information through listserv, the school website, and social media.
* A Curriculum Night is held in the fall and student conferences in the spring.
* Families are encouraged to attend PTO meetings and to participate in other activities and events throughout the year.
* Parents are kept informed of their child's progress through FOCUS, Accelerated Reader Home Connect, and Dojo.
* We involve parents/guardians/familyand supporters in activities that celebrate and enhance student and school success through positiveand effective relationship with our PTO, SAC, Mentorship Program, and Volunteer Program.
* Students will lead a conference with their parents using their progress monitoring notebooks in the spring.

Additional activities implemented to build positive relationships with families, parents, and other community stakeholders are as follows:

* During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators
* Teachers communicate with families through newsletters, websites, phone calls, and conferences
* Families are provided information through listserv, school website, and social media
*Parents are kept informed of their child's progress through FOCUS and Accelerated Reader

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

* A differentiated system of school counseling services is in place providing dedicated time for the core classroom guidance instruction on developing and implementing behavior standards.
* Individual and group counseling for students is available as needed.
* Selected students are provided additional support through the Mentor Program, the Reading Pals Program, and Project R.E.A.D.

Additionally, the school utilizes its guidance counselor and MTSS team to ensure that all students' social emotional needs are being met, and works with teachers to implement strategies to provide an appropriate learning environment. We offer a mentoring program which pairs eligible students with community members who take an interest in their well-being and support them academically by reading with them and supporting them through classwork and homework. Counseling services are provided by our school Guidance Counselor when appropriate. We also utilize our school social worker, school psychologist and other community resources when necessary to assist students who are struggling in various capacities

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

1.The PK program closely matches that of the beginning of the county's adopted kindergarten curriculum.
2. Progress monitoring, AIMS Web testing, and VPK assessments monitor growth and readiness for success in kindergarten.
3. Sharing a playground with K and being right next to K classrooms allow PK children to become familiar with their future environment and expectations.

4. PK teachers meet with parents at the end of the year to discuss potential concerns regarding kindergarten success and skills to practice over the summer in order to increase school readiness.
5. End of the year IEP meetings for ESE children (with parents, an ESE K teacher, regular K teacher, therapists, and the current PK teacher) create appropriate academic, social/emotional, independent functioning and communication goals to increase success in K.
6. Regular K teachers and the ESE K teacher observe the PK classrooms near the end of the school year to observe learning strengths, ability to attend to and participate in large and small group activities, and discuss strengths/concerns. This allows the current teacher to help make the most appropriate placement with a K teacher who matches each child's needs.
7. There is an orientation during school hours for parents and children to meet K teachers, visit K classrooms, and tour the campus to familiarize future families with the environment and expectations.
8. PK students participate in all activities and events of the school...fire drills, music programs, morning announcements, school-wide activities (Boosterthon, Fall Festival, Silent Auction, PTO, book character dress up, etc.)
9. Articulation meetings are held with feeder middle schools to prepare students for transition.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SLT works as a cohesive team to make decisions that directly affect our school body. When there are budget items that need to be addressed as a leadership team, they are presented and voted on at our monthly meetings. If issues occur that need a quicker turnaround, the principal sends the information out via email and asks for votes to be returned promptly. The meetings are scheduled on a monthly basis and items for discussion are emailed to the executive secretary. Another informative way we share and disseminate the voting process is through Survey Monkey, an online data collecting tool. This is especially useful for items that need school-wide input. The data collected from these surveys is kept on file for five years.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Only required for secondary schools. Not applicable for Roberts Elementary School.

Part V: Budget	
Total:	**$6,552.00**