

SY 23-24 School Action Plan

Campus	Robinson Elementary
Principal	Cherrelle McKinnies
Grades Served	PK-5
Enrollment	511(22.23 EOY)... 435(This excludes 22.23 school year 5 th graders) Current Enrollment 447

The timeline for School Action Plan submission can be found below:

Now-July 15: Principals work with campus teams to complete the first version

July 15: Submit draft to Division Superintendent and/or ED via email

July 15-August 15: Work with ED to solicit and incorporate feedback and finalize version for submission

August 15: Final submission for SY 23-24

SY23-24 School Action Plan Template

Key Action *(Briefly state the specific goal or objective.)*

By May 2024, Reading Map Growth scores in Grades 2-5 will increase from 43% BOY to 55% by the EOY Map testing.

Indicators of success *(Measurable results that describe success.)*

- 55% of campus students will perform at Average or Above Growth according to MAP Assessment.
- 80% of students in grades K-5 will increase by 10 RIT points on Math Assessments from BOY to the EOY.
- Increase Percentile Growth

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Internalize Lessons and Plan with Teams to support the learning for effective delivery of instruction.
- Observation with Feedback including next steps for effective Instructional practices.
- On the Spot Coaching as needed to support teachers.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Pre-Plan and Internalize Lessons including annotating as needed to better understand lessons and be prepared for effective 1st teach.
- Plan for misconceptions in all lessons. Generate next steps for students who may find the content difficult.
- Develop collaborative learning opportunities to target all learners.
- Track Demonstration of Learning Data Daily.

Key Action *(Briefly state the specific goal or objective.)*

By May 2024, Math Map Growth scores in Grades K-5 will increase from 46% BOY to 60% by the EOY Map testing.

Indicators of success *(Measurable results that describe success.)*

- 80% of students in grades K-5 will increase by 10 RIT points on Math Assessments from BOY to the EOY.
- 60% of campus students will perform at Average or Above Growth according to MAP Assessment.
- Increase Percentile Growth

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Internalize Lessons and Plan with Teams to support the learning for effective delivery of instruction.
- Observations and Feedback including next steps for Effective Instructional Practices.
- On the Spot Coaching as needed to support Teachers.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Pre-Plan and Internalize Lessons including annotating as needed to better understand lessons and be prepared.
- Plan for misconceptions in all lessons. Generate Next steps for students who may find the content difficult.
- Develop collaborative learning opportunities to target all learners.
- Track Demonstration of Learning Daily.

Key Action *(Briefly state the specific goal or objective.)*

By May 2024, 80% of Educators are increasing Domain 2(Instruction) points from 4 to 8pts. This will demonstrate Educator capacity to ensure first instruction and High Quality Instruction for all learners.

Indicators of success *(Measurable results that describe success.)*

- 80% of Educators at Robinson Elementary will be Proficient or above in Effective Instructional practices and Delivery using T-TESS.
- Common Assessments demonstrate above district average.
- Scores increase in all Domain 2 throughout the school year.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Team Calibration Walks weekly to ensure high quality instructional practices. (Observe, Feedback/Discuss, Follow-up)
- Review and Discuss Data with all Educators to target specific skills and learners to provide the best support for all learners.
- Coaching as needed to support Educators. (On the Spot and Scheduled, including modeling)

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Attend all required Professional Development Sessions
- Use Feedback Provided from Instructional Leaders as an opportunity of growth to implement all necessary practices and strategies to best support learners.
- Attend focused PLCs (Actively participate to share input and also effective practices based on data driven instruction)

Key Action *(Briefly state the specific goal or objective.)x*

In grades K-1 students will increase from 51% at the BOY to 65% by the EOY at benchmark or above on Dibels assessment.

Indicators of success *(Measurable results that describe success.)*

- Campus will decrease overall Well below Benchmark from 49% to 37% on Dibels Assessment.
- Average 15% in each grade level (K-1) in the Above Benchmark Category of Dibels Assessment.
- Growth in TELPAS composite scores based on Language Acquisition. This will support student's Dibels performance.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Weekly Team Calibration Walks
- Focused PLC to share and discuss effective practices.
- Curriculum Alignment
- Spot Observations with feedback and Follow-up

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Attend and actively participate on PLC, to share effective classroom practices.
- Monitor and Track Student Data
- Implement all feedback to serve as points of growth to support student learners and make necessary adjustments for more student engagement.

Key Action *(Briefly state the specific goal or objective.)*

- Maintain SPED Team's compliance of 100% and increase capacity around SPED accommodations in all classroom settings.

Indicators of success *(Measurable results that describe success.)*

- Accommodations are relevant and used consistently in the classroom following the student's Individual Education Plan.
- Maintain SPED compliance by 100% in Easy IEP, including ARDS, Progress Monitoring, and Documentation of Accommodations, and successful implementation of IEP goals and objectives.
- SPED Resource Teacher will participate in content PLCs to gain a better understanding of grade level content to better support learners and differentiate learning materials to best meet their individual learning goals.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Meet with the SPED Chair to discuss compliance each week.
- Collaborate with SPED Resource teacher and General Education teacher to monitor use of accommodations in the classroom.
- Meet with SPED Chair to Discuss Data
- Spot Observations and Walk-throughs with feedback and follow-up

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Be familiar and aware of identified students in class
- Progress Monitor and Track student goals and progress
- Have a copy of the each identified student's IEP in class(in specific class)
- Use Accommodations consistently.

Key Action *(Briefly state the specific goal or objective.)*

Indicators of success *(Measurable results that describe success.)*

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Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*