

**School Annual Education Report (AER) Cover Letter**

January 31, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Robinson Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Instructional Services Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - [MI School Data](#), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

**Our school has not been given one of these labels.**

Robinson Elementary has approximately 200 students grades Young 5s through 4th. Robinson also has a population of elementary-aged students who are migratory with their home language being something other than English, as well as a group of students who receive significant special education programming. Between 25-40% of our students qualify for federally subsidized free or reduced lunch. One of our key challenges is closing the gaps in achievement, particularly for students who have additional risk factors. Based on the Combined Report data, our greatest achievement gaps exist between Economically Disadvantaged and non-Economically Disadvantaged students as well as between students receiving and not receiving special education services. In an effort to remediate this, we have allocated additional resources to support students who fit in the "at-risk" population. These resources provide additional, focused support in reading 3-5 days per week. We also have a Math Interventionist who works with students 3-5 days per week to elevate their math skills. Migrant and English Language (EL) support is provided to students who qualify and we have integrated that support with our Resource Room teachers, Speech and Language teachers, Migrant Support as well as providing them with At-Risk Reading and Math support. By providing focused interventions, we can help accelerate this group of students to be successful as they continue their education. All students receive focused support based on their individual skill levels. Our instructional coach provides support to teachers to strengthen their Tier interventions and Core Instruction. As a building, we are committed to a Professional Learning Community in which collaboration is paramount in supporting all students and growing learning. All staff members share an equal responsibility to raise the level of thinking of all students.

State law requires that we also report additional information.

**Pupil Assignment**

Robinson students are assigned to our building by geographic boundaries as well as school of choice requests.

**3-5 Year School Improvement**

We are currently working through our 3-5 year School Improvement Plan. Our building goals center around collaboration, improving student engagement, and the enhancement of deeper thinking through Dialogic Pedagogy. Using a PLC structure, the staff works collaboratively to support student growth and success. Our Shared Leadership Team, whose membership includes members from each grade level and department, meets monthly to review student growth data and identify or design supports for staff to increase learning in areas of Math and Reading by involving Deeper Thinking strategies such as Visible Thinking or Dialogic Learning. Grade Level teams collaborate at least weekly to identify essential learning standards, develop assessments, review data and ultimately answer the questions of how to support all students who have and have not shown mastery with the learning. In addition, we utilize an instructional coach to provide on-demand support to teaching staff on effective instructional practices, with a heavy focus on Tier 1 intervention strategies. We utilize WIN (What Individuals Need) time to provide intervention and enrichment opportunities to our students in both Literacy and Math. With the support of Math and Reading interventionists, our highest need students receive additional intervention to bridge the achievement gap. We also utilize a School Wide Positive Behavior System. We have been a PBIS school for more than 15 years and have recently refreshed our program to increase student engagement.

**Core Curriculum**

Grand Haven Area Public Schools has joined the state of Michigan in adopting Michigan's State Standards which include the Common Core State Standards. Students are afforded a rigorous, guaranteed and viable curriculum. A copy of the core curriculum, its implementation, and how it may vary from state curriculum can be accessed by contacting the Office of Instructional Services at (616) 850-5075.

**Student Achievement**

Students in grades 3–4 take the Michigan Student Test of Educational Progress (M-STEP) in English Language Arts (ELA) and Mathematics.

School Year	ELA Proficiency	Math Proficiency
2022-23	65%	64%
2021-22	69%	68%
2020-21	72%	67%
2019-20	n/a	n/a
2018-19	64%	58%

*2019-20 results are not available due to statewide school closures during the COVID pandemic.*

**Parent-Teacher Conferences**

In the 2022-23 school year, we had 204 (99%) students represented by parents at our Parent-Teacher conference in the fall. At our spring conferences, we had 205 (99%) students represented at Parent-Teacher conferences. In 2021-22, 234 (99%) students in the fall and 237 (99%) students in the spring were represented by parents at parent-teacher conferences.

It is a privilege working with this amazing group of educators at Robinson Elementary. Our entire staff functions as one team with only one goal - "Do whatever it takes to help our students." Our successes are shared by all and we have had a number of them. Our scores continue to rise on state assessments and the focused, intentional work that has been put forth by the staff has begun to address the academic gaps of our disadvantaged students. As a team, we will continue to strive to improve our students' success and will continue to use our data to drive our decisions.

Sincerely,

**JEFFREY MARCUS**

Jeffrey Marcus, Principal  
Robinson Elementary