January 17, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 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 Executive Director, Mary Jane Evink at (616) 850-5075 for assistance.

The AER is available for you to review electronically by visiting the following website - http://bit.ly/2HcOPRT, or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 300 students grades Young 5s through 4th. Our student population includes housing the bulk of the elementary school-aged Migrant students as well as a large group of students who receive Free or Reduced Lunch. With such a diverse population, 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 gap exists between Economically Disadvantaged and non-Economically Disadvantaged students. 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 to 5 days per week. We also have a Math Interventionist who works with students 3 to 4 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 are provided focused support based on their individual skill levels. A building literacy coach provides support to teachers to strengthen their Tier 1 intervention and Core Instruction.

State law requires that we also report additional information.

Pupil Assignment
Robinson students are assigned to our building by geographic boundaries as well as schools of choice requests.
3-5 Year School Improvement
We are currently working through our 3-5 year School Improvement Plan. Our current focus is on student engagement and deeper thinking strategies. Using a PLC structure, the staff works collaboratively to support student growth and success. Our School Leadership Team meets monthly to review student growth data and identify or design supports for staff to increase students learning in areas of Math and Reading by involving Deeper Thinking strategies such as Visible Thinking or Dialogic Learning. Grade Level teams meet weekly to identify essential learning standards, develop assessments, review data and ultimately answer the questions of why students who did not show mastery may have struggles with the learning and how to support them as a team. In addition we utilize a literacy 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 have adopted a new School Wide Positive Behavior Plan. We have been a PBIS school for more than 10 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 take the M-STEP state assessment in English Language Arts and Math for grades 3 and 4. In 2017-2018, the percent of students proficient or advanced was 58% in ELA and 58% in Math. In 2018-2019, 65% of the students were proficient in ELA and 58% in Math.

Parent - Teacher Conferences
In the 2018-19 school year, we had 323 (99%) students represented by parents at our Parent-Teacher conference in the fall. At our spring conferences, we had 318 (99%) students represented at Parent-Teacher conferences. In 2017-18, 328 students (99%) in the fall and 324 students (99%) 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

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