

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Jeffrey Marcus
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Robinson Elementary School
(As it should appear in the official records)

School Mailing Address 11801 120th Avenue
(If address is P.O. Box, also include street address.)

City Grand Haven State MI Zip Code+4 (9 digits total) 49417-8616

County Ottawa County

Telephone (616) 850-5900 Fax (616) 850-5910

Web site/URL
<https://www.ghaps.org/schools/elementary-schools/robinson-elementary/> E-mail marcusj@ghaps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Scott Grimes E-mail grimess@ghaps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grand Haven Area Public Schools Tel. (616) 850-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Christine Baker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
2 Middle/Junior high schools
2 High schools
0 K-12 schools
- 11 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	20
K	38
1	33
2	36
3	35
4	49
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	211

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2021	211
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 4 %
8 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 86

8. Students receiving special education services with an IEP: 23 %
Total number of students served 49

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>14</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>7</u> Other Health Impaired
<u>3</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 21

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	90%	94%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Robinson Roadrunners are engaged, deep thinkers in a collaborative community.

17. Provide a URL link to the school's nondiscrimination policy.

<http://go.boarddocs.com/mi/ghaps/Board.nsf/goto?open&id=B32QKE5E7DA4>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

The year 1851 was a year of significant American events. Sojourner Truth famously delivered her “Ain’t I A Woman?” speeches advocating for women’s rights. Herman Melville’s *Moby Dick* was published and distributed throughout the country. Western Union was founded, paving the way for effective communication. Hope College was founded by a group of Dutch immigrants along the coast of Lake Michigan. A more localized event also took place that same year just a few miles north of Hope College in rural Grand Haven, Michigan. A log school named Robinson School opened as a one room schoolhouse and this seemingly small step would unknowingly shape the educational landscape in Grand Haven for generations to come.

Our current building, situated on 40 acres eight miles inland from the shore of Lake Michigan, is unique in that it houses the largest attendance area of any Grand Haven Area Public School and services a significant population of students who are second, third and even fourth generation Robinson Roadrunners. Robinson is an agricultural community with our school serving families in a variety of demographics including a substantial migrant population. We are home to one of the district’s two self-contained special education programs for students with Autism Spectrum Disorder coming from various locations within the Grand Haven Area Public Schools boundary.

Our exceptional team is dedicated to learning new methods to engage students in the learning process. The environment is rich with technological resources, with arts education being highly emphasized. Our walls echo with the music and creative buzz of students, and walls are adorned with their artwork. Teachers and community members contribute to vibrant murals and displays emphasizing seasonal or school initiatives. The Robinson community, from its families to its staff, is highly involved in education by working as partners in a shared learning process.

Robinson School has embraced the philosophy of professional learning communities (PLC) and functions as a collaborative team both within grade level teams and in the entire building. Support staff, interventionists, classroom assistants, and teachers have the collective mindset that every student’s success is everyone’s responsibility. Our buildingwide adoption of dialogic pedagogy has been an integral part of instruction throughout all core academic areas. This philosophy focuses on dialogue and listening among students to extend their thinking, allowing students to confer with each other, to learn from one another, and work productively toward a common academic goal while promoting socialization.

Robinson School exemplifies a whole-child approach when considering the growth of its students. All team members house student information on an accessible data wall, which includes assessment data, social-emotional screening data, behavioral data, and individualized notes to keep all relevant team members informed. There is a clear and concentrated effort to address all students’ needs within the parameters of our school’s pillars. Our professional team incorporates new learnings while maintaining their own individuality and personal teaching strengths which results in our students’ high levels of achievement. As a learning community we have attained these high levels of achievement by honoring and valuing the contributions of all staff, families, and especially students.

Social-emotional learning has become a priority in response to the ever changing needs of our students. Capturing Kids’ Hearts, a district initiative, serves as a foundation for developing prosocial behavior. Using programs such as Capturing Kids’ Hearts, Second STEP, Zones of Regulation, Feeling Buddies, Calming Corners, and Mindfulness throughout the year provide students with problem solving strategies and learn how to self-regulate and maintain mental health. The building’s full-time school social worker and part-time school psychologist help with consultation for students who are in need of something beyond what’s provided in the classroom.

An early adopter of MiBLSI (Michigan Integrated Behavior and Learning Support Initiative) connecting positive behavior initiatives with academic success, our REACH (Respect, Effort, Accountability, Choose Safety, and Honesty) program along with our intervention systems remains a valuable aspect of culture.

Student leadership is encouraged. Nearly all fourth grade students at Robinson apply to be School Safeties each year. Our third grade students lead our Green Team and organize opportunities for Robinson School to reduce, reuse and recycle. Robinson has other teams, clubs, and activities in which staff and students participate. Mileage Club allows students to run as an alternative to traditional recess to promote physical wellness. The Lego Club meets weekly during the fall and winter to promote creativity and socialization. Girls on the Run promotes physical wellness and female empowerment in third and fourth grade girls. Fourth graders engage in basketball teams that compete against other district elementary schools. An outdoor exploration area is under construction and will promote exploratory learning in a natural habitat while promoting science.

Our team values connections with our outlying community and has partnered with local businesses to help with projects such as school beautification, school additions, promoting staff wellness, or putting on events such as our welcoming Open House, the annual Halloween festival, or toy and food drives for families in need during the holidays. Our community reciprocates with food, treats, and other tokens of appreciation during busy weeks such as fall and spring Conferences.

Our Motto, “Robinson Roadrunners REACH to Achieve Success for All,” encapsulates our school culture of REACH and the districtwide mission statement of “Success for All Takes Us All.” By constantly learning and growing, engaging all members of our learning community and by striving for authentic shared learning experiences, Robinson School’s motto is lived every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Students can often be found gathered around teachers at the large area rugs that are in each classroom. Discussions are embedded in dialogic talk and learning routines by establishing ground rules and success criteria. In all curriculum areas teachers intentionally strive for compelling questions that engage students in higher order thinking. Strategies that range from “turn and talk,” small and grand conversations using accountable talk, evidenced-based thinking and other practices help scaffold students toward a new understanding.

The workshop model is fully implemented at Robinson School in the area of language arts. In reading and writing a mini-lesson format introduces students to content and engages students in discussions around appropriate content. Students are given time through scaffolded opportunities to practice the new skills being taught with partners before independent practice. Students take ownership of their learning during their independent reading time, self-selecting just right books and participating in independent reading. During this time teachers meet with small groups in guided reading and writing, strategy groups, and one-on-one conferring with students to meet the varying needs.

Our foundation in English Language Arts begins with a focus at the earliest levels of instructional skills such as phonics, phonemic awareness, as well as frequent interactions with quality literacy both at home and at school. Our ELA curriculum is strongly based on a workshop model and has been influenced by the work of Columbia University. One of the highlights of this program that correlates with the belief system held at Robinson was the impact of student ownership and choice over their learning material. We found that providing more opportunities for choice increases student engagement. Students are taught to self-select just right books and to use these books as they explore and practice skills. Robinson incorporates elements of balanced literacy into their practice such as interactive read aloud, guided reading groups, dialogic talk, and word study elements.

Our success is also highly influenced by the involvement of families in the reading process, beginning at an early age through the backpack books program, family reading nights and all school reads also known as One Book, One School. While partnering with our families, we are able to extend the students’ learning.

The last three years have brought many challenges to everyone due to COVID-19 related shutdowns. Yet, Robinson has persevered and continued these practices virtually. In spite of instructional interruptions, the number of our students meeting or exceeding state standards on state assessments have continued to improve while others around us and across the state have gone down.

1b. Mathematics curriculum content, instruction, and assessment:

Robinson School utilizes Math Expressions Common Core as our primary core math curriculum materials which has embedded instruction in the eight mathematical practices aligned with the Common Core State Standards (CCSS). Our approach to math instruction has grown, yielding more intentional instruction and learning. We pride ourselves in our collaborative math mindset and work towards a mastery loop of learning.

Starting in Young 5s, our students begin their study of mathematics by learning and developing number sense, exploring relationships between tens and ones, and learning the basic structure of addition and subtraction situations. Students then move towards a more sophisticated understanding of place value, base ten operations, and story problem structure. By third and fourth grade, students work towards mathematical reasoning, developing an understanding of pre-algebraic relationships, and building fluency with several operations. Teachers plan lessons that include math talk, facilitating rich conversations around student driven math solutions. Our math instruction incorporates hands-on exploration, manipulatives, and center

based experiences to help students internalize and extend their thinking.

Robinson has integrated an elementary version of a flipped classroom in math learning, which provides an opportunity for students to participate in higher order thinking. Students are presented with a problem, which serves as the essential skill taught during that lesson, and then explore solutions that may stem from different approaches and perspectives. Once solutions are established, it provides students with autonomy with teacher guidance as opposed to a traditional direct instruction method. Students explain their thinking to their peers to help broaden their strategies.

Student assessment occurs in multiple ways. The district-adopted iReady assessment is given three times a year to determine growth and highlight students accomplishments and growth edges. Within Math Expressions, the unit tests provide information of skill mastery for our students. Teachers regularly use teacher-created common formative assessments throughout the instruction as a method of determining how students are progressing on the essential standards of the lessons. Each of these assessments is formative in nature, with the teaching teams utilizing the results to guide instruction and identify students needing additional support or extension. We take a collective responsibility approach for our learners which supports our instruction in small groups as well as the whole group. Using a data driven approach we consider two established questions: how do we respond when some students do not learn and how will we extend the learning for students who are already proficient? Both questions are answered from our team philosophy of shared responsibility. Classroom teachers work collaboratively with our math interventionist to develop a tiered approach with extension and intervention opportunities for our students.

1c. Science curriculum content, instruction, and assessment:

Robinson School is actively making the transition to the new Michigan Science Standards which is aligned to the Next Generation Science Standards. Robinson science teachers no longer just demonstrate and explain concepts to our students. Rather, students are asked to explore and make determinations through inquiry. Each unit begins with an investigative question. Students identify science concepts they need to know to solve problems. Some characteristics of the inquiry model include science talk moves which are protocols for discussion, modeling thinking and revising the models, and using a summary table as a formative assessment to chart what students are learning. The teacher facilitates questioning techniques and assessment probes to identify student progress and understanding.

Three-dimensional science instruction is provided in the classroom for students to engage the following strands of science learning: physical science, life science, and earth science. Our science instruction aligns cross curricular opportunities for our kindergarten through fourth grade students by teaching reading, writing, and mathematics within the process of learning new information and solving problems. Using illustrated texts, interactive technology, and hands-on experiments, our students are presented with a variety of resources throughout our science units to aid in their comprehension of the essentials for science.

Throughout our science curriculum, students participate actively and equitably in activity by discussing topics through paraphrasing, clarification and asking questions. Partnerships, teams and small group instruction are the different ways students are supported throughout lessons.

We value community partnerships including a local Outdoor Discovery Center, Ottawa County Conservation District, as well as guest speakers and presenters. Our community connections support students with the ability to transfer their scientific understanding through experiences and relationships that extend beyond our classrooms.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social studies instruction at Robinson School also includes literacy connections throughout lessons. Students are exposed to several different genres as they read to discover more about how Michigan was established and developed over time. The social studies curriculum includes words around civic engagement, community involvement, government, and economics.

The lessons center on core democratic values, economic concepts, local government, and the consequences of a changing environment. Interactive Read Alouds, an important part of balanced literacy, have been developed with picture books teaching the social studies standards. Classroom libraries are continuously enhanced with fiction and nonfiction texts that support the standards. All students engage in evidence-based writing on a social studies topic.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Two preschool programs are housed at Robinson School. The Great Start Readiness Program (GSRP) is a free, state-funded program for families of four-year-olds meeting income/program requirements. The Preschool Development Program is a tuition based program for two and a half to five-year old children. Both programs utilize the state approved Creative Curriculum, Zoo Phonics, and Handwriting Without Tears programs.

Our child-centered curriculum is developmentally appropriate and promotes growth in the areas of socialization, language, literacy, mathematics, science, movement, music, and the arts. The use of the Second STEP program aligns directly to this program in the regular elementary program. Our program supports the development of understanding of print concepts, phonological awareness, and emergent writing skills, all of which supports state standards in kindergarten and beyond. In the area of math, verbally counting and counting objects, comparing, and describing shapes all support the kindergarten math standards and beyond.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Students at Robinson School develop a fundamental understanding of music. Each lesson features activities that focus on rhythm and melody in music. Students are engaged kinesthetically with movement around the room. Props such as scarves, giant scrunchies, shakers, and sticks ensure that students are able to internalize and experience the music they are hearing. Songs are taught in a whole-part-whole method. This means that students are taught the whole song and the teacher breaks the song apart into smaller musical patterns and students are able to see how those patterns fit into a song. Students are given opportunities to use their natural singing voices as a group and individually.

Visual arts instruction includes drawing and design, painting, ceramics, mixed media, and art history. Whenever possible, the art curriculum is integrated with the district's core curricular areas. Students engage in art activities that involve symmetry at the same time they are learning about symmetry in math. When working with clay, fourth graders are taught about the physical and chemical changes that occur when clay is fired in the kiln. The connections between arts and math, science and social studies provide many opportunities to teach students problem-solving skills, strengthen their fine motor skills and develop their creativity as they learn to draw, paint, sculpt clay, and learn about famous artists in history.

2b. Physical education/health/nutrition

Robinson School's physical education (P.E.) program, based on national and state standards, is intentionally designed to motivate student learning and achievement. Motor skills and healthy habits are the main focus of our P.E. classes while emphasizing social skill development and the integration of academics.

It is our belief that students do their best when they have clear expectations, a consistent routine, and reflection opportunities. Students receive feedback and support for achieving movement competency, social skills, and academic integration.

We have had the opportunity to pilot and incorporate the use of heart rate monitor bands. Our cardio fitness program uses three zones for different ranges of intensity blue, yellow, and red. The heart rate bands provide real-time feedback motivating students to stay within his or her target heart rate zone. The bands also provide the opportunity for objective assessment and personalized programs. We have noticed positive results and we are happy to see students participate and enjoy physical education in a new and exciting way.

Robinson has been a proud member of Fuel Up to Play 60 and Jump Rope for Heart for many years. These programs have provided the opportunity for students to participate in healthy eating, physical activity and mindfulness strategies.

2c. Foreign language(s), if offered (if not offered, leave blank)

Robinson School's Young Fives through fourth grade Spanish program uses a communicative approach where the Spanish language is learned in context, using task-based learning. Each level has age appropriate lessons that are generated based on Spanish language learning in areas of content, home classroom connection, community, celebration, and culture. Students develop global awareness, cognitive growth, and language skills through meaningful lessons and activities in these areas. Engagement and language application is maintained through the use of music and song, movement (total physical response), conversation, continuous repetition, and routine. All these activities in Spanish help students identify as a language learner and build a solid foundation of literacy, language, and cultural competency.

2d. Technology/library/media

Rather than a curriculum, technology is a resource and is used to support our learners throughout the school day. With a 1:1 device initiative, our Young Fives through second grade students utilize Apple iPads and our third through fourth graders have Dell Chromebooks at school. Professional learning around the EEE framework (extend, enhance, engage) promotes teacher planning and reflection in regards to technology use, including digital citizenship.

Media curriculum addresses our students' need to be computer and technology literate. Classes focus on cyber safety and digital citizenship. Both of these concepts develop safe, appropriate, and responsible technology use. It is essential that our students recognize technology as being the venue that allows them to be creative, innovative, communicators, and collaborators.

Students at Robinson School visit the library once a week where they participate in an interactive read aloud and are taught how to locate and advocate for a book of their choice. Our media specialist is working constantly with our teachers to provide books that connect with the unit of study for all instructional content areas.

2e. Any other interesting or innovative curriculum programs you would like to share

Robinson School's STEM program provides an additional relevant context for applying science, technology, engineering, and math, and often art. It encourages curiosity and thinking in these areas, which could translate into higher student interest and ultimately achievement. This academic special supports thinking, creativity, and problem solving. It encourages curiosity and wonder. All these are important elements of learning. The problem solving framework of the STEM program is design thinking and the core of the program is the Skills4Success which were developed with the input from local businesses based on the employability traits they desire in students. These skills are: technology literacy, collaboration and global thinking, communication, critical thinking and problem solving, flexibility and adaptability, ethical citizenship, and personal accountability.

Classrooms regularly engage in project-based learning (PBL). These projects provide students with opportunities to connect with local businesses to work through the creative sequence to solve real-world problems. PBL empowers students to be problem solvers, builds interest within our students and families, engages our community, and increases awareness of local businesses. Various community partners have

included a local credit union, the fire department, the county conservation office, a local museum and Grand Valley State University's program called Groundswell, which promotes stewardship with the environment.

3. Academic Supports

3a. Students performing below grade level:

The Robinson School team uses a Multi-Tier System of Supports (MTSS) to grow our learners and provide instructional support for children who are performing below level in reading, writing, or mathematics. Interventions are time specific, data driven, and address skill deficits. This tiered approach to interventions is used in language arts, math, as well as behavior.

Academic support begins in the classrooms at Tier I, with teachers differentiating instruction to meet the needs of their specific students. Our instructional model is structured to provide short, whole class lessons followed by small group focused follow up with group participation determined by students' individual level. During the small group time, teachers reteach, extend, and remediate learning based on the needs of the group.

All students participate in daily WIN (What I Need) time for literacy and math instruction. The grade level collaborative teams identify essential standards for math and literacy and review student achievement data weekly to identify and monitor progress of students who need more support in the identified critical skills. Students identified are placed at Tier II or Tier III and participate in a daily intervention block during WIN time and work on targeted skills via tailored instruction. Tier II interventions are completed with a team approach consisting of specialized interventionists, special education teachers, support staff, and classroom teachers, each taking a small group of students to provide additional instruction. Students significantly below grade level and have not shown adequate progress receive additional Tier III support with specialists in groups with a maximum of three students, three to five times a week.

Understanding academic success is connected to behavior success, behavior supports are also tiered. Tier I provides universal support to all students and includes Capturing Kids' Hearts strategies, Positive Behavior Intervention Supports (PBIS), classroom management practices, and documenting behaviors for Office Discipline Referral (ODR) data.

Tier II behavior supports are designed to provide a higher level of support. Check-In/check-Out, daily behavior report cards, and small groups fostering social skills are implemented depending on student need. A student interview is conducted, which includes a Preferred Choice Reinforcement Survey and Universal Needs Assessment in order to determine how to motivate a student. Progress is monitored bi-weekly.

Tier III supports for those students who are nonresponsive to Tier II supports are tailor-made to fit the needs of the student and frequently include a Functional Behavioral Assessment (FBA) in addition to a formal behavior plan with weekly progress monitoring.

3b. Students performing above grade level:

Robinson School teachers meet weekly in collaborative meetings with a focus on how we can meet the needs of all our students' learning. A portion of each grade level's day is identified as What I Need (WIN) time. All students are receiving intervention or extension instruction in both literacy and math during WIN time. These activities are targeted to the needs of the students in each group as determined by data reviewed at the weekly team collaborations. Our lower elementary provides extensions by learning through intentional play (Young Fivess - first grade). When core instruction is complete, they are able to play academic games and participate in centers that accentuates learning. Our upper elementary provides extensions by learning through academic clubs such as reading and writing clubs (second grade - fourth grade).

Many areas of our core instruction are differentiated to student skill levels while focusing on the same goal. Our reading and writing instruction is structured in a workshop model that provides small group instruction based on their reading skills. Teachers confer with individual students on their personal growth goals and

create action plans based on established learning progressions. Due to the exploratory nature of math instruction, students of varying abilities are able to capitalize on their strengths.

3c. Students with disabilities:

Robinson School has a clear identification process for students suspected of a disability. Extensive data reviews occur bi-weekly for both academics and behavior and monitor progress of intervention, analyze screening data, and adjust intervention plans accordingly. The Child Study Team (student support team) collaborates monthly with classroom teachers of students who may be dealing with a disability in order to further problem solve. When appropriate, parent meetings are held with relevant evaluative staff to explain evaluation processes under Section 504 or Individuals with Disabilities Education Act (IDEA)/Michigan Administrative Rules for Special Education (MARSE). Evaluations always occur within a timely fashion, are non-disruptive to the flow of student learning and ongoing intervention, and invariably lead to educational planning decisions designed to promote a student's maximum success.

Robinson prides itself on supporting students identified with disabilities under IDEA/MARSE regulations. This population comprises 23.2% of all students at Robinson. A variety of disabilities are supported at Robinson including Speech Language Impairment (8.5%), Autism Spectrum Disorder (6.6%), Other Health Impairment (3.3%), Specific Learning Disabilities (1.9%), Early Childhood Developmental Delay (1.4%), Visual Impairment (1%), Emotional Impairment (<1%), Mild Cognitive Impairment (<1%), and Deaf/Hard of Hearing (<1%). Our belief is that students with disabilities are general education students first and then receive services based on educational needs. This results in a maximum amount of inclusion in their programming.

The special education staff consists of three full-time special education teachers, two of whom support self-contained classrooms for students with ASD. There are eight assistants who support in both push-in and pull-out capacities. Robinson benefits from having a full-time school social worker, and a part-time school psychologist, speech-language pathologists, as well as occupational and physical therapists. The Robinson support staff collaborates with the Intermediate School District to further support students with low incidence disabilities.

3d. English Language Learners:

The student population at Robinson School includes approximately four percent of students that are English Language Learners (EL). These students are fully supported within the constructs of a traditional educational experience. These students are identified yearly with support from a district level coordinator who helps to facilitate WIDA and W-APT testing, linguistic and academic progress monitoring, and coordination of building level support. Robinson is fortunate to have a team to support these students in the building. An EL interventionist triangulates with a speech-language pathologist and academic interventionist to help meet an EL student's linguistic and academic needs.

Robinson School is unique in that it houses a summer educational program for local migrant families. The purpose of this program is to supplement instruction for students in reading, writing, and math in order to fill achievement gaps associated with transiency. The extended school days (9AM to 5PM) alleviate the burden on working families so that parents are able to work a full day. There are opportunities for family-school engagement via school sponsored dinners and other enriching activities.

3e. Other populations, if a special program or intervention is offered:

All students at Robinson School receive high quality focused instruction designed to meet their individual needs. Several groups of students are dealing with unique extenuating circumstances which have the potential to impact their learning. These situations include low socio-economic status or meeting the McKinneyVento definition of homelessness. These students are afforded additional opportunities to receive instruction beyond the school day. Robinson staff offers weekly tutoring sessions to this group of students and is completed with parental consent. Intervention group sizes range from one to three. These students also have the opportunity to extend their school year through a district provided summer school in order to

further sharpen skills in literacy and math. This program runs five days per week through the first six weeks of summer break.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Robinson School has long held the belief that the climate and culture of a school directly correlate to student achievement. Our desire to motivate all students to succeed incorporates a variety of strategies to create an environment in which students are safe, both physically and emotionally, and are encouraged to take risks knowing that it is safe to fail.

Capturing Kids' Hearts, a districtwide initiative, serves as a foundation for promoting prosocial behavioral interactions. Classroom social contracts guide classroom expectations and allow students to develop a learning community in which they feel safe to learn. Classroom contracts are developed by students and the classroom teacher and are reviewed regularly with additions being made as the year progresses. To support development of culture, Second STEP lessons are implemented throughout the year at each grade level and provide students with problem solving strategies and how to respond in social scenarios. Additional layers such as Feelings Buddies in Young Fives - first grade and Zones of Regulation in second - fourth grades have been implemented to allow students to be better in tune with their emotional state throughout the day. Each classroom has a "Calming Corner" that students can utilize if they are feeling dysregulated. Daily opportunities for mindfulness and Restorative Circles are implemented as well.

In 2007, Robinson School adopted Positive Behavior Intervention and Supports (PBIS) when it joined the MiBLSI (Michigan Integrated Behavior and Learning Support Initiative) program. At its core, this initiative focuses on the impacts a positive environment has on student growth. Our rendition, "Roadrunner's REACH for Success," encourages students to hold themselves accountable for making positive impacts on one another and our school community. Robinson team members give REACH tickets to students demonstrating appropriate behaviors which students can use to participate in monthly incentive drawings. In recent years, we have added a REACH badge for students modeling extraordinary Robinson expectations which is worn with pride.

Robinson provides a variety of other opportunities for students to explore interests and enjoy the feeling of accomplishment. Students can join the Green Team and be responsible for recycling and brainstorming ways to beautify the school in an environmentally friendly way. Our Mileage Club is enticing to students who enjoy physical activity. The Lego League (a precursor to First Robotics) meets weekly in the fall and winter to promote creativity and socialization. Girls On The Run promotes healthy lifestyles and female empowerment. Our fourth graders can join the basketball team and compete against other district elementary schools. We have a new outdoor exploration area that is under design and construction by the second graders in our school through a project-based learning program. In addition, many Robinson team members offer recess clubs including book clubs and game clubs for students with those interests.

Our buildingwide adoption of dialogic pedagogy has been an integral part of instruction throughout all core academic areas. This philosophy focuses on the use of dialogue and listening among students to extend their thinking. Allowing students to confer with one other allows them to learn from one another and work productively toward a common academic goal as well as promoting collaboration.

2. Engaging Families and Community:

From the principal to the playground, Robinson School works to create a welcoming and safe environment for students and families. Communication is vital to increase awareness of how and why the family is so crucial to student growth and work with families to support their children's success. Teachers utilize weekly newsletters, texting and mobile apps to keep families informed and engaged. Weekly family emails from the principal provide information, updates, and resources. Student needs are not only educational. We have an ongoing warm clothing/winter gear collection to have items to lend or, more frequently, give as needed. In Michigan, these are essential yet expensive items. We provide a snack cart and mini refrigerator that is stocked with snacks donated by teachers, our Parent Teacher Organization (PTO) and families for students who may not be able to bring snacks to school.

We have a strong partnership with our PTO. They support the family/school relationship by creating opportunities and promoting family involvement and activities. We have participated in “One School One Book” to foster positive reading habits at home the last few years. We intentionally build excitement around the announcement of the book to promote family involvement at home while supporting the reading with fun activities at school around comprehension and book themes. Our PTO raises money and provides funding for students to participate in class field trips, classroom parties or events, and school celebration activities such as the Buc Blaster game and event night at school or Santa’s Workshop during the holiday season. The PTO offers college scholarships for those who have been educated at Robinson.

Robinson School takes pride in partnering with families and our community. We have a long standing relationship with Grand Valley State University in supporting their programs for future educators by welcoming them into our classrooms to learn with and from our students. One of the programs has become a regularly offered college math class where groups of second and third year college students spend a few hours a week learning in our classrooms with our teachers while being supervised by their professor.

Robinson partners with local businesses and agencies to help provide additional opportunities for our students. Several businesses donate money to the school book fair to support students who may not be able to afford to buy books. Robinson support staff establishes connections with local agencies to assist in overcoming barriers for families who may be seeking medical, dental, or mental health support. It is not uncommon for Robinson families to lean on the school to help them navigate these services that are often more readily available to others from around the area.

3. Creating Professional Culture:

Robinson School team members engage in frequent professional development opportunities ranging from district provided capacity, building level shared learning, and individualized learning. At the district and building levels, we emphasize training on professional learning community (PLC) and its development within grade level and building teams to maximize student growth effectively and efficiently.

Robinson School has utilized a Shared Leadership Team (SLT) to further develop ideas surrounding school improvement, student growth, school climate, and community engagement. With representatives from the entire staff, this team guides what the building’s targets for improvement and outlines the shared learning that occurs in monthly collective team meetings (staff meetings). Many new ideas have been generated as a result of the work of the SLT including establishment of pillars of focus, student and staff resiliency, opportunities for team collaboration, and implementation of dialogic pedagogy to promote engaged deeper thinking in the classrooms.

Individuals are also freely able to participate in areas of professional learning they personally identify whether it is new classroom management strategies, responding to behavior, or academics in literacy, math, or writing. This sense of autonomy allows team members to feel efficacious about their profession in the classroom and as part of a school community.

Robinson’s Resiliency Committee focuses on promoting staff mental wellness and reducing stress and frustration. This committee actively seeks opportunities to enhance the school environment such as revitalizing the staff lounge by updating appliances, adding massage equipment for staff to use during periods of stress, and adding food and beverage choices for consumption. This team organizes monthly staff lunches by partnering with local food trucks to promote connections for the staff. Understanding that a dysregulated person is ineffective at supporting students, the Resiliency Committee created a “tap-out” structure for teachers in need so they feel safe taking time to return to a sense of balance. This committee has provided a much needed boost to keep things fresh for staff.

4. School Leadership:

The leadership philosophy of Robinson School is one of shared responsibility and ownership. Robinson School utilizes its collaborative Shared Leadership Team to develop shared building goals and guide our

building's teaching, learning, and cultural foci. The building administrator provides support to individual grade levels in their weekly collaboration meetings and is a participant in the discussion of learning goals and instructional practices. The principal is frequently in classrooms to support, guide, and provide constructive advice to teachers and students. The role of the principal is to support learning rather than manage instruction and staff.

The school behavior team with members of the building administrator, behavior coach, school social worker, school psychologist, and special education teacher meets weekly to discuss behavioral trends of both general education and special education students, monitor behavioral intervention progress, and modify behavior intervention plans as needed. This team monitors and analyzes schoolwide behavior screening data, which is collected three times per year, and communicates with classroom teachers and families of students who may be at risk.

Instructional and behavioral coaches are valuable assets to Robinson. These individuals support the implementation of curriculum, development of ideas of how to best reach students in need, and support teams with implementation of interventions. These individuals are key stakeholders in aforementioned teams such as SLT and Behavior Team.

Robinson's building administrator encourages a shared leadership approach and instills confidence for its team members to feel confident that they are seen as professionals and their decisions will positively affect the outcomes for our students. Delegation of roles and responsibilities occurs organically and administration always supports action plans and assists reviewing success status.

5. Culturally Responsive Teaching and Learning:

Robinson School fully embodies the Grand Haven Area Public Schools motto of "Success for All Takes Us All." Each of our students begin their day with a positive interaction with their teacher upon entering the classroom as part of our adoption of Capturing Kids' Hearts. All students are regularly reminded of schoolwide REACH expectations and are reinforced for demonstrating positive behavior with our REACH Ticket program. All students' academic progress is routinely monitored through our data wall, and other sub-teams monitor issues surrounding schoolwide behavior, student and staff wellness, and other relevant individualized needs.

Given Robinson's demographics, cultural sensitivity is at the forefront of the team's practices. Many Robinson families are of hispanic descent, resulting in limited English proficiency or being multilingual in the home. Some of these families require translation when communicating with the school. We coordinate with district EL supervisors to ensure that a translator is present at meetings or translated copies of paper information are created for dissemination.

Opportunities for equal access are also critical for our students' success. With 41% of Robinson students qualifying for free or reduced price lunches, there are provisions in place to ensure that all students, regardless of need, have equal access to school activities. Our PTO raises money and provides funding for students to participate in class field trips, classroom parties or events, or school celebration activities such as a Robinson School game and event night or Santa's Workshop during the holiday season. Robinson's principal is a board member of the Wigginton Foundation, a foundation formed to provide monetary assistance to Grand Haven students whose families need a form of support to address basic needs, clothing, food, transportation, or medical support.

Robinson partners with local businesses and agencies to help provide various opportunities for our students. Local businesses donate money for scholarship needs for our students for any program that requires additional fees for participation. Robinson support staff has established connections with local health agencies to help families overcome barriers for families who may be seeking medical, dental, or mental health support. It is not uncommon for Robinson families to lean on the school to help them navigate these services that are often more readily available to others from around the area.

PART VI - STRATEGY FOR EXCELLENCE

It is extremely difficult to pinpoint a single practice that could independently explain a school's success. Schools are complex systems, with each piece being interdependent on the others. At Robinson School, there has been one practice that stands above the rest as being integral in all aspects of our programs, systems, and culture and that is our unyielding commitment to functioning as a team.

Everything that we do is centered on our sense of team. Our Shared Leadership Team draws information, direction, and data from each of our grade level collaborative teams to steer our efforts in supporting students and growing learning. Meeting monthly, the team is composed of representatives from all teams in the building. Each member shares equal voice, equal authority, and equal accountability. The team is responsible for identifying the growth edges of our building as we strive to engage our students in deeper and deeper depths of learning. This is done collaboratively. The team works interdependently to achieve the common goal of success for all. It ensures that every member of our building team remains focused on the few key initiatives that have been identified and supports everyone in the attainment of our goals, while maintaining the professional autonomy to find the best path to achieving shared goals.

Each of our grade levels also function as teams. All teachers in a grade level meet at least weekly to review current data derived from teacher developed common formative assessments focused on specific essential learning standards they have identified collaboratively. Each team has shared responsibility for the success of all the students and supports each member to achieve high levels of learning, sharing instructional strategies, intervention techniques, extension ideas, and students.

Our sense of team extends to our families as well. We believe in order for our students to achieve their personal highest level of success, families and staff must work together. We prioritize dialogue with families in which all parties are part of the discussion and decision-making process. By maintaining a collaborative relationship with our families, we are ensuring that we share common goals and plans to accentuate our students' growth.

The building as a whole focuses on the importance of working collaboratively to ensure that we prioritize learning for all students rather than the teaching. We know that we are all accountable for the success of all students and dedicate our efforts to achieving this together.