

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 835 Indianola Road
(If address is P.O. Box, also include street address.)

City Youngstown State OH Zip Code+4 (9 digits total) 44512-1704

County Mahoning County

Telephone (330) 782-3164 Fax 33-782-2405

Web site/URL <https://rles.boardman.k12.oh.us/> E-mail tim.saxton@boardmanschools.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.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Tim Saxton E-mail tim.saxton@baordmanschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boardman Local Schools Tel. (330) 726-3404

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. John Landers
(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.

Date _____

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

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):
- 3 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	0
K	96
1	92
2	76
3	83
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	347

*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 |
| 2.3 % | Asian |
| 11.2 % | Black or African American |
| 5.8 % | Hispanic or Latino |
| 0.3 % | Native Hawaiian or Other Pacific Islander |
| 67.2 % | White |
| 13.2 % | 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: 18%

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

Our mobility rate is 18% due to homelessness, transient parents, along with a high population of

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2021	335
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

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

Spanish, Arabic, Chinese, Russian, Vietnamese, French, Romanian, Urdu, Uzbek

English Language Learners (ELL) in the school: 11 %
38 Total number ELL

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 59

8. Students receiving special education services with an IEP: 15 %
Total number of students served 51

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>10</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>1</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: 3

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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 20:1

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	97%	96%	94%	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.

We believe in maintaining high expectations and promoting academic excellence for all students. We create a supportive, safe and healthy school environment which acknowledges and respects children from diverse family and cultural backgrounds.

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

<https://www.boardman.k12.oh.us/quick-links/quick-links/title->

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

1. Robinwood is not solely an institution of learning for our students, but also a home away from home. The minute students enter our building they are greeted with open arms and are welcomed into our “Robinwood Family.” Each member of our family has an important role and participates in our building’s goals and initiatives, which is imperative to our success. We strive to build strong relationships between the school administrators, teachers, students, and families. We invite students with their families into our building at the beginning of the year so they can tour the building and meet our staff. Our staff members check in periodically with families during the school year using Remind and ClassDojo as well as numerous phone calls, emails, and in-person conferences. We strive to build positive relationships with families and students from the very beginning. Teaching cannot take place until students’ basic needs are met. Those needs not only include food, water, and shelter, but also the comfort of knowing how much we care for them. This is accomplished by getting to know our students, listening to them, providing constructive feedback, celebrating their successes, and encouraging them when they may feel like giving up. We give students the tools they need to develop a growth mindset rather than a fixed mindset. Students may not have met their goals yet or they may have hit a bump in the road but we teach them they are not stuck there. Instead, they just haven’t met their goal “Yet!” We believe that all students have the ability to succeed and work tirelessly to provide them with every academic, social-emotional, and cultural opportunity necessary to do so.

Students come to us from a wide variety of backgrounds and cultures. We must build an atmosphere that is inclusive for all individuals regardless of socio-economic status, ethnicity, ability level, etc. All students are treated with respect and regarded as one-of-a-kind with special gifts and talents. We have many students who come to school with emotional struggles that they need help processing. More than 50% of our students receive free or reduced lunch. We have had an increase in students at Robinwood who are displaced, disadvantaged, or living with a foster parent. We wrap our arms around each of these students by providing them with safety, security, love, warm meals, lots of hugs, a stable routine, and an educational experience that is second to none.

2. Key strategies used within our school encourage and challenge students to develop to their fullest potential. These strategies include providing students with access to quality curriculum, instruction, and intervention opportunities, making students physically prepared for learning, and addressing any socio-emotional needs. When these strategies are implemented, students have the best chance for success.

Robinwood uses a wide variety of curriculum programs to help students master Ohio’s academic content standards at each grade level. In Language Arts, we use Heggerty for phonemic awareness and Really Great Reading for phonics instruction. Our Wonders program is used to teach language comprehension skills. We are in a good position as our curriculum meets dyslexia guidelines and is supported by the Science of Reading. In Math, our students use EveryDay Math. The spiral math curriculum encourages reinforcement of previously-learned concepts, which promotes the retention of skills in later grades.

Our students’ physical well-being is also a priority at Robinwood to ensure they are physically able to complete the classroom tasks at hand. Robinwood has partnerships with the Mobile Dentist to provide dental care at school for students who need it, the Boardman Kiwanis Club that screens kids for glasses, Lions Club that helps provide students access to eye exams and glasses, Making Kids Count that provides students with winter coats, hats, and gloves, and Soles of Love who donates shoes and socks for kids. We also provide students with food from our school food pantry and holiday meals from groups such as Boardman Optimist Club, local churches, and our PTA.

We, at Robinwood, have seen the greatest urgency in meeting students’ socio-emotional needs in recent years. Our students are coming with a lot of trauma that they need help working through. More and more of our students are struggling with anxiety, depression, and focus/impulsivity difficulties. Some ways we are addressing these needs are through friendship lunch groups, monthly class guidance lessons, Green Team parties for students who have “green” or good monthly behavior, and awarding students with Spartan Shield Cards when they are caught doing something good. Additionally, students who display exceptional behavior have the chance to earn “kindness coins” which can be spent at our school store to buy a variety of

different items. Furthermore, we have partnered with ALTA behavioral healthcare which enables our students to have access to a mental health professional during the school day several days per week. We are working to teach students safe and appropriate ways to share their feelings and want to help students manage their feelings and emotions in healthy ways. Self-regulation is the preferred outcome after proper intervention, instruction, and practice. These are essential skills for success in school as well as in life.

3. What makes Robinwood extremely unique is the culturally diverse students who attend our school. We have 38 total English Learner students in our building that proudly represent 16 countries. The countries include Mexico, Uruguay, Palestine, Puerto Rico, Jordan, China, Libya, Panama, Colombia, Russia, Vietnam, Guinea, Romania, Guatemala, Pakistan, and Uzbekistan. Nine languages are spoken by the students in our school. All English Language Learners in our Boardman community attend Robinwood. These students are bussed from our other elementary schools in our community to ours. These students bring with them something very special. Many of them are world travelers and have journeyed outside of the USA to many countries that other students of ours have only looked at on a map. These students are also bilingual in many cases and have rich cultures and traditions they are able to share with other students and staff in our school.

4. N/A

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our school is currently using the Wonders program that was created by McGraw-Hill to teach and assess language arts and writing. This program addresses key elements, such as text comprehension, fluency, vocabulary, and language, which are needed to create successful readers.

Students read short, complex texts in the Reading/Writing Companion. They will learn to take notes, ask and answer text-dependent questions, and cite text evidence. Then, students will apply what they have learned as they read and reread the longer anchor texts and leveled readers. Throughout the lessons, students self-evaluate and monitor their own progress. Differentiated learning is also a necessary component of Wonders which allows teachers to work with small groups targeting specific student needs. The Wonders program also has a benchmark assessment component that shows student progress data aligned with the curriculum and state standards. These are summative evaluations that help to make grouping decisions, refine classroom instruction, and determine students in need of extra support.

Really Great Reading (RGR) is our building's explicit, systematic, and cumulative phonics curriculum. Each program within Really Great Reading's suite (Countdown - Kdg, Blast - 1st, & HD Word - 2nd/3rd) follows a systematic and cumulative scope and sequence of skills. Each explicitly taught lesson in RGR follows the gradual release of responsibility model (I do, we do, you do.) Students remain actively engaged each day thanks to RGR's multisensory approach that utilizes an online presentation tool and magnetic letter kits. Furthermore, students are given additional opportunities to practice these foundational skills by reading phrases, sentences, and passages that are controlled to include only the skills that have been previously taught.

All students are assessed three times per year using RGR's grade appropriate foundational skills assessments and/or decoding surveys. Upon completion, teachers are immediately provided with feedback regarding suggested student grouping and instructional needs

The RGR Reading Playground provides students the opportunity to practice the skills they've learned during their RGR lessons in an independent, interactive, digital environment in which they get immediate feedback and error correction when needed. The games align directly with each unit within the RGR curriculum and allow for deliberate and varied practice. It also includes mini assessments that teachers can use to monitor student progress.

The Heggerty Phonemic Awareness curriculum is used daily in our kindergarten and first grade classrooms. The 10-15 minute daily systematic, structured and explicit lessons focus on eight phonemic awareness skills and two additional activities to improve letter and sound recognition as well as language awareness. These multisensory lessons are taught orally allowing the students to increase their auditory abilities. Students use specific hand motions in order to stay actively engaged, and motivated from start to finish.

Both Star Early Literacy and Star Reading are customized reading tests for students to take on a computer. Star Early Literacy is designed for students in grades pre-K through 3 (beginning readers who do not yet read independently or need early literacy skills assessed). Star Reading is designed for students in grades 1 through 12. Teachers can use various reading reports to determine the reading level of each student and to measure the students growth.

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

The Common Core Standards drive mathematics instruction at Robinwood. We follow the Everyday Mathematics (version 4) curriculum for grades kindergarten through grade 3. This math curriculum is designed to help students solve real life problems, provide balanced instruction and multiple methods for

basic skills practice, and build communication between home and school. The content focuses on procedures, concepts, and the application of knowledge. Each lesson contains a Warm Up, Focus, and Practice. The Warm Up builds mental math and fluency skills while embedding daily routines. The Focus introduces and develops new content with a focus on key Common Core Standards at each grade level. Students build depth of knowledge, through focus, coherence, and rigor in daily lessons. Students work to master grade level standards in the areas of Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data, and Geometry. The Practice develops and maintains skills over time through hands-on games, differentiated activities, and journal pages. The Home-School Connection is strong as parents and students have access to the daily curriculum at home through an online platform. The platform helps parents and students navigate through the daily lesson, provides practice through math games, and gives parents and students support through tutorials, Family Letters for each unit, and opportunities for additional practice and/or enrichment.

Math is taught for 60-90 minutes daily. In grades kindergarten through grade 2, students receive their math instruction in a self-contained classroom. In grade 3, teachers are departmentalized so students change classes for content area instruction. Daily math lessons allow for whole group, small group, and one-on-one instruction to best meet the needs of each individual learner. The Warm Up and Focus is completed in a whole group setting. During part of the Focus, students have the opportunity to complete differentiated, hands-on activities to practice the skills taught in the daily lessons. These activities provide readiness, enrichment, and extra practice for students at their various levels of academic achievement. This is the part of the lessons where students can receive remediation and enrichment on individual math standards. The general education teachers along with special education teachers and Title I teachers are able to provide interventions for students who need additional support in a particular area of concern. Students also take part in self-paced digital programs such as MobyMax and Freckle, at various grade levels to support mastery of the Common Core Standards.

Digital and print resources allow for daily assessment and reporting of student achievement. Formative and summative assessment data is loaded into the digital platform where recommendations can be made for student instruction, students can be grouped according to their instructional needs, and teachers can track progression on each Common Core Standard. Assessment check-ins embedded in each lesson help to ensure that students are making adequate progress toward mastery. We can evaluate student progress and make adjustments as needed for intervention and enrichment. Keeping assessment data has been crucial in making sure that all students receive the proper instruction and support. This data helps to identify students who may be gifted as well as students who may require additional Tier 2 or Tier 3 interventions. Assessment data is also collected and tracked using STAR Math. Benchmarking data is collected on all students three times during the year. Students who are below the benchmark, are progress monitored monthly as another indicator of intervention success. Students are continuously monitored and instruction is tailored to meet all of their needs.

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

The Science curriculum uses the Common Core State standards as the foundation for teaching its content in grades K-3. At Robinwood Elementary School, one resource we use throughout the school year to ensure that the science standards are taught and assessed is the Scholastic News magazine. Scholastic News combines relevant stories, differentiated activities, and digital resources to promote student engagement and raise achievement across the content areas. This cross-curricular knowledge is described in the Science of Reading. These magazines meet the key anchor standards in English Language Arts (ELA), social studies, math, science, as well as support topics such as art, health, and social-emotional and life skills.

Our Language Arts curriculum, Wonders, supports multimodal engagement, fosters student ownership, and helps develop cross-curricular learning and knowledge building. This is especially true in the area of science. We are committed to building background knowledge for students and along with rich content specific vocabulary. Students are able to apply this knowledge to analyze and think more critically about the world around them and how it relates to science.

designed to help develop their critical thinking and problem solving skills. These projects also tend to incorporate elements of their math and science standards. For example, students practice working with three dimensional shapes in the planning and construction of free-standing, load-bearing structures made out of everyday items such as index cards, toothpicks, marshmallows, etc. Successful completion of such projects requires them to navigate the engineering design process which, much like the scientific method, teaches students how to obtain new knowledge through observation and experimentation. STEM is an approach to learning and development that integrates the areas of science, technology, engineering and mathematics. Through STEM, students develop key skills including problem solving, creativity, critical analysis, teamwork, independent thinking, initiative, communication, and digital literacy.

Science content standards are assessed through observation, performance-based rubrics, and written work. These assessments are used to ensure students have fully mastered each content standard. Students must provide evidence to demonstrate their understanding of the content.

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

The Social Studies curriculum uses the Common Core State standards as the foundation for teaching its content in grades K-3. At Robinwood Elementary School, we ensure that these standards are used and followed per grade level by using Scholastic News Magazine. Scholastic News Magazine combines relevant stories with digital resources to promote student engagement and raise achievement across content areas. This cross-curricular knowledge is described in the Science of Reading. These magazines meet the key anchor standards in English Language arts, reading, writing, science and social studies, as well as promote social development and life skills.

Scholastic Magazines use a dual format that provides print magazines with digital resources. The standards (per grade level) are taught through texts and videos which include interactive lessons and extension activities. There are online games, vocabulary activities and assessment options. The vast amounts of resources and additional hands-on activities provide students with additional information in a variety of ways which promotes the theory of multiple intelligences.

The student activities are differentiated and can be given on different academic levels. This also includes differentiation when digitally listening to the text. There is an option to listen on an easier reading level and resources to support multilingual learners. Being that these activities can be customized, it assists students in fully understanding the content. Scholastic News is a perfect way to round out our reading instruction by building background knowledge and building vocabulary every week. Various types of discussion questions about vocabulary are used to spark rich discussions. These lessons and activities are taught through whole group and small group instruction.

After building important academic and content area vocabulary through differentiated lessons and activities assessments are used. These assessments are used to ensure students are fully understanding the content and the standard focus. The assessments allow students to use the magazine as a reference which allows students to gain practice in referring back to the text as a resource.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The mission statement of our school district is “Together, We Transform Lives through Academics, Athletics and the Arts!” The Arts are extremely influential and important to the development of our students, and we support that mission here at Robinwood through our music and art programs. Art is another mode of instruction that supports the development of cognitive, social-emotional and multisensory skills. All students receive explicit, direct instruction in the arts from kindergarten on. Students receive 30 minutes of arts instruction weekly throughout the entirety of the school year. Arts instruction at the elementary level promotes critical thinking skills, interdisciplinary connections, integration of technology, appreciation for diversity, commitment to understanding the role of art in their daily lives, and understanding the value and role of the arts in society.

Students use a variety of methods and mediums to create works of art. Our students’ artwork is proudly displayed in the hallways for the entire school to enjoy. Artwork is also displayed at the Canfield Fair and the art show at the Butler Art Museum.

In music, students explore with beats and rhythm, learn about pitch and tempo, as well as, reading notes on a staff. Students play instruments and take part in preparing for and partaking in performances throughout the school year for staff, students, and parents. Yearly, students partake in a winter concert, holiday sing-along, Veterans Day concert, and spring concert.

2b. Physical education/health/nutrition

Physical education is another component of our educational framework at Robinwood. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical fitness and overall health. Students are taught how physical fitness and a healthy diet promote health and well-being of the mind and body. In January, students focus on eating healthy with the theme, “Caught Eating Healthy.” Students are encouraged to bring healthy snacks, lunches, etc. If they are caught eating healthy, they will be rewarded with small prizes such as stickers, pencils, and erasers. Students take part in the Kids Heart Challenge through the American Heart Association each February as it coincides with National Heart Month. Students learn to take their pulse and learn about both resting and active heart rates. During the week of the Jump Rope For Heart event, the students take part in various jumping and movement activities during their gym class. Some of these activities include; long rope challenge, short rope challenge, helicopter, double dutch intro, and hurdles. Gymsters is a program taking place at Robinwood that offers adaptive PE classes for students with significant needs. The skills taught in Gymsters provides students with special needs individual attention in a small group. The program also incorporates music and learning with movement in each lesson.

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

2d. Technology/library/media

Technology is an important part of the education of students at Robinwood Elementary School. Students in grades K-3 attend weekly technology classes for 30 minutes to help them understand and apply digital tools for accessing, creating, evaluating, applying and communicating ideas and information. Students learn about internet safety and how to safely use the internet to find information. Students use programs such as Google Docs, Google Classroom, Google Sheets, and Google Slides to record and share information digitally. Students also use Gmail to communicate with others using email. We are fortunate enough to be able to provide students with Chromebooks in the classroom as a way to bring technology into the classroom for each individual student. Students work daily on Chromebooks to complete digital assignments and activities to further progress their achievement in each content area.

Another use of technology incorporated at the K-2 level is the STEM Code & Go Robot Mouse. Teachers in these grades have been trained to incorporate these mice into their small groups and centers time. The mice are used to help build key skills that include problem solving, sequencing, and programming fundamentals. They can be used in any content or as a cross-curricular activity. Students use this technology in a playful,

low-stress way that ignites the kids' curiosity, fuels their creative thinking and problem-solving, and inspires confidence that supports what they are learning.

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

At Robinwood, we have some amazing programs and things happening around our school to help ensure the success of our students and support their development in a variety of ways. Some of these programs include our ALTA afterschool program, Success by Six, Summer School, Title I program, STEAM for 3rd graders, ELL program, Reading Center, and our partnership with our local ESC for technology advancement in the classrooms. These programs enhance our students' academic and social-emotional development which we have found to be key in best meeting the high standards we have set for our students.

Our ALTA after school program is available for students kindergarten through grade 3, after school two days per week. This program is run by ALTA Behavioral Healthcare along with certified teachers. Students receive individualized instruction in academics, social-emotional skills, and play. All incoming kindergarten students are invited to participate in our Success by Six program. This three-week summer program is for pre-Kindergarten children with a focus on school readiness and early literacy skills. Summer School is also offered at the end of each school year for any students who may need additional support in the areas of reading and mathematics before the start of the next school year. Students are evaluated at the beginning and end of the program to determine growth.

3. Academic Supports

3a. Students performing below grade level:

Each year students are assessed by using STAR Reading, STAR Early Literacy, STAR Math, and Really Great Reading assessments. Students are assessed at a minimum of three times per year. These assessments are used to determine which students may be in need of a Tier 2 or Tier 3 intervention in the areas of language arts and/or math. Based on the student's data, their needs are identified. Those students with the highest need for intervention are placed in pull-out intervention groups based on their area(s) of weakness. We strive to keep the pull-out groups' student to teacher ratios in a range of 2-6:1. Some of our interventions include: the reteaching of Really Great Reading lessons in a small group setting, using decodable texts from Really Great Reading, Wonders, or Geodes, Wilson Reading System's Foundations, and/or Heggerty.

Students who are in need of some additional instructional support, but may not have large deficits, will typically receive Tier 2 instruction within the general education classroom. This intervention is provided by either the classroom teacher or a Title teacher who pushes into the classroom for a period of time each day.

Our math intervention is a combination of small group instruction either in the general education classroom or in a small group pull-out setting. Our math curriculum provides "reteach" lessons that are differentiated for struggling students, as well as math games that can be played in small groups to reinforce concepts that have been taught.

All students who receive intervention are progress monitored every six weeks to ensure they are responding well to intervention and showing growth. Students who are not making the expected growth are eligible for an adjustment in their intervention such as a smaller group size, a different intervention program, and/or increased frequency of intervention.

3b. Students performing above grade level:

Second grade students at Robinwood Elementary are all given the opportunity to be screened for gifted areas that include reading, math and cognitive abilities. Once a student is identified as gifted they are given a Written Education Plan. These WEPs are detailed documents outlining the specific annual gifted services for students. These plans focus on a specific area of need that is standards-based and rigorous. These WEPs are measured and monitored throughout the school year to ensure data is collected and reported to the

parent/caregiver.

Gifted students are typically assigned to a general education teacher who has specific training in how to instruct gifted students. Teachers with gifted students are required by ODE to reach 60 HQPD hours, with a minimum of 15 hours per year over a period of four years. Once the initial 60-hour requirement is met teachers need to complete 3 HQPD hours annually in order to continually service our gifted students. This continuous PD gives teachers the opportunity to learn new ways to keep students engaged in learning that is appropriate for their readiness level.

Our Wonders reading curriculum contains integrated SEL instruction that helps build self confidence, task persistence, and flexible thinking in all of our students, but skills that are especially helpful for our gifted students. The Wonders library and corresponding lessons also provide differentiation for gifted readers with extension activities and skills-based online games.

Students who are not identified as gifted but are performing above grade level also get differentiated lessons. This differentiation allows for students with different needs and abilities to have equal access to learning. This differentiation is designed to meet the needs of all students by changing what students learn (content), how they accumulate information (process), and how they demonstrate knowledge or skills (product).

3c. Students with disabilities:

Students with disabilities are serviced in multiple settings at Robinwood, but have the same opportunities for growth as all other students in the school. Students with disabilities receive specialized instruction in many different ways, including in the general education classroom, in a resource room, or in a self-contained classroom. A student's IEP determines the least restrictive environment for the child. The students receive specialized instruction to help them make educational gains and to close the gap between a general education student and a student with special needs.

Students are placed into the general education classroom with the proper support, modifications, and accommodations. The students are given an aide if needed while placed in a co-taught classroom with a general education teacher and a special education teacher. The teachers deliver instruction together which can be very impactful to the students with disabilities. Both teachers plan instruction, know the student's needs, share responsibilities, and implement learning opportunities for all students.

There are students with disabilities who go to a resource room for core academics where there is an intervention specialist along with multiple aides to help students succeed. Students who are performing significantly below have access to a modified curriculum through WonderWorks for reading and writing and Number Worlds for math. Students may also qualify for phonics interventions using the Really Great Reading system.

Students with severe disabilities are in a self-contained autism classroom. All of these students have access to extra-curricular activities and attend specials within our building.

All of our students with disabilities have access to different therapies such as occupational therapy, physical therapy, and speech therapy.

3d. English Language Learners:

Robinwood Lane currently serves 38 English language learners in Kindergarten to third grade. These diverse students proudly represent 16 different countries and speak nine different languages. We promote understanding, respect, and value for the cultural and linguistic diversity of our student population. There is an ELL teacher and an ELL aide at Robinwood. All English learners are placed in the mainstream classroom with their native English speaking peers and receive English services through pull-out instruction for a minimum of 30 minutes per day. Newcomer students receive additional ELL support in a one-on-one or small group setting to increase their English acquisition and proficiency. ELL students can also qualify for phonics intervention using the Really Great Reading system. ELL students are also served through inclusion

and co-teaching so they are able to access the curriculum that is being taught in their grade level. The Wonders language arts curriculum has ELL small group guides, ELL vocabulary cards, ELL lesson cards, and ELL leveled readers to support the needs of all English learners when participating in the reading and writing curriculum.

Potential ELL students are screened using the OELPS (Ohio English Language Proficiency Screener) to determine eligibility for the ELL program. Identified ELL students are screened yearly using the OELPA (Ohio English Language Proficiency Assessment) to monitor progress and growth with learning the English language.

The main goal of the ELL program is for students to become proficient in English as quickly as possible and meet the same challenging academic content standards that all students are expected to meet. This goal is achieved at different rates and stages depending upon the unique factors and needs of each child. By working on and improving skills in grammar, vocabulary, listening, reading, writing, and speaking, students continually work towards achieving the goal of becoming proficient in English. Acquiring these skills allows ELL students to communicate effectively and become active participants in their classrooms as well as social settings inside and outside of school.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Robinwood Lane Elementary is continually working to engage, motivate, and provide a positive school climate for all students and faculty. This makes them want to engage in, love, and be a special part of our Robinwood school family each day. Providing enriched academics and positive social emotional experiences are at the heart and soul of our school.

Academics are focused on enhancing the experiences of all students through the use of various programs. Social emotional activities such as “Big Spartan Little Spartan” and “Green Team” allow our students the opportunity to be mentored by high school students. “Big Spartans” are high school students who are selected based on their academic and leadership skills. “Littles” are paired with these “Bigs” and spend time together monthly, engaging in different activities that foster emotional and social growth. Green Team parties are hosted monthly for students that display behaviors in the classroom that demonstrate kindness, teamwork, determination, and respect. Green Team parties have consisted of monthly fun activities such as Turkey Bowling, Dance Parties, Holiday Cookie decorating, Dunkin Donuts decorating party and a fun Beach Bash themed party. The students and staff at Robinwood Lane are celebrated all year long for all of the positive successes that happen in the building.

Robinwood Lane strives to encourage all students to look to their futures. In third grade, classroom guidance offers an exploratory program that focuses on college and career readiness through a STEAM focus. STEAM is a nationwide push to put more of an emphasis on science, technology, engineering, the arts, and math in schools, to better prepare our kids for careers in these types of fields in the future. By exploring these subjects in a playful, low-stress way, we can ignite kids’ curiosity, fuel creative thinking, problem-solving skills, and inspire confidence that supports what the kids are learning.

2. Engaging Families and Community:

Robinwood Lane Elementary is a family. Students, staff, parents, and the community all work together for the enhancement, betterment, and growth of all students. Many outside agencies and organizations contribute to the success of Robinwood Lane. Making Kids Count is an organization that works closely with our school counselor to provide food, clothing, and supplies to our families in need at Robinwood Lane. Through this program, we are able to ensure that students are properly clothed and fed nutritious meals. Making Kids Count also ensures that families are fed during the summer by providing grocery staples and recipes for families to follow. Soles of Luv provides brand new tennis shoes to any and all students that need a new pair of shoes. Students are measured and fitted for the proper footwear and shoes are delivered to the school. Alta Behavioral Care employs a clinical counselor and behavior technician in addition to an after school program. The clinical counselor and behavior technician are readily available during the day to help meet the social emotional needs of our students. The after school program provides tutoring and homework help, a healthy dinner, and social emotional exercises. Alta also runs the “Too Good” program for our third graders that focuses on making positive choices at school and at home. The Mobile Dentist provides dental exams and services to students who may not otherwise get the opportunity to visit a dentist during the year. The Lions Club comes directly to our school, gives eye exams to all students in the building, and provides assistance in procuring eyeglasses. The Optimist Club of Boardman generously donates gift cards to families during Christmas along with many local churches. Families can use the gift cards to provide a warm holiday meal for their family which they may not otherwise be able to do without the assistance of the Optimist Club. Robinwood Lane strives to ensure that all the needs of the students and families are met throughout the entire year.

The Boardman Kiwanis Annual Kindergarten Easter Egg Hunt takes place in the Boardman Park and is a wonderful event that includes all kindergarten students from all 4 elementary buildings.

3. Creating Professional Culture:

Robinwood Lane has an amazing educational staff. Our staff displays the qualities of dedication, empathy, honesty, and respect and serves as positive role models both in and out of school. These individuals include teachers, administrators, janitorial workers, aides, counselors, nurses and support staff who all work together to create an environment where everyone feels supported and valued. All staff members share the same building mission which includes maintaining high expectations and promoting academic excellence for all students. We create a supportive, safe and healthy school environment which acknowledges and respects children from diverse family and cultural backgrounds. Our district provides many professional development opportunities for the staff to gain knowledge in their content area as well as in the area of social-emotional growth.

Teachers have been provided multiple opportunities to gain a deeper understanding of how to support students' social-emotional needs. The school counselor has provided Trauma Training for the entire staff as well as PBIS training and PAX Good Behavior training. These trainings have enabled teachers to gain a better understanding of the importance of social-emotional learning which plays a vital role in student success. In January, a Restorative Practice in-service was held for all elementary staff to assist teachers with various methods of behavior modification. The Robinwood Lane staff believes that all children can and do perform better when given the tools to help moderate their own behavior.

To assist in helping with academic concerns, Robinwood Lane is currently watching training modules produced by the ODE, and participating in facilitation sessions related to dyslexia training. The dyslexia modules and facilitations have been implemented in order to increase teachers' capacity around the topic of structured literacy and dyslexia. This will allow us to provide the most in depth instruction and intervention to meet the literacy needs of all students in our building. We collaborate with the other elementary buildings in our district to create common assessments that align with our curriculum and the state standards. We receive guidance and support from the county to help prioritize our learning targets, classroom instruction, and student evaluations. Special education teachers and aides receive CPI training to help keep students safe when restraint is needed. New teachers to the school receive a building mentor to help support their transition into the district. These mentors assist in finding resources, as well as introductions to staff members that may be needed.

Teachers are given monthly professional development opportunities from the curriculum director that align with our standards and content areas. These opportunities are offered through the Mahoning County Educational Service Center. There are in-person meetings as well as virtual opportunities to attend these sessions. These PD opportunities provide support to teachers and staff to aid in further opportunities for growth.

4. School Leadership:

The leadership in our building is strong, passionate, and experienced. Strong relationships are the foundation among staff, students, and caregivers. Building resiliency and teaching coping skills is key to creating a healthy school and home environment. Our principal is extremely knowledgeable regarding all aspects of education and has a passion for helping all kids. She holds herself to the same high standards that she expects out of all staff members. The staff's concerns and suggestions feel valued and heard.

The leadership focus in our building has changed. This leadership role has shifted from school manager to instructional leader due to the rigorous academic standards. This allows the principal to work with teachers to promote the academic achievement of all students. The principal's role is to be part of the academic team and to help facilitate discussions about academic performance. The academic teams include the Building Leadership Team, Teacher-Based Teams, the MTSS team, and the Intervention Assistance Team. These teams meet regularly with the principal to examine student data to determine whether or not adequate progress is being made. As a team, decisions are made about what Tier 1, Tier 2, or Tier 3 interventions are needed and how they will be provided. The teams will evaluate the success of each Tier and continue or alter interventions to achieve student targets.

In addition to the leadership of our building principal, Robinwood is supported at a district level by our district curriculum director, district literacy coach, and district math coach. These district leaders guide our

elementary curriculum and provide training and support to teachers in our building to best meet the educational needs of our students. Our curriculum coordinator and literacy coach are working especially closely with our teachers as we work through Ohio's Dyslexia modules based on the Science of Reading. Together, we are working to complete the training modules and make adjustments to our current curricula in order to make sure that we are following the new dyslexia guidelines. We also have a district PBIS team that works with our guidance counselor and outside counseling agencies to bring effective counseling services and behavioral interventions into each classroom.

There are also several teachers in our building who also serve in numerous leadership roles including our Reading Center teacher/ Language Arts coordinator, Science/Social Studies coordinator, and Title I coordinator. These building leaders help to bridge the gap between our district curriculum direction, literacy/math coaches, and the teachers at Robinwood. Building Title I and curriculum coordinators help to support curriculum adoption and implementation as well as monitor student assessment data. This allows the coordinators along with district administrations to make decisions about areas of curriculum strength and weakness so that maximum instructional opportunities are provided to all students. Strong leadership begins at the district level and trickles down to each building. Without a strong tiered leadership framework, maximum growth and productivity cannot be achieved.

5. Culturally Responsive Teaching and Learning:

Our educators have high academic expectations for all students and provide the support needed to achieve these high goals. The staff is encouraged to collaborate on projects and share ideas to further the success of the school. The staff works collectively to provide an academic experience that considers all abilities, backgrounds, and cultures.

We are extremely fortunate in our school to have many different abilities, cultures, and backgrounds represented in our student population. We have an EL (English Learners) program in our building that comprises 38 students who represent 16 countries and 9 different languages. The teacher and the classroom aide in the EL unit do an outstanding job of helping children who do not speak English. Activities in the EL classroom are interactive, hands-on and focus on reading, writing, listening, and speaking to help students learn how to communicate and engage in daily classroom and social activities. All EL students are in the mainstream classroom with their native English speaking peers and receive English instruction through a pull-out teaching model. Each student in the EL program gets to create a personal flag that represents the students' home countries so that all students in our building can learn more about where their peers are from and what life is like in other countries. The students share their native culture and traditions with the student population to enrich their understanding of how different people live. In order to communicate with parents, all documents are downloaded into their native language so they can be a part of the school community.

The differences and diversities that are found within our student population are celebrated and respected. All students feel accepted and included at Robinwood Lane Elementary. We celebrate Down Syndrome Awareness Day, World Autism Awareness Day, and National Rare Disease Day to encourage all students to be loving and accepting to people from all walks of life. Red Ribbon Week is another event to encourage students to make healthy and safe choices. Right to Read Week is a week-long celebration to encourage literacy and reading at school and home. Guest readers from the community such as policemen/women, school board members, firefighters, local athletes, and TV personalities come to our school throughout the week to read to classes and share their love of literacy.

PART VI - STRATEGY FOR EXCELLENCE

We feel that there are several strategies we implement that account for our success as a school. The most instrumental has been our early intervention. This has led to our overall success, as well as our ability to achieve gap closing.

Our process of early intervention begins on the very first day of school. Our district implements what we call a staggered start for all students in grades Kindergarten through third grade. During this week, only a quarter of each class comes to school each day. The small number of students in attendance allows us to assess each student individually. These assessments include both our STAR Early Literacy/Reading and our Really Great Reading Phonics assessment before they leave. Additionally, during this time, students are able to spend some intimate time with their new teacher and become familiar with the school and classroom.

Upon completion of our staggered start week, grade level teams, Title I Coordinator along with the principal and reading specialist, spend time analyzing the collection of data. Test scores are reviewed and compared to determine which students would benefit from either pull-out or push-in intervention groups. Once intervention students have been identified the team continues to analyze the data. Discussion and scheduling for interventions are prescribed to match the specific needs of each student. Students are then placed into small groups with other students of similar need. At Robinwood we have an ELL teacher, a Reading Specialist, and eight Title I teachers who are able to provide small group intensive intervention to any students in need. All intervention groups are up and running within three to four weeks from the students beginning of the year assessment.

One of the most effective programs that we use for early intervention is Really Great Reading. RGR is our building's explicit, systematic, and cumulative phonics curriculum which follows a systematic and cumulative scope and sequence of skills. Each explicitly taught lesson in RGR follows the Gradual Release of Responsibility model (I do, we do, you do.) Students remain actively engaged each day due to RGR's multisensory approach that utilizes an online presentation tool and magnetic letter kits. Students are given additional opportunities to practice these foundational skills by reading phrases, sentences, and passages that are controlled to include only the skills that have been previously taught.

We firmly believe that providing intervention as early as possible to any students in need, even as young as kindergarten, is the one practice that has been most instrumental to our success.