

U.S. Department of Education
2021 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 Mr. Chad Nelson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 10705 West Robinwood Lane
(If address is P.O. Box, also include street address.)

City Franklin State WI Zip Code+4 (9 digits total) 53132-2232

County Milwaukee County

Telephone (414) 529-8255 Fax (414) 529-8256

Web site/URL
<https://www.franklin.k12.wi.us/robinwood-elementary-school> E-mail chad.nelson@franklin.k12.wi.us

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* Dr. Judy Mueller E-mail judy.mueller@franklin.k12.wi.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Franklin Public School District Tel. (414) 529-8220

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. Mike Spragg
(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 electronic signature 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 2021 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 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not 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 as of October 1, 2020 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 Males	# of Females	Grade Total
PreK	25	36	61
K	29	21	50
1	25	17	42
2	35	25	60
3	20	28	48
4	25	31	56
5	59	72	131
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	218	230	448

*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
 - 11.6 % Asian
 - 3.4 % Black or African American
 - 10.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 67.6 % White
 - 6.9 % 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 2019 - 2020 school year: 5%

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, 2019 until the end of the 2019-2020 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2019	502
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Albanian, American Sign Language, Amharic, Arabic, Chinese, Hindi, Hmong, Mandarin, Malayalam, Marathi, Punjabi, Polish, Serbian, Spanish, Telugu, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 6 %
26 Total number ELL

7. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 84

8. Students receiving special education services: 2 %
39 Total number of students served

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 11
10. 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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
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.	1

11. 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 25:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2020.

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%

14. 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.

15. In a couple of sentences, provide the school’s mission or vision statement.

At Robinwood, our mission is to inspire personal success through learning experiences that focus on student needs and active partnerships with family and community.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

During the 2020-2021 school year, we have been operating with two options for families.

The first option is our In-Person Learning Model that operates 5 days per week. This model includes safety mitigation procedures and strategies for students and staff. As part of this model, we have prepared virtual platforms for students who need to pivot to at-home learning individually to access course materials as well as teachers who will meet with the students during the exclusion. If an entire class needs to pivot to at-home virtual learning, we utilize the virtual platform to synchronously continue their education with their teacher.

The second option for families is a virtual learning model where students engage in synchronous learning with their teacher from home throughout the academic day. The virtual learning model reflects the in-person model providing students equal access regardless of where their learning takes place. Students in the virtual option are attached to their homeschool, however, classes are made up of students from all schools. Different grade-level virtual teachers are housed at different schools for teaming purposes. At Robinwood, we house the 5th-grade virtual teachers.

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

PART III - SUMMARY

The Franklin community is a growing community in Milwaukee County that has evolved from a rural area school district into a suburban district with diverse people from many backgrounds, cultures, and experiences. Robinwood truly represents Franklin's ever-changing community as our students and families have also become more diverse each year, enriching our school experience for all students. As our population has changed, our high expectations and belief in ensuring every student's access and opportunity every day has not changed. Our belief in providing access and opportunity for every student every day is one of the many reasons why Robinwood has shown a high level of student success each school year.

In Franklin Public Schools, we have developed a district-wide coherence plan aligned to being a Better Place to Learn, Better Place to Work, and Part of a Better Community. As part of the coherence plan at Robinwood, we have developed our School Improvement Team with representation across the building to create aligned school goals. Goal creation was done through a root cause analysis identifying target areas and leading indicators. After identifying the aligned purpose, we implement strategies and action steps to move student achievement forward through short cycles. The short cycle analysis includes data on student achievement, student engagement, and employee engagement. Teaching staff create Student Learning Objectives and Professional Practice Goals to cascade and support the building goals through our Educator Effectiveness process.

One of our key strategies included meeting students' social emotional learning needs by leveraging the Collaborative for Academic, Social, and Emotional Learning (CASEL) Three Signature Practices, including Welcome Inclusion Activities, Engaging Strategies, and Optimistic Closure. The staff worked to create a welcoming environment for all students to feel they have value, voice, and a sense of belonging. At Robinwood, each student is greeted as they come into the school and their classroom, followed by a community circle to build a classroom community and connect to the work for the day.

Alongside the strategy and learning above, we have worked with Integrated Comprehensive Systems for Equity with School Improvement Teams and provided professional education to increase our knowledge and beliefs around transforming our thinking of how we operate as a system for all students. Our work has included understanding the history of marginalization, stereotype threats and lifts, and asset versus deficit language and thinking to transform students' beliefs and values.

Our strategic focus has been on creating awareness and understanding of high leverage instructional practices based on the meta-analysis work from the book *Visible Learning* by John Hattie. We established a foundation starting with learning, reflection, and application related to feedback strategies that directly affect student learning and teacher practices. We focused on three questions to drive learning through the feedback process: "Where am I going?" "How am I going?" and "Where to next?" Throughout this learning, we established success criteria related to students' outcomes, the importance of the language we use with students, and clarity of learning goals. The work culminated in staff creation of a mini keynote for an upcoming unit to engage students at a high level and plan for feedback throughout a unit. The mini keynote provided clarity on the three feedback questions, including clarifying what excellence looks like on the unit's big ideas and transfer skills.

We then expanded and deepened our learning on high-leverage instructional practices through a district-wide book study on *10 Mindframes for Visible Learning: Teaching for Success* by John Hattie and Klaus Zierer. We spent time learning, reflecting, and applying each mindframe to our current instructional practice and work. The application of the ten mindframes has transferred into teacher Professional Practice Goals this school year and the feedback provided from observations. The connection of research to instruction has allowed us to understand the primary purpose of teaching and learning: to help students exceed what they think is their potential and to see in students more than what they see in themselves, ultimately instilling a passion for learning.

As our school has adapted to COVID-19, providing virtual and in-person options to our families was essential. We kept learning at the forefront with high expectations and access for all students and staff as a

priority. We were able to review our current instructional practices through safety and mitigation strategies to ensure we would not lose the essence of teaching and learning with students. We are committed to one year's growth in one year for every student and every adult in our organization.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

The Robinwood core curriculum aligns with the Franklin Public Schools School Board’s adopted curriculum and utilizes the Wisconsin Standards for literacy, math, social studies, and science. The Units of Study from the Teachers College Reading and Writing Project out of Columbia University are utilized for reading, writing, and phonics in kindergarten through fifth grade. The reading curriculum focuses on fiction and nonfiction reading while the writing curriculum focuses on narrative, opinion, and informational writing. Both curricula’s primary focus is to differentiate instruction to accommodate all students’ learning needs while fostering a love of reading and writing in a literacy-rich environment. The mathematics curriculum is from Eureka Mathematics and focuses on number and numeration; operations, data and chance; measurement and reference frames; geometry; patterns, functions, and algebra; and computations through the use of manipulatives. In science, Project Lead the Way Launch encompasses the scope of the K-5 curriculum. Students engage in hands-on computer science, engineering, and biomedical science; they become creative, collaborative problem solvers ready to take on any challenge. In social studies, Macmillan/McGraw-Hill’s TimeLinks series is aligned with Franklin’s Standards in the five social studies strands – geography, history, political science, economics, and behavioral science. The program offers a strong mix of core content and learning experiences to engage students and connect the learning to their natural world.

As a school, Robinwood adheres to the workshop delivery model, which allows for a daily teaching point through a ten-minute whole-group mini-lesson followed by independent practice. The teachers use formative data to determine daily individual or small group conference sessions to meet student needs.

Pre- and post-assessment practices are utilized in all core areas. In literacy, on-demand writing prompts before units determine identified skills and standards proficiencies. Teachers utilize the on-demand data to differentiate, build strategy groups, and confer on goal setting with students. In mathematics, daily exit tickets inform differentiation, strategy groups, and individual needs based on the unit’s big goals. All summative assessments in all subject areas are developed based on the school board-approved standards and measured with a standards-based rubric. Teachers calibrate student work and assessments to establish inter-rater reliability and consistency of high expectations between grade levels.

Before each school day, teachers work as professional learning communities to plan and prepare in all subject areas, and study student data to determine progress, next steps, and refinement areas. Grade-level teams also share teaching practice and collaborate with math and literacy coaches to enhance their current instruction and improve outcomes for all kids.

During the state shutdown and the shift to distance learning in March 2020, Robinwood teachers utilized the Google Classroom platform to provide asynchronous and synchronous instruction. Daily, teachers loaded videos they recorded of themselves teaching math and literacy lessons for their students to view at home to understand the day’s teaching point and the mini-lesson instruction to model the learning. Teachers developed a schedule to meet synchronously with students through Google Meet to confer on progress, differentiate the lessons if needed, and check in on each student’s social and emotional well-being. All levels worked from a transition to asynchronous learning in the first weeks of synchronous learning for the school year’s final two months. Teachers were supported by literacy, math, and technology specialists to differentiate instruction and utilize online platforms to ensure optimal learning during the shutdown.

As of March 2021, instruction has been adapted based on prioritization of standards and time allocation, specifically in literacy and math, because of the constraints related to the COVID-19 pandemic. Approximately 20% of Robinwood students receive virtual instruction in a fully synchronous environment from a qualified teacher at their given grade level. In-person students have seen a reduction in instructional minutes due to the mitigation procedures put in place for transitions and sanitation. No matter the learning environment, all students receive a quality learning experience with the exact expectations of standards, assessment, and curriculum.

1a. For secondary schools (middle and/or high school grades):

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

The core curriculum for the four-year-old kindergarten program in Franklin Public Schools comprises early literacy, numeracy, and play-based learning. The literacy component of an FPS 4K curriculum aligns with the Reading and Writing Workshop from Teachers College at Columbia University. We are focused on strategies and differentiation informed by student data. The Workshop Model's primary focus is to differentiate instruction to accommodate all students' learning needs while fostering a love of reading and writing in a literacy-rich environment. The numeracy mathematics instruction in 4K builds high levels of mathematical skills, processes, and problem-solving. The math curriculum utilizes hands-on, concrete experiences to teach concepts such as classification, pattern recognition, numeral recognition, number concept development, estimation, hypothesizing, and exploration. Our 4K program in Franklin provides an academic and social/emotional experience to prepare students for five-year-old kindergarten and beyond. The 4K program teaches students how to function positively in a group setting and foster social growth through peer interaction skills and self-esteem. All units are designed with the Wisconsin Early Learning Standards as the foundation and align to the Wisconsin Standards for literacy, math, science, and social studies starting in five-year-old kindergarten. We are in our second year of 4K, so we cannot make assumptions on the impact we have seen in early elementary at this time.

During the state-wide shutdown, we successfully shifted our instruction virtually to our four-year-olds. Teachers met via Google Meet with their students daily and designed at-home learning activities related to literacy, numeracy, and play to engage in daily. Feedback was provided based on the developmental goals outlined in our curriculum and measured and reported in our learning continuum reports per trimester sent home to parents.

2. Other Curriculum Areas:

At Robinwood, we provide character building for our students through lessons and activities utilizing the Second Step curriculum. The Second Step curriculum teaches skills in four different areas: Skills for learning, Empathy, Emotion Management, and Problem Solving. The area of learning includes how to focus attention, listen carefully, and be assertive when asking for help. We teach our students empathy demonstrated by being able to identify and understand feelings you have yourself and in others, and the ability to take another's perspective showing compassion. Students are taught emotion management through specific skills for calming down when experiencing strong feelings, such as anxiety or anger. In the last area, we teach problem-solving through a process of working with others in a positive way. Second Step curriculum implementation supports the work our staff has done with the CASEL Three Signature Practices and Community Circles.

All students in grades 5K-5th grade engage in art, general music, and physical education. Curriculum and assessment are developed from the Wisconsin Standards for art, music, and physical education. Physical education takes place three times a week for a total of 90 minutes, and art and music take place once a week, each for a total of 60 minutes.

In music, 5K-5 students learn through the curriculum built on the Wisconsin Standards for Music. Students acquire essential skills and knowledge through units built on creating, performing, responding, and connecting music. In physical education, students develop skills and knowledge through a curriculum focused on healthy lifestyles, movement knowledge, movement skills, physical fitness, and sportsmanship. Finally, in art, students learn and acquire knowledge by creating, connecting, responding to, producing, and presenting art works. Given the COVID-19 pandemic, we have continued to provide all students with these specialty area learning opportunities. Music and art teachers have been instructing in the regular education classroom for the first two-thirds of the year; however, students will return to the general music classroom and art rooms for instruction in the final third. Physical education has remained in the gymnasium setting all year.

All students have access to library media services and technology to support our curriculum. Chromebooks serve as the primary technological devices for all students 4K-5. In grade five, students have 1:1 access, and all students have Chromebook carts within their classrooms to collaborate, create, and explore the digital world. The school library provides print resources that support the curriculum and pleasure reading. In addition to that students have 24/7 access to over 10 electronic databases to support learning. The school is also part of the Wisconsin Schools Digital Library Consortium which provides students access to a collection of over 10,000 ebooks and audiobooks.

3. Academic Supports:

Robinwood staff works to ensure at least one year's growth in one year's time, including closing the gap, for all students. Having analyzed our achievement data, we acknowledge that several of our traditionally marginalized student groups have significant achievement gaps in relation to the performance of their peers. In order to close the gaps, we utilize key evidence-based strategies as a system and within classrooms.

Robinwood utilizes our Response to Intervention (RtI) framework which is grounded in the belief that all students can learn and achieve high standards when provided with adequate teaching, research-based instruction, and access to standards-based curriculum. A comprehensive system of tiered interventions, both gifted and remedial, is essential for addressing the full range of students' academic and behavioral needs. Robinwood has collaboration among educators, families, and community resources as the foundation of effective problem-solving. On-going academic and behavioral performance data informs instructional decisions and effective leadership is crucial.

The school team utilizes multiple data points, screening student achievement data to examine the need for literacy, math, and/or social emotional (SEL) intervention or gifted support. The many different lenses help determine appropriate next steps. The next steps will help a student experience greater academic success, extend and deepen learning opportunities, or work on remediation of specific skills. Robinwood's team includes a general education teacher(s), principal, interventionists, English Learners (EL) teacher, and school psychologist. Based on the data, individual plans are developed with the support of the reading and math interventionists to provide intensive instruction focused on the specific needs. Progress monitoring is key to inform decisions. Interventionists also work alongside teachers to develop individualized learning plans for gifted students in addition to those marginalized student groups who need to close gaps. The math and literacy interventionists develop, share, and deliver student-centered interventions that effectively work to close achievement gaps and ensure that students can master the common core standards. Specific action steps include analysis of student universal screener and progress monitoring data to make informed decisions, co-planning with general education teachers, and delivering interventions that reflect culturally relevant practices.

In addition to the RtI Framework collaboration, Special Education System Specialists (SESS) come alongside Robinwood staff to build teacher and team capacity to ensure growth in practices that result in increased student access and achievement, with emphasis on equity and meaningful engagement for all students. They work with Robinwood staff to support the development of structures and processes which will build the beliefs, skills, and systems that lead to increased academic and social/emotional outcomes for all students. Our SESS coach individuals and teams for equity and universal instruction through removing barriers to access, closing achievement gaps, using inclusive practices, addressing disproportionality, using culturally relevant teaching practices, and developing co-serve models/practices. The coaching provides insight as we look to the next steps of our equity plan and support teams in analyzing data to inform instructional planning. The SESS collaborate with teachers and provide research-based strategies for improved instructional

delivery of specially designed instruction, and increased access to rigorous learning and co-serving strategies.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

In Franklin Public Schools, we created a districtwide committee to review our current state of student engagement concerning our environment and Social-Emotional Learning (SEL) needs. The committee developed a vision of equipping all students with social and emotional skills, mindsets, and attitudes to achieve holistic wellbeing within the school, home, and community. As part of this work, we developed action plans that cascaded through our leaders, school improvement teams, and staff.

Alongside supportive teacher language and creating an atmosphere of warmth and support, we have established the SEL Three Signature Practices in all environments at Robinwood: Welcoming Inclusion Activities, Engaging Strategies, and Optimistic Closures. The Three Signature Practices build routines to explicitly teach and use instruction to enhance students' and staff's SEL skills.

Professional learning helped staff understand the key components of the Three Signature Practices. For example, we now begin the day with a community circle that outlines a Welcoming Inclusion Activity. All staff at Robinwood have designed and implemented community circles with a purpose, alignment, transparency, and an identified target.

We monitor the impact of student engagement through our continuous improvement process, surveys, and student focus groups. The student focus groups help us to gain additional insight from the student's voice and perspective into the survey responses or specific actions that we have taken. For example, during the student focus groups, students shared regarding their ability to take perspectives and getting to know others. Students also shared how a focus on small groups and conferring during workshop makes learning personal for them, allowing them to think about their learning so they can improve through goal setting. The continuous improvement cycle has evolved from the building level to grade-level student focus groups run within classrooms, alongside the survey results allowing teacher teams to plan for the specific needs within their grade level.

Last year, our student's social and emotional needs continued as we transitioned to remote learning during the school closure. We transferred the Three Signature Practices to the virtual environment to continue our established routines. For example, teachers would still begin their day with a community circle to set the tone for learning, just as if they were at school. Our student service team also established a support system for families and students that identified areas and levels of need.

2. Engaging Families and Community:

The Robinwood community and Robinwood Parent-Teacher Organization (PTO) have been incredibly supportive of our school and our students' success. They have supported Robinwood through fundraising, volunteering, and hosting school events.

Through our Robinwood PTO, our families had raised over \$25,000 to support expanding our classroom libraries when we implemented a literacy curriculum so that each classroom is its own community of avid readers. The expansion of our libraries provided students direct access to high-interest books at their reading levels. The books allowed staff to confer with either individual students or small groups, growing them as readers as they read multiple books every day during Readers Workshop. The robust classroom libraries have engaged readers' interests, supporting students as lifelong readers.

The Robinwood PTO has provided outside participation to benefit our students' holistic growth. The PTO provided an Artist In Residence program for both Art and Music. The previously noted programs helped reinforce the curriculum and teachings and brought us together as a community. As another example, High-Interest Day is one of our major annual events and brings in community members to expose students to future possibilities. There, presenters from the community share their careers or interests with students. Our upper-grade level chooses three opportunities from presenters, while our primary level has the Kohl's Wild

Theater presentation. Our upper-grade students' experiences have included a trial judge, funeral director, Hunger Task Force, tile setting, skin and hair care, and 3D video gaming.

To engage families with our literacy curriculum, we hosted two Literacy Parent Engagement Nights with a literacy curriculum expert. The first evening's focus was reading and informing parents about the benefits of reading to their child, reading development stages, and what their children do during the Reader's Workshop. The second evening focused on writing and informing parents about the benefits of the writing process, ways to celebrate and look at student writing, and what their children do during the Writers Workshop. Both nights were well attended, beneficial for our families, and helped support student success and school improvement.

During COVID-19 remote learning, the school community started a campaign on "Robinwood Strong," creating a logo and providing decals and other items as families were in quarantine last school year. This support was vital in keeping us together even while we were apart.

3. Creating Professional Culture:

We create a Robinwood professional culture by increasing employee engagement. We provide monthly pulse surveys to our employees to gauge their current state, improve our environment, and improve the feelings of being valued and supported.

One building action that supports staff engagement is rounding with every employee at Robinwood. Rounding aims to have brief but impactful conversations with staff that focus on building strong relationships while listening and responding to needs. During our rounding conversation, we ask four specific questions: "What is working well for you", "Do you have what you need to do your job", "Is there anything I can do to help you perform well", and "Is there anyone who has been particularly helpful to you" We use rounding feedback at both an individual level and a building level. We use the individual level responses to provide recognition to staff by emailing the compliment from the last question to the other staff member. At the building level, when a rounding cycle is complete, we develop a spotlight report that highlights themes. We act on the themes we can control to improve culture and close the feedback loop. For example, we refined communication protocols for COVID19 related situations as a theme from rounding.

The central focus of professional learning at Robinwood is to build teachers' capacity through high-performing team development. Our School Improvement Team facilitated high-performing team development on professional learning days and embedded within our professional learning communities. We have worked to build interdependence among staff related to how our staff interacts as team members, with a central focus on student learning. Through John Hattie's (2017) meta-analysis of influences on student achievement, we know that collective teacher efficacy – when teachers believe that they and their colleagues can affect student outcomes - has the most significant effect on student achievement. Our ability to build connections as a staff has enabled us to develop higher collective teacher efficacy levels.

As we transitioned to distance learning, we connected with all employee groups to ensure they were cared for and had what they needed to be successful for our students. As we transitioned to distance learning, we provided weekly staff training with literacy and math system specialists to develop staff's teaching and learning capacity in a new model.

4. School Leadership:

The school principal helps create a culture of continuous improvement to inspire students and staff and builds strong personal and professional relationships with staff through formal and informal feedback. The principal provides clear direction through shared vision, beliefs, and values and ensures strong teams collaborate to focus on student learning. All of these expectations foster a sense of collective teacher efficacy.

At Robinwood, continuous improvement is not a program or initiative; it is a way of going about our daily work. We have a School Improvement Team focused on removing barriers, growing practice, and engaging

in strategic actions that lead to positive and impactful outcomes. The School Improvement Team analyzes data, creates goals that align with our district coherence plan, and set action steps to use in short cycles to move the leading data forward. The leading data includes data on student achievement, student engagement, and employee engagement.

The staff are expected to be lead learners in the building, making a year's growth with a year's input, and the principal provides formal and informal feedback to the staff. Staff is provided informal feedback through classroom visits and follow-up with post-it notes outlining impactful teacher practices observed through principal observations. Staff is formally provided feedback utilizing a balanced analysis framework after observation of instructional practice. The balanced analysis framework outlines the feedback by stating how the staff member performs with that performance evidence. Teachers are provided the impact statement of the effect the claim had on students and of the judgment or question regarding the staff member's performance. Feedback to staff, by way of the balanced analysis framework, has been beneficial in providing them clarity to their development in their instructional practices.

At Robinwood, we strive to create a shared vision and values that align with the mission. As a district, we used coherence planning to describe what we stand for around "A Better place to Learn," "A Better place to Work," and "A Better Community." The coherence planning process involved representation from stakeholders starting with developing values and leading to district goals. Once we established the shared vision as our "Why," this created a lens for all work to flow through. The mission, vision, and values undergird the direction and all the decisions we make as leaders across our schools.

5. Culturally Responsive Teaching and Learning:

Robinwood has become more diverse in recent years, with students and families from many backgrounds. We believe that all students have the ability and right to learn and achieve within the classroom at high levels. We also believe that every student grows and performs regardless of background, ability, and needs, whether academic or social-emotional. Once these beliefs are in place, staff develop the idea and confidence in themselves to see and celebrate strengths and growth in themselves and their students. This idea and confidence in self, self-efficacy, then transfer to students, who believe in both themselves as learners and their self-efficacy to achieve as students.

We have worked to build the previously noted belief system. District leaders attended training with the School Improvement Teams, and then these teams led the training within our building. Our approach to equity has been transformational to our thinking and approach to staff working with our students. The history of marginalization, stereotype threats and lifts, and assets versus deficit-based language/thinking provided a new lens for the education we provide to all students. As part of the work, we looked deeper into ourselves and our own identity to understand others and their identities. It has indeed brought a better understanding of the value of equity for all.

As we have continued this work, we have established Equity Non-Negotiables (ENN) to collectively commit to ensuring our system will work for all students. Our ENN's are the following:

1. We commit to closing gaps in the system in terms of achievement and access.
2. We commit to the use of cross representative teams to proactively design high-quality instruction for all learners.
3. We commit to confronting and eliminating systems that perpetuate the marginalization of students.

4. We commit to aligning our policies, procedures, funding, and priorities to achieving our core value of equity.

Creating ENN statements as a district leadership team to be shared with all staff by the end of this school year is an essential step in our journey. These ENN provide a clear and concise vocabulary that builds a common language and understanding across the system to reveal the disparity between our aspirations and realities.

We have built cultural awareness at our school building through the engagement of families through our Around the World Night, where we celebrate the diversity of our school community and share traditional food, unique artifacts, and various parts of different cultures represented at Robinwood. We have had upwards of sixteen different countries represented during this evening, and many families participate in learning about other cultures present in our school. Cultural awareness is essential in our students' understanding and respecting the differences we all have and bringing to Robinwood.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As we have looked at literacy instruction growth, we have partnered with the Teachers College Readers and Writers Project (TCRWP) to provide embedded professional learning to our staff through being a project school. The professional education aimed to support the implementation of readers' and writers' workshops and occurred throughout the school year. A staff developer from TCRWP worked alongside teachers, leaders, and literacy system specialists to create a demonstration lab site within Robinwood and actual classrooms. Before entering the classroom, we would begin with a study session on a specific literacy instruction practice. Next, we would enter the classroom for the lab site portion of the learning. While in the classroom, the staff developer would model the specific practice, and the staff member participants would repeat the modeled method with students. Afterward, there would be a debrief to study the best approach and reflect on the staff developer's practice.

The lab site learning is a form of embedded professional learning that improves literacy instruction and helps implement readers' and writers' workshops through meaningful education, reflection, and application. Teacher teams learned together, showed vulnerability in practice, and fostered their own collective efficacy.

After TCRWP, we desired deeper learning through a similar format, therefore we replicated the professional learning work within classrooms. Our literacy system specialists provided lab sites at Robinwood with a continued specific literacy focus. We improved text complexity expertise, including text band jumps and using student evidence to plan across the week during the readers' workshop.

When the school closures occurred last school year, embedded professional learning was instrumental in continuing our work with students. Professional learning provided the foundation for essential teaching and learning for our students to continue their development as influential readers and writers who read and write for real reasons. Additionally, the professional learning format provided a framework for our continued learning after the closure with literacy system specialists and teacher teams.

As teachers continue to better our students' environment, teachers are willing to take the following steps in their learning. As we continue to focus on improving reading and writing, we believe that teachers who participated in our TCRWP partnership benefited from transferring to their students. The cohort of professionally developed teachers was called upon to share their learning with other teachers as we build on our instructional practices to improve student learning overall into the future.