

Robeson School Improvement Plan 2022

Building Snapshot

School Name	Robeson
School Address	2501 Southmoor Drive, Champaign, IL 61821
Principal Name	Jessica Pitcher

Members of School Improvement Leadership Team

Name	Role
Jessica Pitcher	Principal
Megan Kirby	Assistant Principal
Laura Coffman	Curriculum & Instruction Committee Chair
Sunny McMurry	Climate & Culture Committee Chair
Tomas Milo	Equity Committee Chair
Kathryn VanHootegem	CFT Representative

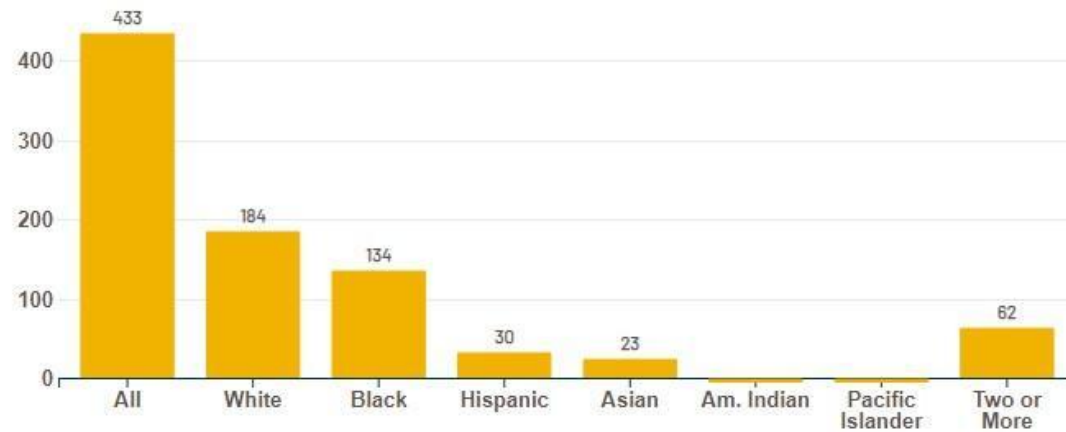
Current ISBE Designation	
2019 Targeted School	Targeted to support the achievement of Black students
2021 Designation not calculated due to COVID 19	N/A

2021-2022 SIP Dates

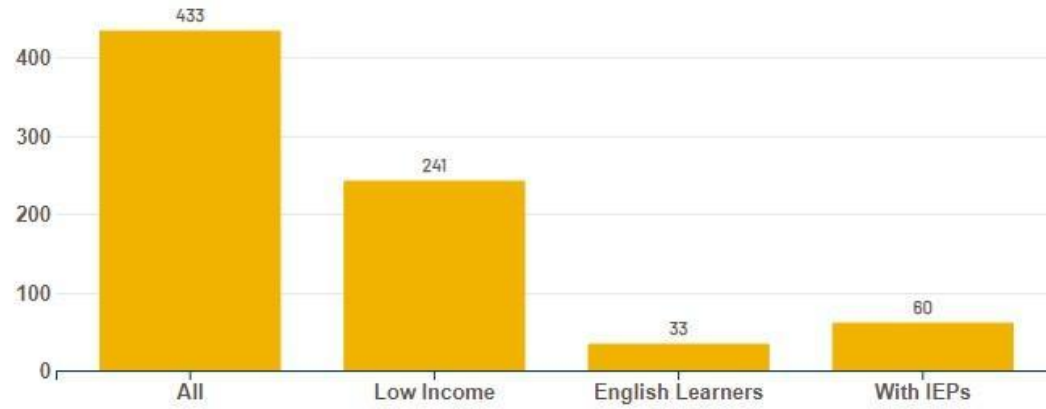
2021-2022 Plan Due	Monitoring Date	Monitoring Date	Monitoring Date	Current plan re-evaluation 2021-2022 Plan Due
Dec 21, 2021	March 20, 2022	July 20, 2022	Nov 20, 2022	Dec ____ 2022
School Improvement Plan Completed	Progress monitoring of goals	Progress monitoring of goals	Progress monitoring of goals	Evaluate and submit new School Improvement Plan

School Data - Demographic Data from IIRC

21-22 Enrollment by Ethnicity/Race



21-22 Enrollment by SES, IEP, English Learners



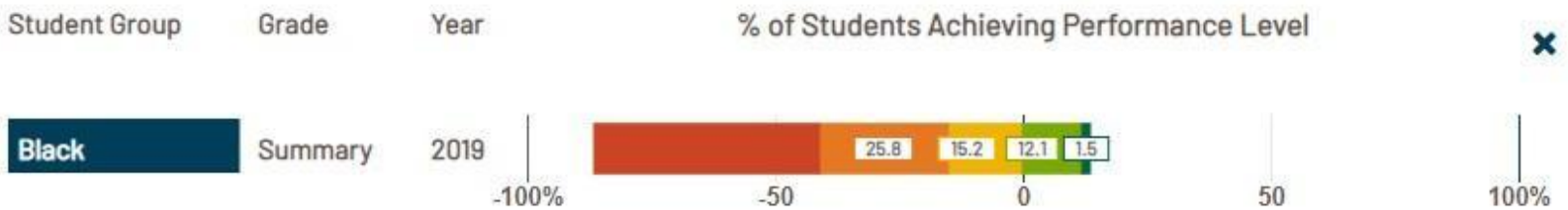
**2019 IAR Data - ELA (2019 data reported due to no data available for 2020 and 47% student participation in 2021)
ALL Students**



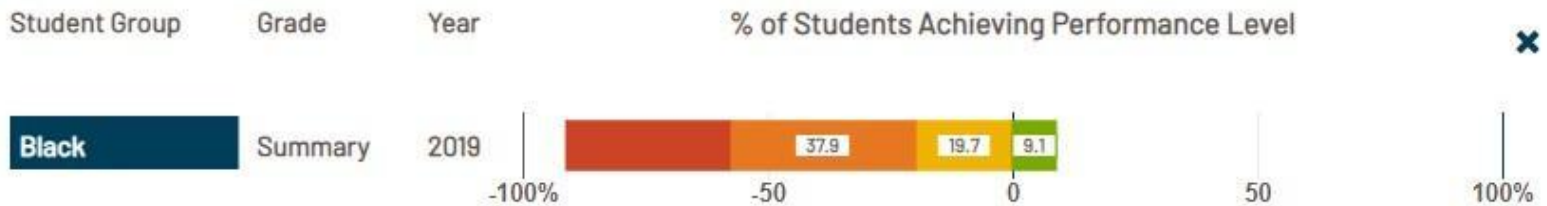
2019 IAR Data - Math (2019 data reported due to no data available for 2020 and 44% student participation in 2021)
ALL Students



2019 IAR Data - ELA (2019 data reported due to no data available for 2020 and 36% Black student participation in 2021)
Black Students



2019 IAR Data - Math (2019 data reported due to no data available for 2020 and 31% Black student participation in 2021)
Black Students



Opportunity (Achievement) Gap Analysis (2021)

Unit 4 Elementary Schools Achievement Gaps compared to other Unit 4 Elementary Schools. <https://www.illinoisreportcard.com/>

Due to the COVID-19 pandemic only students attending in-person learning were tested on the 2021 IAR. Therefore, percentages below are not accurate for describing the true academic performance of each student group.

School	White % Achieve	Black % Achieve	ELA % of Gap Black/White	White % Achieve	Black % Achieve	MATH % of Gap Black/White
International Prep Academy	15%	N/A	N/A	40%	N/A	N/A
Stratton Elementary School	7%	5%	2%	21%	4%	18%
Kenwood Elementary School	42%	10%	32%	40%	7%	33%
Robeson Elementary School	41%	8%	33%	42%	5%	37%
Dr. Howard Elementary School	44%	4%	40%	54%	0%	54%
Carrie Busey Elementary School	55%	27%	28%	56%	27%	29%
South Side Elementary School	36%	5%	32%	41%	5%	36%
Westview Elementary School	17%	0%	17%	17%	0%	17%
Booker T Washington Elementary School	46%	0%	46%	39%	0%	39%
Garden Hills Elementary School	0%	8%	0%	N/A	0%	N/A
Barkstall Elementary School	51%	10%	41%	43%	2%	41%
Bottenfield Elementary School	44%	19%	25%	49%	12%	27%

Opportunity (Achievement) gaps for students with IEPs

Content	% of Gap between SPED/White	% SpEd Students Meeting & Exceeding	% White Students Meeting & Exceeding	% ALL Students Meeting & Exceeding
ELA	35.4	5.9	41.3	32.3
Math	23.4	18.8	42.2	34.1

Opportunity (Achievement) gaps for English Learners - *no data available*

ACCESS Score Report Data 2021

***Due to COVID-19 pandemic only students attending in-person learning were tested on ACCESS. Therefore, percentages below are not accurate for describing the true academic performance of each student group.**

ROBESON

Active MLLs - Composite by Grade								
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	Alternate ACCESS	TOTAL		
Kindergarten	4	2	3	1	0	10		
1st	4	0	0	0	0	4		
2nd	1	2	0	1	0	4		
3rd	0	1	4	1	0	6		
4th	2	3	0	0	1	6		
5th	1	1	1	2	0	5		
Total	12	9	8	5	1	35		

Active MLLs Literacy Composite by Grade								
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	Bridging/Reaching 4.8-6.0	Alternate ACCESS	No Lit Comp.	TOTAL
Kindergarten	N/A	N/A	N/A	N/A	N/A	N/A	10	10
1st	3	1	0	0	0	0	0	4
2nd	1	2	1	0	0	0	0	4
3rd	0	1	4	1	0	0	0	6
4th	2	1	2	0	0	1	0	6
5th	1	2	1	1	0	0	0	5
Total	7	7	8	2	0	1	10	35

K-1 Students with no Literacy Composite did not take ACCESS 2021. Most recent EL Assessment - WIDA Model for K that assesses speaking and listening only.

Active MLLs Oral Composite by Grade								
Current Grade	Entering 1.0-1.9	Emerging 2.0-2.9	Developing 3.0-3.9	Expanding 4.0-4.7	Bridging/Reaching 4.8-6.0	Alternate ACCESS	TOTAL	
Kindergarten	4	2	3	1	0	0	10	
1st	3	1	0	0	0	0	4	
2nd	1	2	0	0	1	0	4	
3rd	1	1	2	2	0	0	6	
4th	2	0	0	3	0	1	6	
5th	1	0	1	2	1	0	5	
Total	12	6	6	8	2	1	35	

Data from most recent EL Proficiency Assessment (WIDA Model for K, WIDA Screener, ACCESS 2020, Provisional ACCESS 2021.

NOTE: When students reach a composite of 4.8 or better, they are exited and no longer considered MLL, though we do monitor them for a period of two years.

Fall to Winter MAP Growth, Grades 1st through 5th

Robeson Elementary Growth, SY17-18 Through 21-22

Mathematics			<p align="center">These charts are all populated based on the number of students that took both the Fall and Winter MAP Tests within each given school year.</p>	Reading		
Met Projected Goal Attainment		Math		Met Projected Goal Attainment		ELA
All Students				All Students		
Students	Year	Percent		Students	Year	Percent
175	2017-2018	55.4%		154	2017-2018	48.7%
213	2018-2019	65.7%		165	2018-2019	51.4%
270	2019-2020	74.4%		256	2019-2020	70.5%
192	2021-2022	57.7%		170	2021-2022	50.9%
African American/Black Students				African American/Black Students		
Students	Year	Percent		Students	Year	Percent
50	2017-2018	49.5%	41	2017-2018	39.8%	
53	2018-2019	58.2%	44	2018-2019	48.9%	
68	2019-2020	63.0%	73	2019-2020	67.0%	
55	2021-2022	56.1%	55	2021-2022	55.0%	
White Students			White Students			
Students	Year	Percent	Students	Year	Percent	
80	2017-2018	59.3%	68	2017-2018	50.0%	
106	2018-2019	72.1%	79	2018-2019	54.1%	
126	2019-2020	78.3%	110	2019-2020	68.3%	
87	2021-2022	59.2%	75	2021-2022	51.4%	
EL Learners			EL Learners			
Students	Year	Percent	Students	Year	Percent	
19	2017-2018	82.6%	16	2017-2018	80.0%	
17	2018-2019	73.9%	11	2018-2019	52.4%	
24	2019-2020	82.8%	25	2019-2020	89.3%	
11	2021-2022	52.4%	9	2021-2022	42.9%	
SPED Students			SPED Students			
Students	Year	Percent	Students	Year	Percent	
14	2017-2018	45.2%	13	2017-2018	41.9%	
24	2018-2019	58.5%	15	2018-2019	39.5%	
33	2019-2020	70.2%	34	2019-2020	72.3%	
20	2021-2022	50.0%	16	2021-2022	41.0%	
Low SES Students			Low SES Students			
Students	Year	Percent	Students	Year	Percent	
81	2017-2018	49.7%	80	2017-2018	48.5%	
97	2018-2019	60.6%	77	2018-2019	48.7%	
128	2019-2020	69.9%	119	2019-2020	65.0%	
72	2021-2022	51.4%	69	2021-2022	49.6%	

Data Analysis and Needs Assessment

The Data analysis and needs assessment identifies the schools strengths, weaknesses, opportunities, and threats related to school improvement. An analysis of the data is conducted to identify the root cause of the weaknesses.

Identification of Strengths and Weaknesses

Strengths	Data Source
Outperformed District by 8% for 2021 ELA IAR comparing School (32% met/exceeded) to District (24% met/exceeded)	Illinois School Report Card Data
Outperformed District by 11% for 2021 Math IAR comparing School (34% met/exceeded) to District (23% met/exceeded)	Illinois School Report Card Data
More Black students (55.0%) met projected goal attainment on Reading NWEA Map (Winter 2021-22) than White students (51.4%)	NWEA Winter Map Data
Reached SIP goal of 100% two way communication with families in Fall 2021	Robeson School Communication Log

Weaknesses	Data Source
27% Gap between Black/White students on 2019 ELA IAR, 14% of Black students met/exceeded, 41% of White students met/exceeded	Illinois School Report Card Data
29% Gap between Black/White students on 2019 Math IAR, 9% of Black students met/exceeded, 38% of White students met/exceeded	Illinois School Report Card Data
All student subgroups (Black, White, EL, SpEd, Low-SES) had fewer students who met projected goal attainment on NWEA Map comparing 2019-2020 to Winter 2021-2022. (Ex: 70.5% of all students met reading growth in 2019-2020, 50.9% in 2021-2022)	NWEA Winter Map Data
Black students are disproportionately impacted by Covid learning opportunities. 8.3% of Black students and 41.3% of White students met/exceeded 2021 ELA IAR 4.8% of Black Students and 42.2% of White students met/exceeded 2021 Math IAR 2021 Fall Map Data: 14% of Black Students and 50% of White students on track to meet/exceed 2022 ELA IAR 11% of Black Students and 45% of White students on track to meet/exceed 2022 Math IAR	Illinois School Report Card & NWEA Fall Map Data

SMART GOAL #1 - EQUITY GOAL

School SMART Goal # 1 - 100% of teachers/staff are provided the opportunity to engage in 2-3 differing forms/content of CRT professional development 3 times

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>A. All teachers, TAs, and clerical staff will participate in differentiated professional development to create a building-wide culturally responsive climate for Black students.</p> <p>B. Examine data, identify and address systemic barriers for Black students.</p>	<ol style="list-style-type: none"> 1. 100 % of teachers, TAs, and clerical staff will actively engage in 2-3 differing forms and/or content of CRT professional development 3 times. Examples are whole group delivery, content specific small groups, book studies, action-oriented activities, CRT strategies, mindset activities, work-embedded activities, and webinars/modules. 2. Students will participate in Panorama surveys 3 times per year. 3. Panorama and academic data will be disaggregated and analyzed at least 3 times per year. 	<p>Baseline data will be collected from students in the form of the Panorama survey and/or other available instruments. Once baseline data is determined, progress will be reviewed.</p>

SMART GOAL #1 - EQUITY GOAL

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. In consultation with district administrators, create and/or conduct mandatory diversity and inclusion, equity, and implicit bias training as directed in the Unit 4 Board Resolution.	100% of staff attendance	Equity Committee	January, March, August, October			
2. Equity Committee led Professional Development for staff including providing resources to recognize microaggressions and bias, tools for self-awareness and feedback, and the integration of diverse images/representation to use in the classroom.	100% of staff attendance	Equity Committee	February, May, October			
3. Administer Panorama Surveys to grades 3-5 to evaluate student perception and analyze data disaggregated by race.	90% of student participation	Principal, AP(s), Teachers	January 2022			
4. Analyze Panorama and academic data to identify systemic barriers and implement targeted strategies from mandatory training and professional development (1 & 2 above) to dismantle.	Panorama, Map, IAR, curriculum assessment data, data days notes	Principal, AP(s), Teachers	May, September, January			

SMART GOAL #2

School SMART Goal #2 In Spring 2023, at least 38.8% of ALL students and 23.8% of Black students in Grades 3-5 will meet or exceed proficiency on the IAR ELA(Reading) assessment. (Increase of 7.8%(ALL) and 9.8%(Black) each year to meet ISBE Proficiency Targets by 2027)

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<p>A. Implement Unit 4 K-2 literacy framework B. Implement 2-3 high yield instructional strategies connected to Danielson Framework in consultation with Teaching and Learning Department</p>	<ol style="list-style-type: none"> 1. Teachers will implement dedicated small group teaching time and intervention group time. 2. Teachers will implement the Heggerty and/or Rime Magic program. 3. Teachers will implement Rocket Routine (K-2) daily and create a Rocket Routine (3-5). 4. Teachers will assess with Wonders core curriculum assessments and MAP Benchmarks. 	<ol style="list-style-type: none"> 1. Administrator walk-through data 2. Student growth performance data on Wonders core curriculum assessments and MAP Benchmark

SMART GOAL #2

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. Design flexible pathways, differentiated supports, and multiple means for students to demonstrate skill development and mastery of essential skills. (Dedicated small group time and intervention group time, Use of Heggerty and/or Rime Magic, Use-of and creation-of Rocket Routine)	-Instructional Practice Review data -Collaboration meeting notes	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			
2. Utilize formative assessment to reflect, guide instruction and support student growth over time. (Use of Wonders core curriculum assessments and MAP Benchmark Assessments)	-Instructional Practice Review data - Collaboration meeting notes -Data days notes	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			
3. Use the K-5 Core Curriculum Guide for Literacy to support pacing, collaboration, planning, and assessment.	- Instructional Practice Review data	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022			

	-Collaboration meeting notes - Wonders unit assessments		1st Quarter Fall 2022 2nd Quarter Fall 2022			
4. Implement the daily 90 minute literacy block + 30 minutes of writing based on the K-5 Literacy Timeframe Planning Guide : 25 minutes of whole-group foundational skills/word work, 30 minutes of whole-group grade-level comprehension, 30 minutes of targeted small-group instruction, and 30 minutes of writing every day. (specific time allotments are approximate and will vary per grade level)	-Fall building schedule -Instructional Practice Review data -Collaboration meeting notes	Principal, AP(s), Teachers	Tentative Fall Building Schedule submitted to Deputy Superintendent May 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			

SMART GOAL #3

School SMART Goal #3 In Spring 2023, at least 34.4% of ALL students and 19.4% of Black students in Grades 3-5 will meet or exceed proficiency on the IAR Mathematics assessment. (Increase of 8.4%(ALL) and 10.4%(Black) each year to meet ISBE Proficiency Targets by 2027)

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
A. Implement 2-3 high yield instructional strategies connected to Danielson Framework in consultation with Teaching and Learning Department	<ol style="list-style-type: none"> 1. Teachers will implement dedicated small group teaching time and intervention group time. 2. Teachers will assess with enVision core curriculum assessments and MAP Benchmarks. 	<ol style="list-style-type: none"> 1. Administrator walk-through data 2. Student growth performance data on enVision core curriculum assessments and MAP Benchmark

SMART GOAL #3

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementa tion To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementa tion To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementa tion To be completed during Progress Monitoring Meetings (November 20, 2022)
1. Design flexible pathways, differentiated supports, and multiple means for students to demonstrate skill development and mastery of essential skills. (Dedicated small group time and intervention group time)	-Instructional Practice Review data -Collaboration meeting notes	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			
2. Utilize formative assessment to reflect, guide instruction and support student growth over time. (Use of enVision Core Curriculum assessments and MAP Benchmark Assessments)	-Instructional Practice Review data - Collaboration meeting notes -Data days notes	Principal, AP(s), Teachers	3rd Quarter Spring 2022 4th Quarter Spring 2022 1st Quarter Fall 2022 2nd Quarter Fall 2022			

SMART GOAL #4

School SMART Goal #4 By Spring of 2023, we will establish and maintain positive two-way communication with all (100%) families.

OBJECTIVES	ADULT PERFORMANCE MEASURE (MEASURABLE ANNUAL TARGET) WHAT WILL ADULTS DO TO MEET THE OBJECTIVES?	STUDENT PERFORMANCE MEASURE HOW WILL YOU MEASURE THE PROGRESS STUDENTS ARE MAKING?
<ul style="list-style-type: none"> A. Develop 2-way communication with families B. Establish initial positive communication with all families. C. Share academic and SEL progress and at home supports linked to standards D. Track communication and monitor family responses E. Provide opportunities to connect via preferred mode of communication, in native language and ways that are culturally proficient and accessible to all F. Evaluate school culture and climate to determine student and staff needs. 	<ul style="list-style-type: none"> 1. Solicit preferred methods of communication from families. 2. Establish and update communication log regularly. 3. Develop & communicate individualized learning needs based on standards. 4. Communicate parent resources within the district adopted curriculum 5. Administer and participate in surveys and evaluate results for trends over time. 	<ul style="list-style-type: none"> 1. Communication log 2. Notes from family meetings 3. Sign-in sheets from events

SMART GOAL #4

Actions/Activities to carry out the Objective of the SMART Goal	Indicator of Success/ Data Sources	Person(s) Responsible	Timeline (Specific dates, weeks, quarters, months, semester, year)	Indicator of Implementation To be completed during Progress Monitoring Meetings (March 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (July 20, 2022)	Indicator of Implementation To be completed during Progress Monitoring Meetings (November 20, 2022)
1. Provide multiple opportunities for families to communicate in their language and method of preference, such as digital and in-person formats, class visits, phone conversations, text message, email, collaborative projects, and impromptu conferences.	Communication Log	Teachers	September, 2x quarterly, total of 225 contacts per teacher for the school year			
2. Send home an introductory letter or video about yourself and your class expectations. Invite families and students to introduce themselves to the teacher (video messages, info sheets, etc).	Communication Log	Teachers	August			
3. Make a positive phone call for each student.	Communication Log	Teachers	September, and 2x/ quarter			
4. Administer Panorama Surveys to grades 3-5 to evaluate student perception of building climate/culture	Panorama data	P/AP, C&C, Teachers	3x/year (Winter 2021, Spring 2022, Fall 2022)			
5. Administer Panorama surveys to staff to evaluate staff perception of building climate and culture	Panorama data	P/AP, C&C	At least once annually			

6. Provide students and families with frequent updates on their academic performance and strategies that support their growth.	Communication Log	Teachers	Twice per quarter			
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Unit 4 Strategic Plan and Board Resolution Non-Negotiables Annual Confirmation

School SIP team that promotes shared leadership in development of the SIP	SIP Plan that has 2-3 SMART goals with action steps	Fully developed Equity Goal that includes mandatory diversity and inclusion, equity, and implicit bias training	K-2 Literacy Plan incorporated in the SIP plan for elementary schools	Implementation of 2-3 high yield instructional strategies
Yes	Yes	Yes	Yes	Yes

BUDGET Additional [Budget Information](#)

Description	Timeline		Source of Funds	Accountability	Budget				
	Start Date	Completion Date			What funding source is being used? (Choose from: Title II, SIP, Building Budget, Magnet, or Other- if Other indicate the budget)	Person(s) Responsible	Salary Stipend or Sub costs	Benefits (x .2501)	Supplies (allowable for SIP grant and magnet grant schools otherwise building funds will be used)
Interventionist targeting Black students (66 days*5.5hrs/day)	September, 2022	January, 2023	SIP FY23	Principal	\$11,977.00	\$2996.00	\$0.00	\$0.00	\$14,973.00
School Improvement Team Committee and Subcommittee Chair Stipends	July, 2022	June, 2023	SIP FY23	Principal	\$3,900.00	\$976.00	\$0.00	\$0.00	\$4,876.00
Instructional materials	July, 2022	June, 2023	SIP FY23	Principal	\$0.00	\$0.00	\$151.00	\$0.00	\$151.00
TOTAL									\$20,000.00

ADDITIONAL SCHOOL SPECIFIC INFORMATION

System Needs Assessment Response

Summarize your findings from the Illinois Quality Framework Supporting Rubric (IQFSR ratings from 2020-2021 SIP)

Standard	Overall Rating	Identified as a priority? Y/N
Standard I: Continuous Improvement	Emerging	No
Standard II: Culture and Climate	Emerging	No
Standard III: Shared Leadership	Emerging	No
Standard IV: Governance, Management, and Operations	Accomplished	No
Standard V: Educator and Employee Quality	Accomplished	No
Standard VI: Family and Community Engagement	Emerging	Yes
Standard VII: Student and Learning Development	Emerging	No

Provide a rationale for selecting the standard identified as a priority, explaining how focusing on the standard will improve the school system.

We have prioritized Standard VI: Family and Community Engagement. Through COVID, family engagement has been paramount. Our team has determined that systematizing two-way communication post-COVID will greatly impact relationships and student achievement.