

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)  Elementary  Middle  High  K-12  (Primary K-3)  
 Charter  Title I  Magnet  Choice

Name of Principal: Mr. Greg Taylor

Official School Name: Robinson Elementary School

School Mailing Address:  
1301 Helen  
Augusta, KS 67010-1698

County: Butler State School Code Number\*: 5558

Telephone: (316) 775-7561 Fax: (316) 775-0867

Web site/URL: www.usd402.com E-mail: gtaylor@usd402.com

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Jim Lentz

District Name: USD 402 Tel: (316) 775-5484

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Robert McCalla

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- |          |                     |
|----------|---------------------|
| 4        | Elementary schools  |
| 1        | Middle schools      |
| 0        | Junior high schools |
| 1        | High schools        |
| 1        | Other               |
| <b>7</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 7712

Average State Per Pupil Expenditure: 9488

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4. 8 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	19	30	7			0
K	19	17	36	8			0
1	20	17	37	9			0
2	23	12	35	10			0
3	26	17	43	11			0
4	22	13	35	12			0
5	18	12	30	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							246

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
3 % Black or African American  
8 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
89 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 10 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(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.	255
(5)	Total transferred students in row (3) divided by total students in row (4).	0.102
(6)	Amount in row (5) multiplied by 100.	10.196

8. Limited English proficient students in the school: 2 %

Total number limited English proficient 4

Number of languages represented: 2

Specify languages:

The two languages represented are Swedish and Spanish.

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 113

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 18 %

Total Number of Students Served: 44

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>4</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>2</u>
Paraprofessionals	<u>10</u>	<u>1</u>
Support staff	<u>1</u>	<u>10</u>
Total number	<u>27</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	95%	96%	96%	92%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	8%	15%	23%	23%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Student attendance rates have been at or above 95 % since the 2004-2005 school year. During the 2003-2004 school year the attendance rate was lower due to many student illnesses.

Teacher turnover was high for three years in a row due to teacher retirements and teachers moving to other schools to teach different grade levels.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

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Robinson Elementary is located in Augusta, situated in the south central region of Kansas. We have celebrated a history rich in agriculture, manufacturing, oil production and refining. Augusta offers the amenities of large city living with the safety, security and friendliness of small-town life many families desire. Augusta's 15 mile distance to Wichita enhances industrial, cultural and educational opportunities; our community is more rural in structure, with approximately 8,500 residents.

Robinson, built in 1961, is one of four elementary schools in USD 402 and originally served as a neighborhood school for students K-6. It currently serves as a PK-5 building. We currently have open enrollment, which means our student population no longer is restricted to just our surrounding neighborhood. An At-Risk 4-Year Old Program was added in 2004 due to a need we wanted to address with this age group. Our school has qualified for Title I services since 1978. Currently, forty-four Robinson students receive services through the Butler County Special Education Cooperative. Students from several ethnic/racial groups represent eleven percent of the student population. Our enrollment of 246 consists of a wide range of socio-economic levels. Robinson is particularly impacted by enrollment fluctuation due to economic circumstances. This fluctuation is reflected in the current year's enrollment in which 46 percent of Robinson students receive free or reduced lunch.

Our mission statement is simple: Student Achievement is #1. Robinson provides several unique educational experiences for students to become successful in all areas of life. While academic lessons are at the forefront, we believe in the importance of creating well-rounded citizens. Our annual Veterans' Day celebration and involvement with local service organizations such as the Optimist and Kiwanis clubs are prime examples of school to community service.

Our building supports a climate of positive rapport and mutual respect between all staff and students. Every week we incorporate an Essential 55 rule to help our students become successful, responsible citizens. Our entire staff collectively stresses the importance of rules and procedures. All students have a high awareness of expectations and strive for excellence throughout the educational day.

We believe in working on our weaknesses until they become our strengths. Recognizing our students have had difficulty with mathematic problem solving, our staff devised a monthly problem solving challenge. Following a staff created rubric, successful students are invited to participate in a monthly schoolwide celebration. Additionally, students are positively recognized for other academic successes, behavior and participation in all curricular areas. Students aspire to participate, which reinforces the enjoyment of learning.

One of our strengths as a staff is instructional diversity. Through Professional Learning Communities (PLC) and common planning time, ideas and strategies are continually shared among the faculty and staff. We are a highly qualified group, working toward the common goal that each child reaches high levels of successes, educationally, socially and emotionally. Of the certified teachers, 73 percent have obtained a Master's Degree. Five teachers also hold an English to Speakers of Other Languages (ESOL) endorsement. Classified staff working directly with students has either a minimum of 48 hours college credit or has passed an assessment of academic proficiency to be considered highly qualified by NCLB. Another asset is our educational partnership with the Butler to Emporia Students to Teachers (BEST) program.

As stated by the United States Department of Education, "When parents and families get personally involved in education, their children do better in school and grow up to be more successful in life." At Robinson, we are very fortunate to have families, an active PTO, and a site council who believe in the value of an education, and are willing to provide the support and encouragement necessary to help children succeed.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Students in grades 3-5 at Robinson Elementary were administered the required Kansas State Reading and Mathematics Assessments in the spring of 2006, 2007, and 2008. Prior to the 2005-2006 school year only students in grade 5 participated in the state reading assessments and only students in grade 4 participated in the state mathematics assessment. This means five years of data are available for 4th grade mathematics and 5th grade reading. However, only three years of data are available for 3rd grade math and reading, 4th grade reading, and 5th grade math.

The Center for Educational Testing and Evaluation (CETE) at the University of Kansas, in cooperation with the Kansas State Department of Education (KSDE), has developed the assessments which are aligned with the state standards at each grade level. Assessment results can be found on the KSDE website at [www.ksde.org](http://www.ksde.org). Prior to the 2005-2006 school year the state used the following five categories to show student performance on both the reading and math assessments: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary. Students were expected to achieve at the Proficient and above levels. The categories were revised as follows beginning with the 2005-2006 assessments: Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. Students are expected to achieve at the Meets Standard or above levels on both the reading and math assessments.

The district's mission statement is simple: Student Achievement is #1. The staff at Robinson is committed to ensuring all students learn and achieve at high levels. Robinson Elementary earned the prestigious Governor's Achievement Award for outstanding academic achievement on the 2006-2007 and 2007-2008 state reading and math assessments. This award is earned for receiving building level standards of excellence in both reading and math; meeting AYP requirements; and for being in the top 5% of elementary schools in the state. Additionally, due to markedly increased 4th grade assessment scores in both reading and math from spring 2006 to spring 2007, Robinson earned the Challenge Award from the Confidence in Kansas Public Education Task Force.

The trends for all grade levels in reading and math over the past five years have shown steady and progressive growth. During the 2007-2008 school year 100% of our students achieved at the Meets Standard level or above on the state assessments, thereby meeting the benchmark established by the Federal No Child Left Behind Act for 2014. The high achievement has been positive for two categories, All Students and Socioeconomically Disadvantaged Students, as reported by the state of Kansas. Fourth grade math scores indicate one notable exception to the upward progression of assessment results. Math scores declined from spring 2005 to spring 2006. Scores from the 2006 baseline administration of the reading assessment were also comparatively low. Changes in curriculum and personnel as well as additional school improvement initiatives took place after these disappointing scores. When these same students took the state assessments as fifth graders in the spring of 2007 the scores nearly doubled.

### 2. **Using Assessment Results:**

At Robinson, we continually seek out a variety of methods to gather empirical data to show the strengths and weaknesses of our students and teachers. Formative and summative assessments are used to make decisions to meet the needs of every individual student, by modifying our instructional methods and educational decisions.

In grades 2-5, our students show their abilities through completing the Measures of Academic Performance (MAP) which gives a clear picture of our students in reading and math. It allows us to see what specific areas

need attention, the amount of growth that each student makes over a course of months and years, and what kinds of strategies and activities would benefit each student. Along with this and the Kansas state assessments, we collect student learning data through the use of STAR, a comprehension assessment test, and more informal assessments provided by our reading and math series. In second grade, as well, students are also evaluated through the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Academy of Reading and Math.

Grades K-1 assess phonics and many different phonemic awareness skills through the use of Pathways to Reading tests. Upon request, students may be STAR tested to give an outlook on comprehension and reading level. Many different informal assessments within the district-wide reading and math series provide important information on basic math and reading standards. Struggling students also are given the Phonological Awareness Skills Test (PAST) to pinpoint specific areas of weakness in order to improve upon those basic skills that are lacking.

Even our youngest of learners in Pre-K are assessed to gain a better understanding of where they are when they come to us and what they gain throughout the school year. Our At-Risk Pre-school program uses the Dial-3 and the KELI-4, which assess students in motor, cognitive, language, social/emotional, and self-help domains.

We use data driven dialogue to make decisions regarding student achievement and learning. As a staff, we analyze our students both collectively and individually. When we see a trend of weakness within a group of students, we collaborate through our Professional Learning Community (PLC) to seek out the latest research-based teaching practices, and select relevant professional development opportunities. If it is an individual weakness that we see, we provide assistance through the use of our Title I personnel, extra tutoring, summer school, and the Student Improvement Team (SIT) process, when needed. All these combined measures help us to see patterns of learning among our pupils. These patterns form the basis of informed decisions about what type of professional development our staff needs.

### **3. Communicating Assessment Results:**

Communicating student assessment results and celebrating those results is an important part of Robinson's continued success. We ensure the results from the MAP, STAR, Pathways, Academy, and State assessments are shared with our students, parents, and the community in a variety of ways. This enables everyone to be a part of the educational team in building our students' success by seeing the growth in our students, providing input where necessary, and supporting our learners.

Most importantly, the first people notified of assessment results are our students. Teachers conference with each student to share test scores, use print-outs to identify areas of strengths and weaknesses, and to set goals for continued success. This creates an intrinsic motivation within the students to do better. We also share their successes from the state assessments through awards ceremonies held at the end of the year.

Secondly, we make sure that our parents are well aware of how their children are performing on formal and informal assessments. They are provided print-outs that show baseline scores, continued growth, and specific areas of concern. These are provided during fall and spring conferences, so that they can be explained when necessary. This is useful as we have a 97 percent attendance rate for conferences. We also communicate with parents through quarterly grade cards, midterm reports, weekly classroom newsletters, updated class webpages, monthly school newsletters, emails, phone calls, home visits, other parent meetings, and notes home.

The rest of the community is also a very important factor in the making of lifelong learners at Robinson. They are made aware of our schools' progress through reports and presentations to site council, the Board of

Education, and the Parent Teacher Organization (PTO). The local newspaper, our school webpage, and school awards assemblies where community members are invited to attend are other sources of communication.

#### **4. Sharing Success:**

We, at Robinson Elementary, truly believe that achieving at high standards should be celebrated and shared. A sense of self-pride is instilled in our students through monthly awards assemblies where students that show effort to reach their learning potential are recognized in front of the entire student body. Teachers also share successes with one another through our PLC. Here, we identify teachers' strengths and expertise as they instruct peers in effective instructional classroom strategies.

Sharing our success with others is also a key element in our school. We are leaders in sharing our expertise, opening doors to many pre-service teachers from various colleges and universities. Partnering with Emporia State University and Butler County College, Robinson is continually providing knowledge and opportunities for success to student teachers through the BEST program. We were in the first round of schools and helped the BEST program get started. We have been partners with this program since it began in 2005.

Robinson Elementary has been a resource for many different educational communities, schools, and professionals. We seek out others to share our collective strengths. Four times a year our teachers collaborate with other professionals in the district to share instructional strategies and ideas. Throughout the year, we welcome other educators from various schools to see examples of our strengths and determine what might work for them. Our principal attends monthly administrative meetings to learn about effective leadership and teaching practices and also to share new and effective ideas occurring at Robinson. He will also be involved in sharing with districts statewide through public presentations.

Many of our teachers continue to receive awards for excellence in teaching, share their knowledge through workshops and trainings, and mentor colleagues to become superior teachers. Our parents have benefitted by attending teacher created parent-workshops, family literacy nights, and informational meetings.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

At Robinson Elementary, our core curriculum reflects our district's mission statement—Student Achievement is Number One! This curriculum is based on Kansas state standards and aligned to national standards. Daily instruction occurs in reading, math, language, writing, science, and social studies. Our curriculum is supplemented through special education services provided by an interrelated teacher and speech language pathologist. It is also supported by physical education and health, music, library, art, technology, and classroom guidance.

Language arts instruction is a major focus of our curriculum. Explicit instruction is provided in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. A multi-tiered support system (MTSS) tailors instruction to meet the needs of individual students. A Title 1 Instructional Support Teacher, along with trained paraprofessionals, provide additional intensive support through one-on-one instruction. STAR vocabulary tests assist students in choosing books on an appropriate reading level while reflecting their individual interests. Accelerated Reader provides students and staff an opportunity to check comprehension and identify areas of concern. We believe students who are taught to self-select appropriate reading material and can self assess comprehension will be more successful and be actively engaged in the life-long learning process.

Math instruction is another significant focus of our curriculum. Measurement, probability, algebraic concepts, number sense, and geometry are presented in a spiraling format in grades K-5. A common math vocabulary is taught at appropriate levels. All grades participate in a monthly problem-solving challenge that reflects a real world application while practicing and applying basic math concepts. Hands-on activities and technology-based exercises promote active engagement in developing mathematical skills.

Writing instruction follows the 6-Trait Method and is integrated across the curriculum. Students are involved in real world writing activities such as publishing classroom books, journaling, and submitting entries for local and national contests. Students perfect their individual writing skills through group editing, peer reviews, and individual conferencing.

Science instruction takes a hands-on approach. Students use inquiry-based instruction which encourages questioning, inferring, problem solving, and drawing conclusions. Science lessons reinforce reading, writing, and math skills.

Social studies instruction incorporates lessons in civics/government, economics, geography, history, and current events. Lessons build on prior knowledge to help students make connections to the real world. Citizenship lessons, based upon the book *The Essential 55* by Ron Clark, are an integral part of our schoolwide expectations. These lessons promote a respect for self and others and help foster a mature and responsible way of living.

Special-area class instruction provides additional support to our curriculum. Instructors integrate core subjects with activities in their own specialties. Our PE/Health curriculum is multi-dimensional, utilizing a physical education instructor, the nurse and the counselor. It focuses on universal respect, age-appropriate human development, hygiene, physical activity, and healthy life choices. The guidance counselor also provides whole class, small group, and individual counseling sessions. Classroom sessions are based on character development, while small group and individual sessions are tailored to meet the unique needs of students.

Music and art instructors, while making multiple connections to core curricular areas, also provide an aesthetic approach to learning. Every Robinson student participates in at least one public performance yearly. Fifth-grade students have the opportunity to participate in beginning band. Each child is encouraged to share their creativity, whether through visual art, singing and movement, or instrumental performance.

Library and computer instructors work with teachers to support, extend, and enrich the curriculum. All instruction follows state standards and aligns with building goals. Skills taught support classroom curriculum and encourage critical thinking. The media specialist provides guidance in research and library skills as well as book selection.

## **2a. (Elementary Schools) Reading:**

“Research shows that children who read well in the early grades are far more successful in later years; and those who fall behind often stay behind when it comes to academic achievement.” (Snow, Burns & Griffin 1998) With that in mind, at Robinson, reading begins at the earliest level. Students in our 4-Year Old At-Risk program embark upon their journey of learning through basic phonics, phonemic awareness, and introduction to literature. Their program is play-enhanced with activities that acquaint students with fundamental reading skills.

Our K-5 program stresses the following five areas of instruction from the National Reading Panel: phonics, phonemic awareness, fluency, comprehension and vocabulary. These form the foundation for our reading curriculum. According to our analysis of state assessment results and MAP scores, we determined that comprehension was an area of challenge and targeted it as one of our Quality Performance Accreditation goals. To address that concern, teachers use children’s literature and leveled guided reading books to teach the comprehension strategies outlined in Debbie Miller’s book, *Reading with Meaning*, which coincides with the adopted basal. Those strategies are schema, visualization, questioning, inferring, determining importance, synthesis and monitoring comprehension. Many of our teachers attended the Kansas Reading Academy, sponsored by the Kansas Reading First Alliance, and learned strategies to teach the above mentioned skills.

We provide both remediation and enrichment for all students. Extra instructional opportunities are available through the Title I teacher, resource room personnel, paraprofessionals as well as certified staff. They incorporate multi-sensory activities, leveled grouping, and one-on-one and small group instruction. The basal provides an additional support piece that coincides with the main curriculum.

## **2b. (Secondary Schools) English:**

### **3. Additional Curriculum Area:**

At Robinson, we believe that each student must have a solid foundation in mathematics to ensure success in and out of the classroom. Our math curriculum focuses on skills in number sense, algebraic concepts, measurement, geometry, probability, and statistics. Our daily instruction is aligned with the Kansas State Mathematical Standards and is delivered through a spiraling curriculum in grades K-5 whose purpose is to move students from concrete to abstract concepts.

According to our analysis of state assessment results, we determined that problem solving was an area of challenge and targeted it as one of our Quality Performance Accreditation goals. We teach problem solving schoolwide using a four-step model. Students read the problem for understanding, plan the steps, test the hypothesis, and evaluate the answer for reasonableness. A variety of strategies is presented and practiced using authentic real world math situations.

Basic math concepts are taught and practiced using additional components of our math curriculum. These include math games, weekly problem solving activities, and hands-on activities. Following each learning unit, students are assessed to determine mastery of required skills. Areas of remediation are also identified and addressed. In addition to our district adopted text and paper/pencil practice, students can use instructional technology programs at their own level for both remediation and enrichment. Each student may have his or her own account so that individual progress may be monitored or recorded. Parents are encouraged to use the web-based programs at home as well.

To monitor the effectiveness of our curriculum and instruction, we review student scores on the Kansas State Mathematics Assessment as well as the MAP mathematics test. Areas needing improvement are identified and remediation is implemented.

#### **4. Instructional Methods:**

At Robinson, we believe that all students learn in different ways. The use of professional publications, such as Classroom Instruction that Works (Marzano) and Whatever It Takes (DuFour & DuFour) has given us instructional insight and inspiration. Because of this, we create a variety of lessons incorporating multiple intelligences and intrinsically motivating students to learn. We differentiate instruction to meet the needs of all levels of learners through the use of varying brain-based learning and technological integration in all content areas.

Multiple types of instructional methods are utilized in order to teach the 5 main components in reading. Phonemic Awareness is taught through the use of many different songs, games, and activities that are based around segmenting, blending, and rhyming using the Pathways to Reading program. Students are instructed in phonics by emphasizing mouth positioning and Visual Phonics which gives a motion with each sound. All core curriculum vocabulary is internalized through visual pictures, group discussions, semantic feature analysis, and exploration in stories. As stated earlier, comprehension is taught through the strategies found in Reading with Meaning and Strategies that Work. Oral listening activities, guided reading groups, and graphic organizers are ways to demonstrate comprehension. Fluency is a focus through Song Stories, reader's theatre, fluency checks, listening activities, and fresh reads.

Math instruction at Robinson is driven by the Kansas State Math Standards. To master those standards, we use our curriculum's pre-assessments to determine which concepts students need practice. According to research based strategies, math concepts are taught through the use of manipulatives, problem solving strategies and cooperative learning.

Research shows that reading and writing complement each other. The basis of our common writing vocabulary and instruction is the 6-Trait model. Our curriculum is also heavily influenced by the authentic writing approach in the Lucy Calkins Units of Study. Four Square writing is used in conjunction with our other programs and is utilized throughout our building. The improvements in writing contribute to the success of our students across the curriculum.

#### **5. Professional Development:**

Professional Development is a key factor in the success of our students at Robinson Elementary. In order to help our staff and students achieve at higher levels, we have set up a Results Based Professional Development Plan with goals, strategies, timelines, people responsible, and resources available. Our professional goals are aligned with the Augusta School District's mission, our Board of Education's goals, and Kansas State Standards.

By looking at student data and identifying areas of concern we, as teachers, seek out more research-based instructional methods to help our students to achieve at elevated levels. We acquire these strategies through bi-weekly PLC meetings within our staff, quarterly horizontal and/or vertical meetings with district colleagues, books studies, educational consultants, monthly staff meetings, and continuing education courses, including Master's degrees. Another great source of the newest and most effective instructional techniques is found in the student teachers from the BEST program, with whom we work.

Reading, writing, and mathematics are our key focus in our development as professionals. Our study over the book *Reading with Meaning* has fostered our framework for our reading QPA goal of improving comprehension across texts. Through our PLCs, we have learned from other schools about common reading times and about using the writing strategies from the Units of Study. To address the weakness in problem solving, we researched different aspects including graphic organizers and then developed our own for use by our students.

Although all of these things have contributed to growth in our students and our staff, we are constantly looking for ways to improve and to help our students achieve at higher levels. As a staff, we are well aware of the fact that society is always changing and that education, including its professionals, must change with it.

## **6. School Leadership:**

The Board of Education has established a success plan with specific goals that are directly related to improving student achievement. The administrator is responsible for ensuring that those goals, along with all policies and procedures, are followed. The administration and staff at Robinson are involved in shared decision making. All stakeholders are involved in a collaborative process whereby the best possible decisions are made. These decisions are always made with student achievement and welfare at the forefront. The entire school's budget is structured so that supplies, professional development, and Title resources are used to improve teaching and learning.

The principal conducts not only mandated observations for staff evaluation but also frequent learning walks in the classrooms. During these learning walks the principal is observing the lessons for such things as rigor, relationships, results, student engagement, higher-order thinking skills, and correlation to state standards.

Another factor that has a direct impact upon student achievement is the principal's monthly celebration assembly. During this time individual students are recognized for positive citizenship and academic success.

Certified staff members have been empowered to make decisions that impact student achievement and learning through active participation in Professional Learning Communities. These meetings are not principal-driven but rather are data driven. The staff meets bi-monthly for the purpose of examining all types of data to determine how and what students are learning. Decisions are made by the staff regarding student achievement which directly impacts student learning.



# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Kansas State Mathematics Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets Standard & Exceeds Standard	100	97	84		
Exceeds Standard	87	78	60		
Number of students tested	37	31	37		
Percent of total students tested	100	97	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Standard & Exceeds Standard	100	93	77		
Exceeds Standard	84	60	54		
Number of students tested	25	15	22		
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kansas 3rd grade students began state assessments during the 2005-2006 school year. In 2006-2007 there was one student who came to our school too late to be assessed and that, therefore, is the reason for the 97% participation. Between 2004-2006 the names of the categories were as follows: Proficient, Advanced, and Exemplary. The names of the categories changed for the spring 2007 assessment to: Meets Standard, Exceeds Standard, and Exemplary. Only 2 students identified as receiving special education services took this assessment in 05-06; 3 students in 06-07; and 3 students in 07-08. Therefore, these scores are not

disaggregated.

Subject: Reading

Grade: 3

Test: Kansas State Reading Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets Standard & Exceeds Standard	100	94	89		
Exceeds Standard	78	75	59		
Number of students tested	37	31	37		
Percent of total students tested	100	97	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Standard & Exceeds Standard	100	93	86		
Exceeds Standard	80	67	50		
Number of students tested	25	15	22		
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kansas 3rd grade students began state assessments during the 2005-2006 school year. In 2006-2007 there was one student who came to our school too late to be assessed and that, therefore, is the reason for the 97% participation. Between 2004-2006 the names of the categories were as follows: Proficient, Advanced, and Exemplary. The names of the categories changed for the spring 2007 assessment to: Meets Standard, Exceeds Standard, and Exemplary. Only 3 students identified as receiving special education services took this assessment in 05-06; 3 students in 06-07; and 1 student in 07-08.. Therefore, these scores are not disaggregated.

Subject: Mathematics

Grade: 4 Test: Kansas State Mathematics Assessment

Edition/Publication Year: 2003/2006

Publisher: Kansas State Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standard & Exceeds Standard	100	100	50	96	85
Exceeds Standard	87	85	18	90	61
Number of students tested	31	41	22	29	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Standard & Exceeds Standard	100	100	42	100	82
Exceeds Standard	71	84	17	90	59
Number of students tested	14	25	12	10	17
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Between 2004-2006 the names of the categories were as follows: Proficient, Advanced, and Exemplary. The names of the categories changed for the spring 2007 assessment to Meets Standard, Exceeds Standard, and Exemplary. Only 4 students identified as receiving special education services took this assessment in 03-04; 5 students in 04-05; 4 students in 05-06; 2 students in 06-07; and 4 students in 07-08. Therefore, these scores are not disaggregated.

Subject: Reading  
Edition/Publication Year: 2005

Grade: 4 Test: Kansas State Reading Assessment  
Publisher: Kansas State Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets Standard & Exceeds Standard	100	98	54	0	0
Exceeds Standard	78	68	32	0	0
Number of students tested	31	41	22	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Standard & Exceeds Standard	100	100	50	0	0
Exceeds Standard	80	64	50	0	0
Number of students tested	14	25	12		
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kansas 4th grade students were not assessed in reading at the state level until the 2005-2006 school year. Between 2004-2006 the names of the categories were as follows: Proficient, Advanced, and Exemplary. The names of the categories changed for the spring 2007 assessment to Meets Standard, Exceeds Standard, and Exemplary. Only 3 students identified as receiving special education services took this assessment in 05-06; 2 students in 06-07; and 3 students in 07-08. Therefore, these scores are not disaggregated.

Subject: Mathematics

Grade: 5 Test: Kansas State Mathematics Assessment

Edition/Publication Year: 2003/2006

Publisher: Kansas State Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
Meets Standard & Exceeds Standard	100	96	91	0	0
Exceeds Standard	92	68	73	0	0
Number of students tested	37	25	33	0	0
Percent of total students tested	100	100	100	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Standard & Exceeds Standard	100	92	88		
Exceeds Standard	86	62	65		
Number of students tested	22	13	16		
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Kansas 5th grade students were not assessed in mathematics at the state level until the 2005-2006 school year. Between 2004-2006 the names of the categories were as follows: Proficient, Advanced, and Exemplary. The names of the categories changed for the spring 2007 assessment to Meets Standard, Exceeds Standard, and Exemplary. Only 5 students identified as receiving special education services took this assessment in 05-06; 3 students in 06-07; and 3 students in 07-08. Therefore, these scores are not disaggregated.

Subject: Reading  
Edition/Publication Year: 2003/2006

Grade: 5 Test: Kansas State Reading Assessment  
Publisher: Kansas State Dept. of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Meets Standard & Exceeds Standard	100	96	91	90	84
Exceeds Standard	89	68	79	56	55
Number of students tested	37	25	33	31	31
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Meets Standard & Exceeds Standard	100	92	88	88	81
Exceeds Standard	86	62	71	63	54
Number of students tested	22	13	16	15	11
<b>2. Racial/Ethnic Group (specify subgroup): N/A</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Between 2004-2006 the names of the categories were as follows: Proficient, Advanced, and Exemplary. The names of the categories changed for the spring 2007 assessment to Meets Standard, Exceeds Standard, and Exemplary. Only 4 students identified as receiving special education services took this assessment in 03-04; 5 students in 04-05; 5 students in 05-06; 3 students in 06-07; and 3 students in 07-08. Therefore, these scores are not disaggregated.

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