

# Port Angeles School District

## Roosevelt Elementary School

Needs Assessment

By: \_\_\_ILT

Team \_\_\_\_\_

Completed On:

\_\_August/September  
2017 \_\_\_\_\_



### Continuous School Improvement Plan 2017 - 2018

*Board Meeting – October 19, 2017*

# DIRECTIONS

The process for developing your Continuous School Improvement Plan is outlined below. Decide where you need to put your focus in order to reach your specific learning improvement goals. Feel free to attach as appendices school-specific surveys, evaluations, assessments, self-study documents, or other information that will be descriptive and supportive of your plan.

## **PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

Establish priority goals for improvement based on the district strategic plan. Establish building-level objectives to meet major goal expectations.

## **PART 2: DATA ANALYSIS**

Collect and analyze critical information.

## **PART 3: AREAS OF STRENGTH AND IMPROVEMENT**

Determine needs and strengths.

## **PART 4: ACTION PLANS**

Design action plans complete with responsibility designation, timelines, and indicators of success.

## **PART 5: NUTRITION AND PHYSICAL FITNESS POLICY 6700**

Each school will report their educational plan biennially to the Board.

## **PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

## **PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY**

Briefly summarize your school's strategy for student remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

## **PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY AND RESOURCE PLAN**

Please identify all of your school's professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school's basic staff development allocation.

## **PART 9: EXECUTIVE SUMMARY**

Summarize your Continuous School Improvement Plan. Please submit to the superintendent a preliminary revision of your draft by Monday, October 9, 2017. Presentation will be at the Thursday, October 19, 2017 Board meeting. A mid-year review is due for presentation at the February 22, 2018 Board meeting. Information for a Final report by the Assistant Superintendent is due for presentation at the June 21, 2018 Board meeting.

## **PART 10: SIGN-OFF SHEET**

An original sign-off sheet that includes the names, positions, and signature of your site team must accompany the final plan on October 19, 2017.

**PART 1: DISTRICT STRATEGIC PLAN SUMMARY - STRATEGIC GOALS AND OBJECTIVES**

**STRATEGIC GOALS AND OBJECTIVES FOR 2017-18**

**Directions:** Please make sure that the district’s strategic plan goals are identified in the following spaces.

<b>GOAL 1</b>	<b>Organizational Culture:</b> All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.
<b>OBJECTIVE(S)</b>	<b>1:1</b> Create a culture of trust among staff, students, and community.
	<b>1:2</b> Create an efficient and effective communication system where the decision-making process is transparent and all stakeholders are well informed.
	<b>1:3</b> Have 100% of students in Grades 7 – 12 engaged in extracurricular activities.
<b>GOAL 2</b>	<b>Student Achievement:</b> All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.
<b>OBJECTIVE(S)</b>	<b>2:1</b> All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data.
	<b>2:2</b> All students will receive the necessary support to successfully matriculate through the system.
	<b>2:3</b> Reinstate all-day kindergarten as soon as fiscally sustainable.
<b>GOAL 3</b>	<b>Resources:</b> To have the resources (time, talent & treasure) necessary to meet district student achievement goals.
<b>OBJECTIVE(S)</b>	<b>3:1</b> Create a more efficient and equitable resource distribution system.
	<b>3:2</b> Create an infrastructure that supports student learning.
<b>GOAL 4</b>	<b>Adaptability:</b> To be adaptable in our support of student achievement.
<b>OBJECTIVE(S)</b>	<b>4:1</b> Create a data-driven adaptable education system.
<b>GOAL 5</b>	<b>Community:</b> To have community support for the value of education in the midst of community changes and to have education as The Priority in The Port Angeles community.
<b>OBJECTIVE(S)</b>	<b>5:1</b> Leverage community resources and Expertise to further the education of all students.

**PART 2: DATA ANALYSIS**

## SBA & MSP DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

**Directions:** Enter the scores on the READING, MATH and WRITING Sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
<b>Reading/ELA 3:</b> % of students at each level					<b>Math 3:</b> % of students at each level				
Level 1:	7.7%	22%	15.1%	23.8%	Level 1:	9.0%	19%	10.6%	
Level 2:	15.4%	23%	13.6%	21.7%	Level 2:	14.1%	22%	13.6%	20.4%
Level 3:	29.5%	23%	27.2%	22.7%	Level 3:	35.9%	31%	33.3%	29.4%
Level 4:	44.9%	31%			Level 4:	41%	28%		
Level 4:			43.9%	29.5%	Level 4:			42.4%	28.1%
<b>Reading/ELA 3:</b> % Meeting Standard:	76.9%	56%	71.2%	52.6%	<b>Math 3:</b> % Meeting Standard:	76.9%	59%	75.7%	57.8%
% Not Meeting Standard:	23.1%	45%	28.8%	47.3%	% Not Meeting Standard:	23.1%	41%	24.3%	42.1%

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
<b>Reading/ELA 4:</b> % of students at each level				
Level 1:	20.9%	24%	16.8%	25.2
Level 2:	19.8%	19%	10.3%	17.7
Level 3:	23.3%	25%	27.2%	24
Level 4:	34.9%	33%	45.4%	30.7
<b>Reading/ELA 4:</b> % Meeting Standard:	59.3%	57%	72.7%	55.2
% Not Meeting Standard:	40.7%	43%	27.3%	44.7

**PART 2: DATA ANALYSIS**

**SBA & MSP DATA**

Color Key	
	Above State Avg.
	At, or Near, State Avg.
	Below State Avg.

**Directions:** Enter the scores on the MATH, SCIENCE, and READING sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	MSP 2016	State 2016	SBA 2017	State 2017
<b>Math 4:</b> % of students at each level					<b>MSP Science 5:</b> % of students at each level				
Level 1:	16.3%	16	7.7%	17.3	Level 1:	13.0%	16%	12.7%	15.7
Level 2:	27.9%	28	19.4%	26.5	Level 2:	6.0%	18%	18%	18.8
Level 3:	24.4%	29	32.4%	27.7	Level 3:	35.2%	32%	29.7%	29.7
Level 4:	27.9%	27	37.6%	26.2	Level 4:	42.6%	34%	39.3%	33.2
<b>Math 4:</b> % Meeting Standard:	55.8%	56	72.7%	54.3	<b>MSP Science 5:</b> % Meeting Standard:	81%	66%	69.1%	63.4
% Not Meeting Standard:	44.2%	44	27.3%	45.6	% Not Meeting Standard:	19%	34%	30.9%	36.5

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
<b>Reading/ELA 5:</b> % of students at each level					<b>Math 5:</b> % of students at each level				
Level 1:	22.2%	21	27.6%	21.9	Level 1:	24.1%	25	31.9%	25
Level 2:	16.7%	18	19.1%	17.7	Level 2:	24.1%	26	23.4%	24.6
Level 3:	33.3%	33	24.4%	31	Level 3:	22.2%	20	13.7%	19.5
Level 4:	25.9%	28	28.7%	27.2	Level 4:	29.6%	29	30.8%	28.8
<b>Reading/ELA 5:</b> % Meeting Standard:	61.1%	61	53.1%	58.6	<b>Math 5:</b> % Meeting Standard:	51.8%	49	44.6%	48.6
% Not Meeting Standard:	38.9%	39	45.9%	41.3	% Not Meeting Standard:	48.2%	51	55.4%	51.3

**PART 2: DATA ANALYSIS**

**SBA & MSP DATA**

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

**Directions:** Enter the scores on the READING and MATH sections of the MSP and SBA.

Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017	Analysis Tool/ Measurement Device	SBA 2016	State 2016	SBA 2017	State 2017
<b>Reading/ELA 6:</b> % of students at each level					<b>Math 6:</b> % of students at each level				
Level 1:	10.1%	19	18.8%	19.2	Level 1:	8.8%	25	20.7%	23.9
Level 2:	24.6%	24	16.9%	23.4	Level 2:	20.6%	27	15%	25.9
Level 3:	31.9%	35	32%	34.2	Level 3:	27.9%	22	24.5%	21.9
Level 4:	33.3%	22	32%	20.7	Level 4:	42.6%	27	39.6%	25.9
<b>Reading/ELA 6:</b> % Meeting Standard:	65.3%	57	64.1%	55.5	<b>Math 6:</b> % Meeting Standard:	70.6%	48	64.1%	48.2
% Not Meeting Standard:	34.7%	43	35.9%	44.4	% Not Meeting Standard:	29.4%	52	35.9%	51.7

**Needs Assessments Implications (observations):**

- Roosevelt was at, or exceeded, the state average in 46 of 54 or (85%) areas of measurement on the SBA. **This is a 22% increase over the 2015-16 SBA results (34 of 54 or (63%).**
- 3<sup>rd</sup> and 4<sup>th</sup> grade outperformed the state in both math and ELA.
- 6<sup>th</sup> grade outperformed the state in both math and ELA (math scores dropped by 6% as compared to last year, but the **cohort improved by 12.3%**)
- 5<sup>th</sup> grade declined below the state in both math and ELA.

**Action Steps:**

- 3<sup>rd</sup>/4<sup>th</sup> grade used Eureka last year so given our data and our research into the data of schools using this curriculum; we will use Eureka this year for all K-6<sup>th</sup> including resource room 1 and 2 (special education).
- We will continue with year two of our professional development in math to support teachers with new curriculum implementation using staff expertise and guided by ILT team with continued focus on: Mathematical Practices, math tasks, and growth mindset while adding in Number Talks.
- Staffing and program adjustments have been made at the 5<sup>th</sup>/6<sup>th</sup> grade level. Special education support is being pushed in for resource one and pull out support for resource two. Teachers dividing up curriculum by content areas and heterogenous classroom groupings.
- After-school tutoring support will be provided in the fall for students in grades 4<sup>th</sup>-6<sup>th</sup>. 3<sup>rd</sup> will be added midway through the year.
- We will continue with our K-5<sup>th</sup> RTI program for reading, and will continue year two in our writing focus by having staff attend district and school training/collaboration events.

## SBA & MSP DISAGGREGATION DATA

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. **If <10, enter an asterisk (\*).**

Sub-Groups	GRADE 3 ELA						GRADE 3 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	79.4	50.5%	61.2%	49%			89.7%	59.6%	77.4%	58.6%		
Female	72.5	58.4%	80%	56.4%			62.5%	58.1%	74.2%	56.9%		
Low Income	72.7	37.7%	58.6	35.6%			72.7	43.9%	62%	42.1%		
Special Ed	*	26.3%	*	24.7%			*	29.5%	*	28.4%		

Sub-Groups	GRADE 4 ELA						GRADE 4 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	60.7	53%	78.9	51.5%			56.8%	56.5%	84.2%	55.8%		
Female	55.5	61.2%	66.6	59%			52.7%	54.2%	61.5%	52.8%		
Low Income	45%	40.2%	64.5	37.9%			47.5%	38.9%	64.5%	38%		
Special Ed	17%	24.9%	*	22.7%			26%	26%	*	24%		

Sub-Groups	GRADE 5 SCIENCE					
	MSP 2016	State 2016	MSP 2017	State 2017		
Male	79%	64.4%	69.2%	62.2%		
Female	85%	66.2%	69%	64.5%		
Low Income	75%	49.4%	60.8%	46.5%		
Special Ed	46%	36.1%	42.8%	32.6%		

Color Key
Above State Avg.
At, or Near, State Avg.
Below State Avg.

## SBA & MSP DISAGGREGATION DATA

**Directions:** Enter the percentage of students meeting and exceeding standard for each of the sub-groups with n>10. If <10, enter an asterisk (\*).

Sub-Groups	GRADE 5 ELA						GRADE 5 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	50%	54.6%	51.9%	53.6%			42.8%	50.1%	50%	49.9%		
Female	73%	65.8%	54.7%	63.8%			61.5%	48.2%	38%	47.2%		
Low Income	53.8	43.5%	43.4%	41.2%			36%	32.5%	32.6%	31.1%		
Special Ed	31%	24.5%	10.7%	22.2%			15%	18.7%	17.8%	17.5%		

Sub-Groups	GRADE 6 ELA						GRADE 6 MATH					
	SBA 2016	State 2016	SBA 2017	State 2017			SBA 2016	State 2016	SBA 2017	State 2017		
Male	58.9%	50.6	53.3	49.8			67%	47.1%	60.0%	47.1%		
Female	70.9%	62.7	78.2	61.5			71%	49.1%	69.5%	49.4%		
Low Income	48%	39.3	40	37.4			52%	30.5%	35%	30.3		
Special Ed	*	18%	*	18.2%			*	13.1%	*	13.22		

**Needs Assessments Implications (observations):**

\*Females are outperforming males in ELA at 3<sup>rd</sup> and 6<sup>th</sup>.

\* Males are outperforming females in ELA at 4<sup>th</sup> grade.

\*Males are outperforming females in math at 4<sup>th</sup> and 5<sup>th</sup>.

\* Females are outperforming males in math at 6<sup>th</sup> grade.

**\*There is no significant gender gap in science.**

**\*Our 5<sup>th</sup> grade sped. students outperformed the state in science. \*5<sup>th</sup> grade sped. students performed similar as state in math.**

**\*Our low-income students outperformed the state in all areas.**

**Action Steps:**

- We will review gender data as we progress monitor throughout the year while also working to identify strategies to support ALL students in being successful.
- We will implement Class DOJO at a whole school level to facilitate communication between school and home.
- Our Roosevelt attendance goal is for all students to miss 10 or fewer days. Attendance=Achievement



PART 2: DATA ANALYSIS

INTERNAL ACCOUNTABILITY SYSTEM DATA

Analysis Tool/ Measurement Device	Results for 2015-16				Results for 2016-17					
<b>K-WA Kids Assessment (WA-K) Developmental Reading Assessment (DRA) or DIBELS</b>  <b>Fall, Winter, Spring District Reading Winter Benchmark (percent of students at standard) Or Houghton Mifflin Unit Assessment or NWEA MAP</b>	<b>Reading</b>				<b>Reading</b>					
	Grade	Fall	Winter	Spring	District Benchmark	Grade	Fall	Winter	Spring	District Benchmark
	K	7/9 Sounds 85%	16/26 Sounds 85%	21/26 Sounds 98%	Blending 95% Sight 91%	K	<u>84%</u>	<u>90%</u>	89.8% <b>sounds</b>	84% blend 62% sight words
	1 STAR/ DRA	65%/65%	62%/87 %	XX/94%	85% (HM)	1	<u>n/a/86%</u>	<u>47%/76%</u>	<u>88.7%</u>	Writing 90%
	2 (STAR)/ DIBLES	69%/48%	69%/78%	79%/83%	Writing 93%	2	<u>62%/46%</u>	<u>57%/63%</u>		Writing 90%
	3	M-62%	M-Test- ing	M-73%	n/a	3	<u>M-74%</u>	<u>M-72%</u>	<u>M-50%</u>	n/a
	4	M-50%	M-66%	M-66%	n/a	4	<u>M-71%</u>	<u>M-80%</u>	<u>M-67.2%</u>	n/a
	5	M-54%	M-57%	M-74%	n/a	5	<u>M-54%</u>	<u>M-47%</u>	<u>M-34.7%</u>	n/a
	6	M-70%	M-74%	M-74%	n/a	6	<u>M-62%</u>	<u>M-64%</u>	<u>M-42.1%</u>	n/a
<b>NWEA MAP or Curriculum Benchmark Tests District Writing Benchmarks Fall, Winter, Spring (percent of students at standard)</b>	<b>Math</b>			<b>Math</b>						
	Grade	Fall	Winter	Spring	Grade	Fall	Winter	Spring		
	K	84%	90%	95%	K	<u>91% (bch 1-4)</u>	<u>n/a</u>	<u>Assess in dev.</u>		
	1	n/a	75%	94%	1	<u>93% (bch 1-4)</u>	<u>n/a</u>	<u>83.9%</u>		
	2	99%	100%	98%	2	<u>n/a</u>	<u>91% (bch1-8)</u>	<u>94%</u>		
	3	M-64%	Still Testing	M-65%	3	<u>M-71%</u>	<u>M-70%</u>	<u>M-47.8%</u>		
	4	M-71%	Still Testing	M-58%	4	<u>M-74%</u>	<u>M-74%</u>	<u>M-53.8%</u>		
	5	M-55%	M-58%	M-58%	5	<u>M-50%</u>	<u>M-48%</u>	<u>M-32.9%</u>		
6	M-61%	M-61%	M-78%	6	<u>M-64%</u>	<u>M-62%</u>	<u>M-50%</u>			
<b>District Science Kit Assessments (FOSS Kits) (percent of students at standard)</b>	<b>Science</b>			<b>Science</b>						
	Grade	Physical Science	Life Science	Earth Science	Grade	Physical Science	Life Science	Earth Science		
	K	n/a	n/a	n/a	K	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>		
	1	94%	93%	94%	1	<u>86%</u>	<u>n/a</u>	<u>94%</u>		
	2	94%	95%	87%	2	<u>90%</u>	<u>n/a</u>	<u>85%</u>		
	3	91%	905	86%	3	<u>100%</u>	<u>n/a</u>	<u>90%</u>		
	4	80%	80%	79%	4	<u>91%</u>	<u>n/a</u>	<u>77.3%</u>		
	5	80%	78%	78%	5	<u>53%</u>	<u>n/a</u>	<u>84%</u>		
6	88%	n/a	80%	6	<u>81.5%</u>	<u>n/a</u>	<u>80%</u>			

**PART 2: DATA ANALYSIS**

**INTERNAL ACCOUNTABILITY SYSTEM DATA**

**Directions:** Please enter grade-level appropriate data in the space provided.

<b>Summary Student Internal Accountability System Demographic Data</b>													
<b>Internal Assessment Results for 2015-16 (EOY)</b>						<b>Internal Assessment Results for 2016-17 (EOY)</b>							
<b>Grade</b>	<b>Unexcused Absences</b>	<b>Avg. Daily Attendance</b>	<b>Suspensions</b>		<b>Expulsions</b>	<b>Court Petitions</b>	<b>Grade</b>	<b>Unexcused Absences</b>	<b>Avg. Daily Attendance</b>	<b>Suspensions</b>		<b>Expulsions</b>	<b>Court Petitions</b>
			Short-Term	Long-Term						Short-Term	Long-Term		
			22	0	0		<u>137</u>	90.42%	<u>40</u>	<u>0</u>	<u>0</u>	<u>3</u>	
K	0	93.89%	1			0	K	<u>18</u>	<u>90.33%</u>	<u>0</u>			
1	1	95.02%	1			0	1	<u>9</u>	<u>91.05%</u>	<u>6</u>			
2	0	94.22%	1			0	2	<u>44.5</u>	<u>89.52%</u>	<u>2</u>		<u>1</u>	
3	1	94.73%	0			0	3	<u>9</u>	<u>90.88%</u>	<u>3</u>			
4	19	94.64%	11			0	4	<u>14</u>	<u>91.61%</u>	<u>3</u>			
5	3	94.10%	8			0	5	<u>26</u>	<u>89.51%</u>	<u>17</u>		<u>1</u>	
6	27	93.65%	0			0	6	<u>16.5</u>	<u>90.07%</u>	<u>9</u>		<u>1</u>	

<b>Summary of Student Support Services 2016-17 (EOY)</b>				
<b>Grade</b>	<b>Special Education (not speech)</b>	<b>Homeless Number of Homeless Students McKinney Vento</b>	<b>504</b>	<b>Student Assistance Team (SAT)</b>
K	5			1
1	9	1		
2	6	3		
3	9	2	1	
4	6	1	4	1
5	28	1	2	1
6	13	2	1	

\*One family with 3 students refusing service

**PART 2: DATA ANALYSIS**

## DEMOGRAPHIC SCHOOL DATA

**Directions:** Fill in the blanks with the data sources given below. Only use data sources relevant to your school’s grade levels and that which will assist you in focusing your plan.

Data Source	Information Provided By Data	Summary 2016-17 EOY	
Attendance Report	Percent of students present per day (2016-17).	90.42%	
Unexcused Absences	Total number of absences not excused (2016-17).	137	
Discipline Report	Summary of discipline activity for the building (2016-17).	Drugs/Alcohol: 0 Tobacco: 0 Weapons: 0 Fighting/Assaults: 6	Court Petitions: 3 Expulsions: 0 Short-term Suspensions: 40 Long-term Suspensions: 0
Free/Reduced Lunch Report	Percent of students where family income is below federally established poverty level (2016-17).	49.9%	
Gender Report	Number of male and female students as reported by the 2015-16 OSPI School Report Card	Males: 257 Females: 239	
Ethnicity Report	Percent of students by ethnic groups as reported by the 2016-17 OSPI School Report Card	American Indian or Alaskan Native: 1.4% Asian or Pacific Islander: 1.8% Black: .2% Hispanic: 5% White: 79.6%	
Staff Report	Staff demographic data as reported in the 2016-17 OSPI School Report Card	Gen/Ed Classroom Teachers: 34 Overall Ratio: 14.5	Average Years of Exp: 14.4 Percent ≥ a Master’s Degree: 61.8%

**PART 3: AREAS OF STRENGTH AND IMPROVEMENT**

## AREAS OF STRENGTH AND IMPROVEMENT

**Directions:** Remember how important it is to review past trends or changes over time. In reference to the MSP, analyze changes between Levels 1-4. Consider students who are not meeting standard; students who are at but not above standard; and students who are exceeding standard and determine which group of students needs what type of assistance. Based on individual subtest data or other data you have collected, determine the specific areas of strength and areas for improvement for your students.

AREAS OF STRENGTH	AREAS FOR IMPROVEMENT
<p>*Roosevelt was at, or exceeded, the state average in 46 of 54 or (85%) areas of measurement on the SBA. <b>This is a 22% increase over the 2015-16 SBA results (34 of 54 or (63%).</b></p> <p>*Our low-income students outperformed the state in <b>all</b> areas.                      *3<sup>rd</sup>, 4<sup>th</sup>, and 6<sup>th</sup> outperformed the state in <b>both math and ELA.</b></p> <p>*3<sup>rd</sup> grade: 71.2% met standard in ELA/43.9% scored a 4.                      *4<sup>th</sup> grade: 72.7% met standard in ELA/ 45.4% scored a 4.</p> <p>*5<sup>th</sup> grade <b>sped.</b> students performed similar as state in <b>math.</b>                      *6<sup>th</sup> grade <b>cohort improved by 12.3% in math to 64.1%.</b>                      *4<sup>th</sup> grade: 72.7% met standard in math                      *3<sup>rd</sup> grade: 75.7% met standard in math</p> <p>*5<sup>th</sup> grade: There is <b>no significant gender gap in science.</b>                      * 5<sup>th</sup> grade sped. students <b>outperformed the state in science.</b></p> <p>*<b>CEE data:</b> The building ILT team demonstrates a shared commitment to our CSIP 94%, Staff willingness to change 100%, Staff collaborate to improve student learning 91%, (parents) <b>All parent data increased in seven areas,</b> Effective leadership 86%.</p>	<p>*5<sup>th</sup> grade declined below the state in both math and ELA.</p> <p>*5<sup>th</sup> grade: 53.1% at standard/ 27.6% at level 1 in ELA.                      *Females are outperforming males in ELA at 3<sup>rd</sup> and 6<sup>th</sup>.                      * Males are outperforming females in ELA at 4<sup>th</sup> grade.</p> <p>* 5<sup>th</sup> grade: 44.6% at standard/ 31.9% at level 1 in math.                      *Males are outperforming females in math at 4<sup>th</sup> and 5<sup>th</sup>.                      *Females are outperforming males in math at 6<sup>th</sup> grade.</p> <p>*90.42% for average daily attendance.                      *71 students missed 18 days or more of school last year which is considered chronic absenteeism.</p> <p>*40 suspensions for grades 1<sup>st</sup> -6<sup>th</sup></p> <p>*<b>CEE data:</b> (staff) Focused Professional Development 82%, Staff share sense of urgency around need to improve 75% (parents) This school communicates effectively to all families 74%.</p>

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**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 1: Organizational Culture:** All participants in our organization exhibit enthusiasm, feel valued, and find joy in their commitment to student learning and achievement.

**Objective 1.1:** Create a culture of trust among staff, students, and community.

<p><b>Schoolwide Reform Strategies</b></p> <p><b>Roosevelt GOAL 1</b></p>	<p>Roosevelt school will develop stronger positive relationships between the WHOLE community: students, families, and staff during the 2017-18 school year as measured by the CEE survey going from 74% on “This school communicates effectively with all families.” to 85% on the CEE survey given in spring 2018.</p> <p>Informal evaluation will derive from survey data, feedback from parents, and data received through school-wide DOJO.</p>				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	COMPLETED	
	Yes	Comments			
All classroom teachers will provide parents access to classroom DOJO and use it on a regular basis to communicate with parents. This is in addition to monthly newsletters, parent phone calls, and conferences.	Sept. 2017-June 2018	All classroom teachers	ILT team	<input type="checkbox"/>	
Create cultural and community awareness through school-wide events such as curriculum nights, open house, meet and greet, math night, concerts, book fairs, fitness nights and conferences.	Sept. 2017-June 2018	Site team	ILT team	<input type="checkbox"/>	
School wide information will be shared on a regular basis with families via newsletter, Facebook, K12 alerts, School DOJO, and parent nights.	Sept. 2017-June 2018	Site team/admin	ILT team	<input type="checkbox"/>	

**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.1:** All students receive engaging, informative instruction throughout the system as demonstrated by student/parent data in ELA.

**Objective 2.2:** All students will receive the necessary support to successfully matriculate through the system in ELA.

<p><b>Schoolwide Reform Strategies</b></p> <p><b>Roosevelt</b></p> <p><b>Goal 2 – ELA</b></p>	<p>Based on the last two years of SBA data in ELA (as compared to the state average) and in collaboration with our building teams, our goal is to outscore the state average on the SBA by 3-5% in all areas as measured by the 2018 SBA in ELA. In addition, all students will make one year’s growth as measured by classroom, school and district assessments used for progress monitoring.</p>				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	Yes	COMPLETED Comments
All staff will review building ELA data to create grade level RTI plans for reading and grade level writing plans. Teams will collaborate monthly to focus on writing following protocols given by ILT.	August 2017-October 2017	Classroom teachers	ILT team	<input type="checkbox"/>	
Family outreach will address ELA strategies that can be supported at home; funded by Title 1/LAP funds specifically for parent outreach activities. (curriculum nights, parent education and literacy night/book fair, etc.)	August 2017-May 2018	Grade level teams	ILT team	<input type="checkbox"/>	
Professional development in writing will be supported at the district and school level. All teachers will have the opportunity to attend Lucy Calkins, Step Up, or David Matteson training.	September 2017—April 2018	Classroom teachers	ILT team	<input type="checkbox"/>	

**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.1:** All students receive engaging, informative instruction throughout the system as demonstrated by student/path data in Math.

**Objective 2.2:** All students receive necessary support to successfully matriculate through the system in Math.

<p><b>Schoolwide Reform Strategies</b></p> <p><b>Roosevelt</b></p> <p><b>GOAL 3 – Math</b></p>	<p>Based on the last two years of SBA data in math (as compared to the state average) and in collaboration with our building teams, our goal is to surpass the state average on the SBA by 3-5% in all areas as measured by the 2018 SBA in math. In addition, all students will make one year’s growth as measured by MAPS testing (3rd-6th) or for grades K-2 progress on end of module test or district benchmark tests.</p>				
ACTIVITIES	START & END DATES	PERSONS RESPONSIBLE	REVIEWED BY	Yes	COMPLETED Comments
All grade level teams will review math data to id additional supports needed for math. Teams will collaborate monthly by looking at assessment data to guide instructional planning. All classroom teachers will use Eureka math. Para support for exit ticket assessments.	August 2017-May 2018	Classroom teachers	ILT team	<input type="checkbox"/>	
On-going professional development will be given to teachers/classified staff to support their instruction using Eureka along with how to use technology as a support. Staff will be provided the opportunity to participate in school-wide math book study, peer observations, school visits, and other PD supported by ILT team/CSIP.	August 2017-May 2018	Classroom teachers	ILT team	<input type="checkbox"/>	
Staff will collaborate to identify ways to promote math learning with families and after school math activities (i.e. Eureka math info., math night, newsletter articles, websites, Math Olympiad, curriculum night, math club etc.)	August 2017-May 2018	Classroom teachers	ILT team	<input type="checkbox"/>	



**PART 4: ACTION PLANS**

**ACTION PLAN**

**Strategic Plan Goal 2:** All students will graduate and be prepared to live up to their potential and have the tools to pursue their aspirations.

**Objective 2.2:** All students receive necessary support to successfully matriculate through the system.

<p><b>Schoolwide Reform Strategies</b></p> <p><b>Roosevelt</b></p> <p><b>GOAL 4 – Closing the Gap</b></p>	<p>Based on the 2016-17 attendance data from Skyward, Roosevelt will reduce the number of students who are missing 18+ days of school each year going from 71 students to 35 students as measured by Skyward data by June 2018. (a decrease of 50%)</p>				
<p><b>ACTIVITIES</b></p>	<p><b>START &amp; END DATES</b></p>	<p><b>PERSONS RESPONSIBLE</b></p>	<p><b>REVIEWED BY</b></p>	<p><b>COMPLETED</b></p> <p><b>Yes      Comments</b></p>	
<p>All staff will share with parent and students the importance of attendance to their learning, and celebrate daily, weekly, and monthly attendance improvements.</p>	<p>August 2017-June 2018</p>	<p>All staff</p>	<p>ILT team</p>	<p><input type="checkbox"/></p>	
<p>Positive recognition events will be created to give positive encouragement to students and classrooms with regular attendance with data being shared school wide and with parents.</p>	<p>August 2017-June 2018</p>	<p>All staff</p>	<p>ILT team</p>	<p><input type="checkbox"/></p>	
<p>Students, who had chronic absences last year, will have a staff person who will check in with them on a regular basis to reinforce positive attendance patterns, and to create an ongoing positive relationship with the child. Office staff will be pro-active in working with families to provide needed support or resources.</p>	<p>August 2017-June 2018</p>	<p>All staff</p>	<p>ILT team</p>	<p><input type="checkbox"/></p>	



**PART 5: NUTRITION AND PHYSICAL ACTIVITY POLICY #6700**

**NUTRITION AND PHYSICAL ACTIVITY POLICY #6700**

**Directions:** Each school will report their physical education plan biennially to the Board through their CSIP (Continuous School Improvement Plan), documenting their planned use of the recommended 100 instructional minutes of physical education.

Activities	Start/End Dates	Persons Responsible	Completed	
			Yes	Comments
Students in grades 4 <sup>th</sup> -6 <sup>th</sup> will receive 80 minutes of Physical Education per week (40 Min X 2 per week).	September 2017-June 2018	Suzanne and Mark	<input type="checkbox"/>	
Students in grades K-3 <sup>rd</sup> will receive 60 minutes of Physical Education per week (30 Min X 2 per week).	September 2017-June 2018	Suzanne and Mark	<input type="checkbox"/>	
PE teachers will organize two family fitness events each year to promote fitness and healthy choices to students and parents.	October 2017-April 2018	Suzanne and Mark	<input type="checkbox"/>	
PE teacher will be out at lunch recess daily to organize games that have been previously taught during PE times. New activities will be taught as needed.	October 2017-June 2018	Suzanne	<input type="checkbox"/>	
All K-5 <sup>th</sup> grade students will have two recesses throughout the day. 6 <sup>th</sup> grade students will have one recess throughout the day.	October 2017-June 2018	Site team	<input type="checkbox"/>	

**PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

**CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

✓ Data Source: Center for Educational Effectiveness **STAFF** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *staff* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	90%	79%	X	85%	<b>87%</b>
Effective School Leadership	95%	76%	X	81%	<b>86%</b>
High Standards & Expectations	80%	73%	X	77%	<b>77%</b>
High Levels of Collaboration and Communication	80%	77%	X	81%	<b>83%</b>
Supportive Learning Environment	85%	82%	X	87%	<b>76%</b>
Frequent Monitoring of Teaching and Learning	80%	63%	X	73%	<b>76%</b>
Focused Professional Development	80%	58%	X	71%	<b>82%</b>
Curriculum, Instruction, and Assessment Aligned with Standards	80%	67%	X	78%	<b>78%</b>
High Levels of Community & Parent Involvement	80%	70%	X	73%	<b>80%</b>
Staff Willingness to Change	85%	94%	X	98%	<b>100%</b>

**PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

**CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

✓ Data Source: Center for Educational Effectiveness **PARENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *parents* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	95%	83%	X	76%	79%
Effective School Leadership	95%	89%	X	71%	86%
Frequent Monitoring of Teaching and Learning	90%	79%	X	73%	78%
High Standards & Expectations	95%	88%	X	79%	87%
High Levels of Collaboration and Communication	90%	84%	X	70%	83%
High Levels of Community & Parent Involvement	90%	78%	X	72%	76%
Supportive Learning Environment	95%	88%	X	75%	86%

**PART 6: CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

**CHARACTERISTICS OF HIGH PERFORMING SCHOOLS**

✓ Data Source: Center for Educational Effectiveness **STUDENTS** Survey

**Directions:** Under the sub-categories for the characteristics of high performing schools, locate the percentage of *students* that indicated support for the following categories:

Category	2012	2013	2014	2015	2016
Clear & Shared Focus	90%	78%	X	80%	n/a
Effective School Leadership	85%	76%	X	76%	n/a
Frequent Monitoring of Teaching and Learning	80%	77%	X	74%	n/a
High Standards & Expectations	96%	92%	X	94%	n/a
High Levels of Collaboration and Communication	80%	72%	X	77%	n/a
Supportive Learning Environment	80%	77%	X	79%	n/a

## PART 7: STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

### STUDENT TUTORIAL/ENRICHMENT STRATEGIES SUMMARY

**Directions:** Briefly summarize your school’s strategies for student remediation and enrichment. Remember, summer school is no longer an option for remediation. Specific strategies, numbers of students, staff responsible, and timeline for implementation and other related details should be found in the action plans. Student remediation strategies are coherent, and action steps demonstrate responsiveness to student tutorial needs. This summary should clearly describe a comprehensive approach embedded in strategies.

#### Remediation Summary:

- After-school tutoring support for 4<sup>th</sup>-6<sup>th</sup> grade students
- 3<sup>rd</sup>-6<sup>th</sup> grade Reading support after school and before school
- RTI team assigned to K-5<sup>th</sup> grade levels for 30 minutes for small group, focused, double-dose of reading instruction
- Extra 30 minutes of literacy support for 6 struggling kindergarten students in small groups outside of classroom
- School-wide universal screening using DIBELS in reading in the fall, winter, and spring; DRA in 1<sup>st</sup> 3x per year, STAR for 1<sup>st</sup>-6<sup>th</sup>
- MAP assessment used for grades 3<sup>rd</sup>-6<sup>th</sup>
- Small group instruction in RTI in three levels: 1) core curriculum, 2) strategic intervention (supplemental instruction in addition to core - using HM materials), and 3) intensive intervention for basic skill development (replacement curricula or supplemental depending on student need)
- Progress monitoring using the Houghton Mifflin curriculum, DIBELS, & DRA/STAR
- Collaboration time dedicated to looking at tiered instruction & movement in response to individual student needs
- We will provide small group and individual support using a core of volunteers.
- Use of Ameri-Corps member to support struggling students
- Continued use of Check and Connect has a tier two PBIS intervention for students with struggling behaviors

#### Enrichment Opportunities:

- Math Olympiad offered for 5<sup>th</sup>/6<sup>th</sup> grades
- 6<sup>th</sup> grade outdoor education offered at NatureBridge for 3 days/2 nights, October 16-18,
- After-school chess club (6<sup>th</sup> to start)
- Science Day with NatureBridge
- Cross-age/grade reading buddies and math buddies
- Poetry Slam-6<sup>th</sup> grade
- Tears of Joy Puppet Theater – 2018
- 4<sup>th</sup> Grade Battle of the Books
- Imagination stations at the end of the year
- Children’s Hospital Science Visit
- Juan De Fuca Festival-Arts events
- 2<sup>nd</sup> grade field trip to Hurricane Ridge,
- 5<sup>th</sup> grade field trip to Dungeness River and Peabody Creek and NOA labs
- 4<sup>th</sup> grade field trip to Lakeside Industries

**PART 8: SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN**

**SCHOOL PROFESSIONAL DEVELOPMENT SUMMARY & RESOURCE PLAN**

**Directions:** Please identify all of your school’s professional development activities. Identify the staff group(s) participating in the activity. Identify only the budget estimates that total to your school’s basic staff development allocation.

**Roosevelt will have ongoing professional development in the areas of math and writing to support our action plans. Other professional development will be accessed depending on individual and grade level TPEP goals. In addition, staff will have the opportunity to do peer observations at Roosevelt, as well as visit other schools in the surrounding area. Book studies will be chosen and provided that best meet instructional needs and CSIP goals. We will use a combination of Title 1, Title 2, Title 19 and LAP funding.**

<b>Budgeted Amount</b>	<b>Professional Development Activity</b>	<b>Description of Participating Staff</b>	<input checked="" type="checkbox"/>
\$4000	Release time for RTI team meetings, substitutes for ongoing classroom assessments given by teachers, assessment/goal setting talks with students, peer observations, and other trainings.	Roosevelt Staff	<input type="checkbox"/>
\$5000	Registration fees for: Shape WA conferences, and other conferences designated to support CSIP goals and classroom instruction.	Roosevelt Staff	<input type="checkbox"/>
\$3000	Travel costs for conferences listed above.	Roosevelt Staff	<input type="checkbox"/>



**PART 9: EXECUTIVE SUMMARY**

## Executive Summary

**Directions:** Briefly summarize your Continuous School Improvement Plan (CSIP). Identify the key components of the instructional program of the school.

Here are the highlights of the CSIP for Roosevelt Elementary; our main goal is to create a learning community where every student is receiving excellent instruction every day. We will be focusing on building community in our classrooms, across our school with staff/students as well as with our families so that all students make at least one year's growth. **Our goal areas are: attendance, math, writing, and building community by communicating effectively with ALL families.**

We have identified one variable that plays an important role in students not doing well at school: chronic absences. We know that students who are not at school cannot learn. Students who miss 18 more days of school or more are at risk in being successful at school. Our goal this year is for every child to not have more than 10 absences over the year. "Attend today... achieve tomorrow."

**The Roosevelt content focus this year continues to be math and writing.** We began last year by focusing on the eight mathematical practices found in the standards, and increasing the rigor of instruction by using "math tasks". We completed a book study called, "Mathematical Mindsets" which inspired us to focus on a growth mindset and to look more closely at our instruction. Given our learning last year and research, our instructional leadership team and staff decided to implement the Eureka math curriculum at every grade level this year. It was used last year at 3<sup>rd</sup>/4<sup>th</sup> grade with our students clearly outperforming the state. Our professional development for teachers is focused on giving them the skills to support this curriculum implementation.

Our students love to write. Last year we began attending focused professional development where staff learned new strategies to engage students in the writing process while creating a love for writing. Many of our teachers have attended at least two different trainings, and are implementing instructional strategies that are helping students become successful writers from K-6<sup>th</sup> grade. Along with this staff is being trained on how to use Google Chromebooks and Google Applications to support learning in the classroom.

**We will continue to partner with our community such as:** parents, our PTO, Ameri-Corps, the Port Angeles Education Foundation, Peninsula Mental Health, YMCA and Boys/Girls Club to offer both enrichment and intervention opportunities. We will look to increase our number of parent volunteers and volunteers from First Presbyterian Church. In addition, we will continue our work with the PBIS (Positive Behaviors Interventions Support) framework as we continue to learn and build our tier two and tier three interventions. We are now in year five of implementing our PBIS framework. This year we will continue to learn about collaborative problem solving and restorative justice as strategies to help students be successful at school with both academics and behavior.

Roosevelt is a great place to learn! We look forward to another exciting year of learning.

**PART 10: Sign-Off Sheet**

## SIGN-OFF SHEET

**Directions:** Ask identified stakeholders at your site to sign off on this CSIP, indicating their participation and support for the current CSIP, their role, and their continued participation in the coordination and monitoring of the plan. Examples of roles may include, but are not limited to, parent, certificated staff, classified staff, student, principal, etc. Please print and submit this page in hard copy.

ROLE	PRINTED NAME	SIGNATURE
Principal	Michelle Olsen	
1 <sup>st</sup> Grade Teacher		
3 <sup>rd</sup> Grade Teacher		
3 <sup>rd</sup> Grade Teacher		
4 <sup>th</sup> Grade Teacher		
Kindergarten Teacher		
6 <sup>th</sup> Grade Teacher		
Learning Support Teacher		
Special Education Teacher		
Parent		
Parent		
Assistant Superintendent	Chuck Lisk	
Superintendent	Dr. Marc Jackson	
School Board President	Dr. Joshua Jones	<i>Board Approved Date:</i> _____