



Continuous School Improvement Plan 2022/23

Roosevelt Elementary, PASD

Principal: Jennifer Van De Wege



District Profile

The 2022-2023 school year is off to a strong and positive start for the Port Angeles School District. Our goal is to ensure high levels of learning for all students. The Port Angeles School District continues to support our students, staff, and families as we come out of COVID times. We believe that strong relationships are the foundation of our work. We believe that relationships are built through positive interactions and working together to support our students.

We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide necessary resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices include Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in supporting all students.

School Profile

Roosevelt Elementary serves 414 students and their families from an approximately 50 sq.mile region of the east side of Port Angeles and the surrounding area. 58.3% of our families qualify for FARMA, 3% are homeless and less than 18% identify as non-white. We are the home to four district programs, Resource 2, Extended Resource, Developmental PreK, and Transitional Kindergarten leading to our school identification of 24.6% of our students that have disabilities that are supported with IEPs.

Roosevelt is a PBIS school. We teach and reinforce our Cougar Code; our students understand that every day is a new opportunity to learn and grow. Students, staff and families have many opportunities each year to celebrate student growth and successes.

Our staff functions as a team where every adult in the building works together to support each child’s maximum growth in all areas (academic, social/ emotional, and behavior). We have over 40 certificated staff working in partnership with over 30 classified staff to provide the support and instruction each child needs each day.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/27/22	11/10/22
Mid Year Review	3/15/22	3/23/23
Final	6/23/23	6/30/23

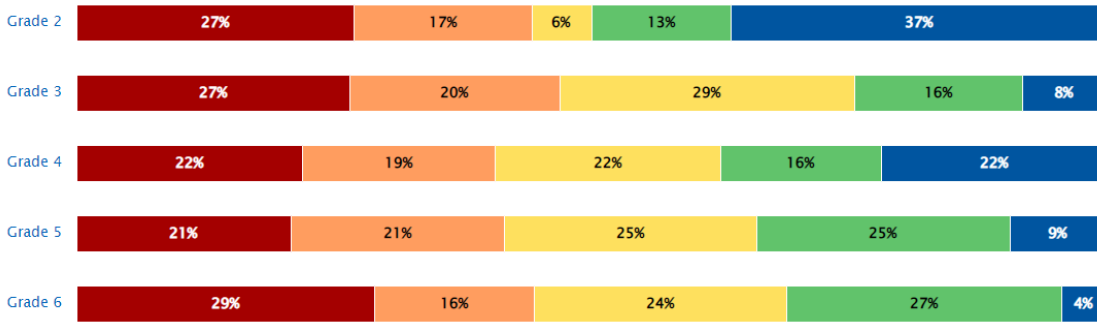
Completed on: November 2, 2022

Needs Assessed By: Jennifer Van De Wege, Wyndi Anderson, Sabrina Caverly, Jennifer Reynolds, Mollie Plocher, Katie Thacker, Jody Adams, Kaylee McCaslin, Erika Kuch, Stacey Nickerson, Cassy Mathews, and Kelly Sanders.

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2. All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

MAP ELA
Fall 2022



Dibels Fall
2022

District	School	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	Total Students
Port Angeles School District Current as of 10/31/2022						
Grade 1 Reference Data (Compare these results against a wider population)						
	Roosevelt Elementary School	22-23 BOY 29(52%)	5(9%)	18(32%)	4(7%)	56
Grade 2 Reference Data (Compare these results against a wider population)						
	Roosevelt Elementary School	22-23 BOY 22(45%)	6(13%)	8(17%)	12(25%)	48
Grade 3 Reference Data (Compare these results against a wider population)						
	Roosevelt Elementary School	22-23 BOY 18(40%)	8(18%)	9(20%)	10(22%)	45
Grade 4 Reference Data (Compare these results against a wider population)						
	Roosevelt Elementary School	22-23 BOY 14(26%)	11(21%)	22(42%)	6(11%)	53
Grade 5 Reference Data (Compare these results against a wider population)						
	Roosevelt Elementary School	22-23 BOY 14(27%)	12(23%)	19(37%)	7(13%)	52
Grade 6 Reference Data (Compare these results against a wider population)						
	Roosevelt Elementary School	22-23 BOY 13(33%)	6(15%)	14(34%)	7(18%)	40

ELA Needs Assessment/Implications: Data from DIBELS, MAP and F&P all align to show significant literacy gaps at all grade levels, particularly 1st and 2nd. The data above shows the results from the fall DIBELS assessment broken down by grade level; 53.7% of students assessed at Roosevelt are in need of intensive or strategic support in reading at the beginning of this school year. This aligns with our fall MAP data which indicates that 45% of our students are below national norms in the area of ELA.

CSIP 2022/23 ELA

SMARTIE Goal: All students will make a minimum of a year of growth in measured reading skills by the end of the 2022-23 school year. Those students identified in the fall as well below grade level standard will receive intervention that will close the gap resulting in 80% of all students reading at or above grade level by spring of 2023 (up from 46.3% as measured by DIBELs and 51% as measured by MAP)

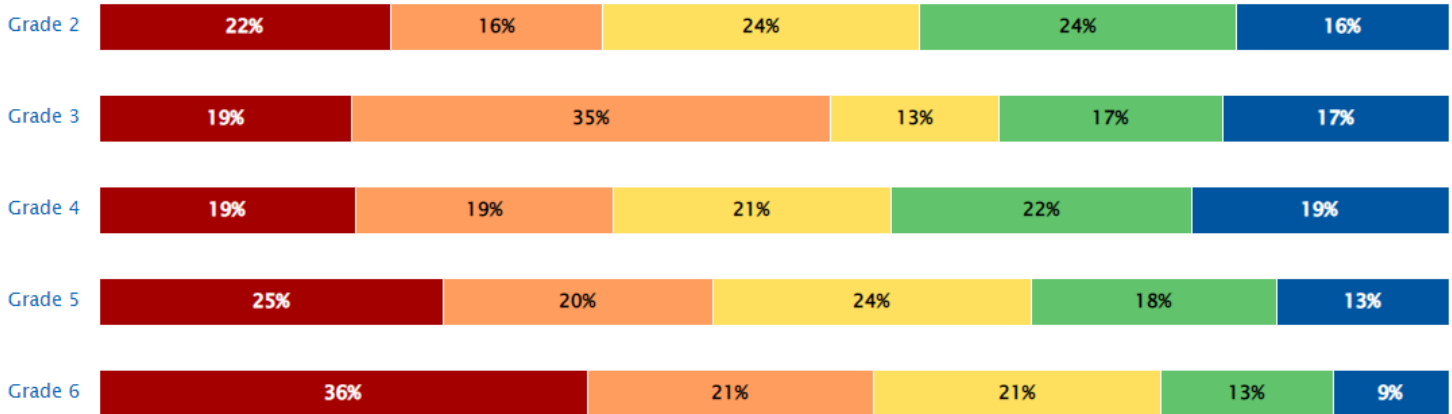
Student Group Goal: Students in the 1st grade cohort have had the most significant impact in their literacy development of skills. 52% of these students were identified as needing INTENSIVE supports in the fall Dibels. Small group instruction, targeted para educator supports, frequent data analysis of progress monitoring tools, and collaboration between first grade teachers, SPED staff and Title staff will reduce this to less than 20% of 1st grade students identified as needing INTENSIVE support by the spring Dibels assessment.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Title I literacy team will meet with small groups from grades 1-4 for six week cycles using LLI curriculum and frequent progress monitoring.</p> <p>Daily para support will push into all Kindergarten– 3rd grade classes to support phonics interventions.</p>	<p>LLI progress monitoring weekly for students in intervention groups, F&P benchmarks three times a year at grades 1&2, MAP assessments 3 times a year in grades 2-6, WAKids and district kindergarten assessments, DIBELs screening three times a year.</p>	<p>Title , ESSR, and HPLAP funds for additional paraeducators to provide interventions, purchase additional F&P assessments, LLI materials, and additional phonic materials to support our new Foundations and Wit&Wisdom curriculums. Additional certificated staff to support intervention and differentiation in intermediate grades.</p> <p>Title teacher scheduling to provide literacy lessons during library time.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Reynolds, Wyndi Anderson, Jennifer Van De Wege, and all classroom teachers	2022-23 school year	Title, LAP, HPLAP, and ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Our literacy intervention groups began the school year serving students in grades 1-4; the initial groups served in the first six weeks of the school year have increased an average of 2 levels (equivalent to 3-6 months of growth). Every six weeks the groups will be reevaluated to ensure that students are placed appropriately.</p>		

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

MAP Math-
Fall 2022



MATH Needs Assessment/Implications: EOY data from 2021-22, as well as Fall 2022 Eureka module assessments, and fall 2022 MAP assessments indicate more than 50% of students are not at grade level standard in math skills. Significant gaps in foundational skills at the primary grades have been identified by teacher created assessments and Eureka exit tickets. Math foundational skills will be a focus area across grade levels.

CSIP 2022/23 MATH

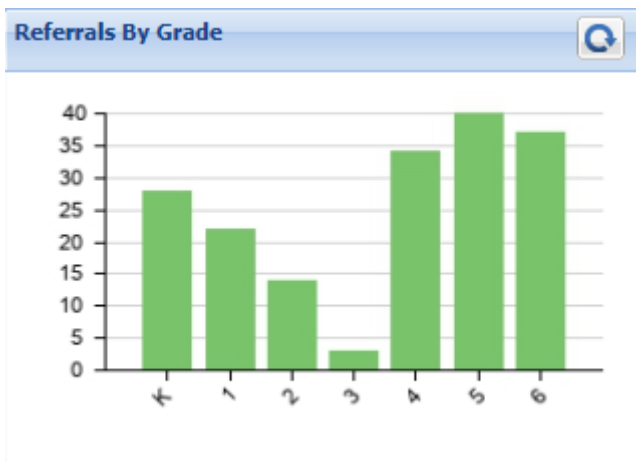
SMARTIE Goal: All students will make a minimum of a year of growth in measured math skills by the end of the 2022-23 school year. Those students identified in the fall as well below grade level standard will receive intervention that will close the gap resulting in 80% of all students demonstrating math skills at or above grade level by spring of 2023 (up from 31% as measured by spring SBAC and 33.8% as measured by Fall MAP).

Student Group Goal: Analysis of EOY 21-22 math data identifies a disproportionate number of students that qualify for FARMA that did not meet grade level standards in math (73% of the students not meeting standard qualified for FARMA, yet this population only equated to 53% of the student body in spring of 2022). Additional focus on teaching practices that promote equity for all socio-economic situations as well as support for families to increase their understanding of current math practices will be implemented. EOY 22-23 math data will decrease the gap in mastery of math grade level standards to less than 10% between students who qualify for FARMA and those that do not.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Para-educator support of math exit ticket review in grades 3-6.</p> <p>Math night for students and families to support math foundational skills and home understanding of Eureka strategies.</p>	Daily eureka exit tickets, Mid-Module and End of Module eureka assessments, MAP assessments 3 times a year in grades 2-6, WAKids and district kindergarten assessments.	Title 1, LAP, ESSR, and HPLAP funds for additional para-educators to provide interventions to target gaps early in the instructional process and purchase differentiated lesson tools. Additional certificated staff to support intervention and differentiation in intermediate grades.
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Van De Wege, Wyndi Anderson, and all classroom teachers	2022-23 school year	Title, LAP, HPLAP, and ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
Para-educators push into each grade level for a minimum of 30 minutes to support math exit tickets and small group foundational skills practice. Students needing additional instruction are receiving that support the same day as the need is identified which minimizes ongoing difficulties with core concepts.		

PASD Strategic Plan Focus Area #2; District Culture *Goals 1 & 2*

1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media



SWIS Data 2022-23

Minors

Year	Month	Days Count	Referral Count	ODR/School Day
2022	September	21	22	1.05
2022	October	20	51	2.55

Majors

Year	Month	Days Count	Referral Count	ODR/School Day
2022	September	21	32	1.52
2022	October	20	70	3.50

SWB Needs Assessment/Implications: Many students have returned to the 2022-23 school year lacking foundational social emotional skills resulting in an increase in discipline incidents. Minor discipline incidents are addressed with office resets to quickly modify behaviors and return students to learning; major discipline incidents involve more extensive intervention to teach necessary behavior skills in partnership with family support. During the first two months of the school year the office has managed 73 Minor discipline issues and 102 major incidents. This is a total average of 4.3 office discipline referrals per day.

CSIP 2022/23 STUDENT WELLBEING

SMARTIE GOAL: All students will have explicit instruction in social emotional skills in order to increase their resilience and ability to independently problem solve in challenging situations. All students will engage in a minimum of three social emotional skill building activities each week resulting in a decrease in the number of students identified by student surveys and SWIS data as in need of additional supports and intervention from an average of 4.3 daily ODR to less than 2 daily ODR.

Student Group Goal: Students demonstrating behaviors that need additional instruction will receive Tier 2 and 3 interventions. As a result of these interventions, those students will decrease their average number of monthly referrals from 5 per student per month in the fall to less than 2 per student per month in the spring.

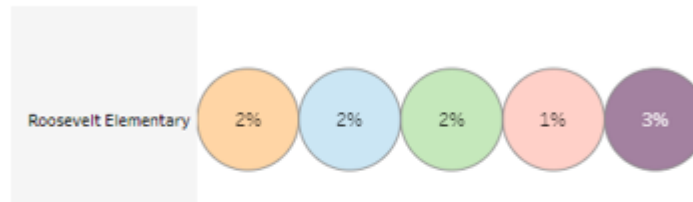
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>School counselor will teach core SEL skills to each class weekly.</p> <p>Classroom teachers will use Character Strong Curriculum as a scaffold of SEL teaching in all classrooms.</p>	<p>Student major and minor referrals. Counselor Needs Assessment survey of staff for all students twice a year. Student surveys in Counselor Corner. Healthy Youth Survey. CEE survey.</p>	<p>Character Strong Curriculum and resources, school counselor scheduling to include all classes weekly. Increased para-educators to teach behavior skills during unstructured time (recess, school transitions, lunch).</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Van De Wege, Wyndi Anderson, Sabrina Caverly, all classroom teachers	2022-23 school year	Title 1, LAP, HPLAP, ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
Tier 1 instruction in classrooms and Counselor's Corner lessons are addressing student needs in each grade level. This proactive instruction is decreasing the number of students needing tier 2 and 3 supports.		

PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations



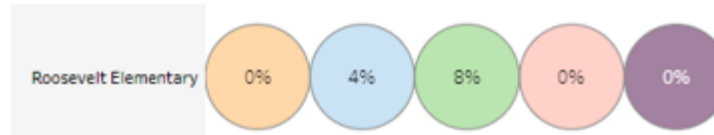
All Roosevelt Student Responses



Roosevelt Students qualifying for FARMA



Roosevelt students with IEPs



F & CE Needs Assessment/Implications: CEE data in spring of 2022 identified academic challenges as the highest area of need for our students and families; this concern was less prevalent for students surveyed in the fall, overshadowed by their expressed need for belonging. The school environments are reported as safe spaces and we continue to support transportation both in the parking lots by private vehicles and on the bus to improve student safety in those settings. Additionally, 77% of our students had chronic or excessive absences last year as a result of pandemic restrictions and health implications. Many of the academic challenges students are experiencing this year directly correlate to attendance challenges over the last several years.

CSIP 2022/23 FAMILY AND COMMUNITY

SMARTIE GOAL: All Roosevelt families will feel connected to the school and work in partnership to benefit their children. Families will have multiple opportunities to discuss and support their child’s academic and social emotional goals. 100% of families will engage in at least one school conference or activity in the 2022-23 school year. Families experiencing barriers to connections will have alternatives provided such as phone outreach, digital conferences, or evening opportunities.

Student Group Goal: 2021-22 attendance data equated to 77% of students with chronic/excessive absences; that will be reduced to less than 20% in the 2022-23 school year with intentional intervention and communication to meet those needs (such as parent meetings, CARES team, Navigator outreach ,etc).

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Expand PTO and host a minimum of 3 events for students and families to attend.</p> <p>Communicate with families a minimum of once weekly using a variety of modalities (Wednesday folders, robocall, email, and DoJo)</p>	CEE data, attendance at Family engagement and conferences, PTO attendance	DoJo, flyers for communication, time for staff to conference with families, school hosted evening activities
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Van De Wege, Wyndi Anderson, all school staff	2022-23 school year	Title 1 (parent partnership funds), district calendar including release time for conferences (BEA/ESSR)
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Parent conferences were scheduled to concurrently address student needs for many students by reviewing and updating 504 plans and IEPs as well as completing SAT meetings and referring students in need of additional interventions. Putting these supports in place will positively impact the learning for each of these students.</p>		

Additional Implications: There are three key areas of focus for this school year: social emotional supports, attendance, and academic outcomes.

To support the social emotional needs of our students and staff we have created an MTSS team that is providing training and designing systems to improve student and staff SEL to create more positive school wide behaviors. Our data tracking has intentionally increased by utilizing the SWIS system and encouraging communication through office referrals in order to track behavior (therefore allowing us to create plans to support indicated needs). We are becoming more aligned in our responses and language teaching the Kelso’s Choices menu to all students and reinforcing that building wide.

After several years of attendance challenges in response to the pandemic, we are working with our families to reestablish consistent attendance patterns that will better support student learning. We are in regular communication with families to help remove any barriers that may be causing attendance issues and are connecting with the district family navigator to do home visits to reinforce the need to attend regularly. We are sending monthly letters and having regular parent meetings to help support daily attendance at school.

The academic gaps that have been created by the pandemic are still challenges in our classrooms, however we are working in grade level teams and with building systems to create intervention plans that are creative and student focused. Disaggregated data from the spring SBAC shows there are disparities that must be addressed, particularly for our students served by special education and that qualify for FARMA status. We are addressing these needs by incorporating more frequent opportunities to utilize the tools that are on the SBAC as well as formatting our daily materials to demystify the process. We will also be intentional about using state provided SBAC blueprints as well as Achieve the Core resources and curriculum supports to focus on priority standards. All grade levels will be given weekly principal directed time to analyze data and create team interventions.

ELA
pgs. 2&3

Mid-Year Review 3/15/2023: In a few sentences assess your original goal. Are you on track? What adjustments need to be made? Make concise updates in the action grid as needed. Preface updates with the date of the mid-year review and make them a different (legible) color.

End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Math
pgs. 4&5

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End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Student W. B. pgs. 6&7

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End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Family & Comm. pgs. 8&9

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End of Year Assessment 6/23/2023: How did you do? Keep it simple and concise.

Preliminary Planning for Next School Year: Adjust and briefly restate your SMARTIE goals, reinterpret, or rewrite as necessary. Incorporate adjustments as needed using comments and observations from the Mid-Year review and End of Year Assessments