Continuous School Improvement Plan 2023/24

Roosevelt Elementary, PASD

Principal: Madelene Cundall

District Profile

The 2023-2024 school year is going to be an incredible year of learning for our students. Our goal is to have all students learning at high levels. We believe that positive relationships are the foundation of our work. We believe that relationships are built by working together to support our students. At the focus of our work is our commitment to equity. We are creating a school system that ensures systemic educational equity for each student, family, and staff member.

We are committed to our PASD Strategic Plan and to the following goals: **Teaching and Learning:** We believe that each student, when provided with effective instruction and services/ supports that create relevant learning opportunities, will graduate. All students will graduate college, career, and life ready. **Social-Emotional Learning:** We believe in using equitable systems and supports to educate the whole child because this creates expert learners. Students who receive comprehensive SEL instruction demonstrate higher rates of post-high school success. **Facilities:** We believe each student learns better in a safe and secure building. The overall goals of capital improvements include modern safety and security upgrades, and modern teaching and learning environments. **Dynamic Communication:** We believe students learn best when staff, families, and the community are our partners. We want to develop and maintain communication systems that effectively connect these groups.

We are partnering with local providers and community groups to provide needed resources and supports. We will be using classroom and district-based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Professional Learning Communities, and Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior, social-emotional learning, and attendance. These systems allow us to be not only proactive, but also to be responsive with our interventions and support to help all student be successful learners.

School Profile

Roosevelt Elementary serves 444 students (which includes 17 Transition to Kindergarten students and 12 Developmental PK students) and their families from an approximately 50 sq. mile region of the east side of Port Angeles and the surrounding area. 66% of our families qualify for FAR-MA, 7% are homeless and 23% identify as non-white. We are the home to four district programs: Resource 2, Extended Resource, Developmental PreK, and Transition to Kindergarten leading to our school identification of 23% of our students that have disabilities that are supported with IEPs.

Roosevelt is focused on creating a learning community. 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 28 classified staff to provide the support and instruction each child needs each day.
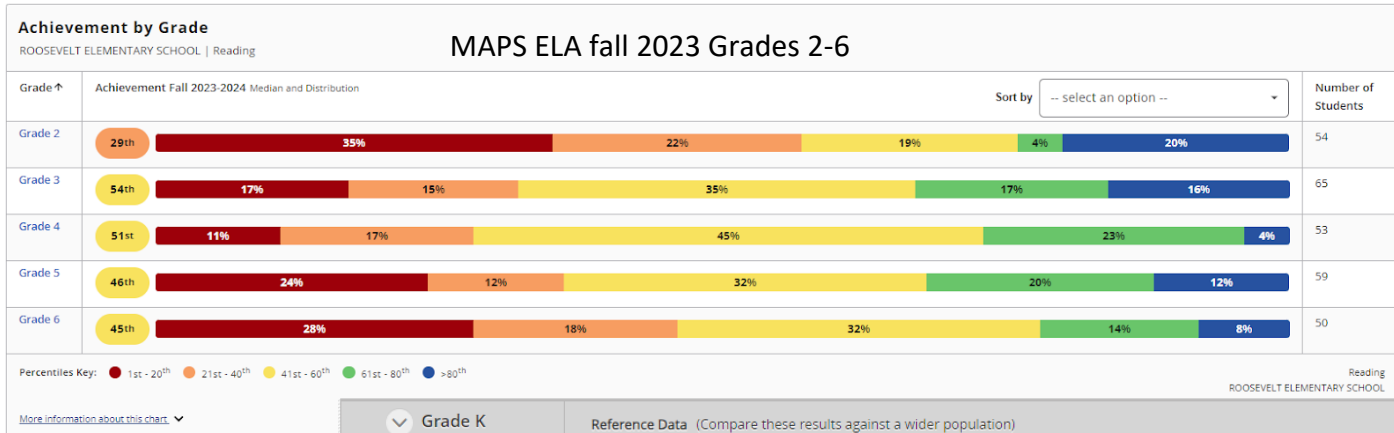
Reporting Schedule	School Submitted	Board Summary
CSIP	10/13/23	11/09/23
Mid Year Review	2/23/24	3/14/24
Final	6/21/24	6/21/24

Needs Assessment Completed on: 10/15/2023

Needs Assessed By: Madelene Cundall , Sabrina Caverly, Molly Hollingsworth, Jennifer Reynolds, Mollie Plocher, Katie Thacker, Deb Hodgkins, Kaylee McCaslin, Erika Kuch, Stacy Nickerson, Cassy Mathews, Kelly Sanders

PASD Strategic Plan Teaching and Learning (ELA):

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Achievement by Grade
ROOSEVELT ELEMENTARY SCHOOL | Reading

MAPS ELA fall 2023 Grades 2-6

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Number of Students
Grade 2	29th · 35% · 22% · 19% · 4% · 20%	54
Grade 3	54th · 17% · 15% · 35% · 17% · 16%	65
Grade 4	51st · 11% · 17% · 45% · 23% · 4%	53
Grade 5	46th · 24% · 12% · 32% · 20% · 12%	59
Grade 6	45th · 28% · 18% · 32% · 14% · 8%	50

Sort by: -- select an option --

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Reading
ROOSEVELT ELEMENTARY SCHOOL

More information about this chart ⌄

DIBELS Fall 2023

		Reference Data (Compare these results against a wider population)	
⌄ Grade K			
Roosevelt Elementary School	23-24 BOY	30(56%) · 12(23%) · 8(15%) · 3(6%)	53
⌄ Grade 1			
Roosevelt Elementary School	23-24 BOY	22(40%) · 10(19%) · 10(19%) · 12(22%)	54
⌄ Grade 2			
Roosevelt Elementary School	23-24 BOY	23(40%) · 13(23%) · 12(21%) · 9(16%)	57
⌄ Grade 3			
Roosevelt Elementary School	23-24 BOY	18(28%) · 11(17%) · 17(26%) · 19(29%)	65
⌄ Grade 4			
Roosevelt Elementary School	23-24 BOY	9(17%) · 16(31%) · 20(39%) · 7(13%)	52
⌄ Grade 5			
Roosevelt Elementary School	23-24 BOY	17(29%) · 12(21%) · 18(31%) · 11(19%)	58
⌄ Grade 6			
Roosevelt Elementary School	23-24 BOY	16(31%) · 8(16%) · 21(41%) · 6(12%)	51

ELA Needs Assessment/Implications: Data from fall DIBELS and MAPS show that over 50% of our students are starting the 2023-2024 school year below benchmark in Reading and ELA. DIBELS data has 38% of our students in the intensive category-meaning those students are missing fundamental reading skills. Drilling down on DIBELS information, 59% of our first grade students are below benchmark in identifying letter sounds. Our MAPs data correlates with 22% of our students below the 20th percentile. Also, grades It is important to note that every grade level also has students testing above benchmark. In grades 3-6, half of our students are at benchmark based on DIBLES testing, with a particular strength in third grade showing 30% of students above benchmark. Also in our MAPS testing, our 2nd and 3rd grade students are showing high percentages of students above benchmark. This indicates that every class has a wide range of student strengths, needs and skills.

SMARTIE Goal: By spring 2024 the following growth will be made**: Kinder:** number of students identified as needing intensive intervention will go from 56% to 15% based on DIBELs testing **First:** number of students identified as needing intensive intervention will go from 40% to 15% based on DIBELs testing. **Grades 2-6:** 85% of students will meet or exceed their growth goal based on MAPs testing.

Student Group Focus: In first grade, the number of students below benchmark in identifying letter sounds will go from 59% to 15%. By spring of 2024.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
Scheduled RtI 4-5x a week in grades K-6 (3) (small group intervention/extension) Common planning for all grade levels (3) Special Ed/ELL services (4) Wit & Wisdom (2) -Fundations -Geodes -95%	Assessments: -DIBELS 3x per year - DIBELS progress monitoring (for RtI groups) -MAPs 3x per year -Wit & Wisdom Assessment Tasks	Grade level teams meet with our resource and reading intervention teacher to look at assessment data, identify students who need intervention or extension and then create RtI groups. We ensure our students with the largest gaps are in the smallest groups with our most qualified staff to teach their missing skills.

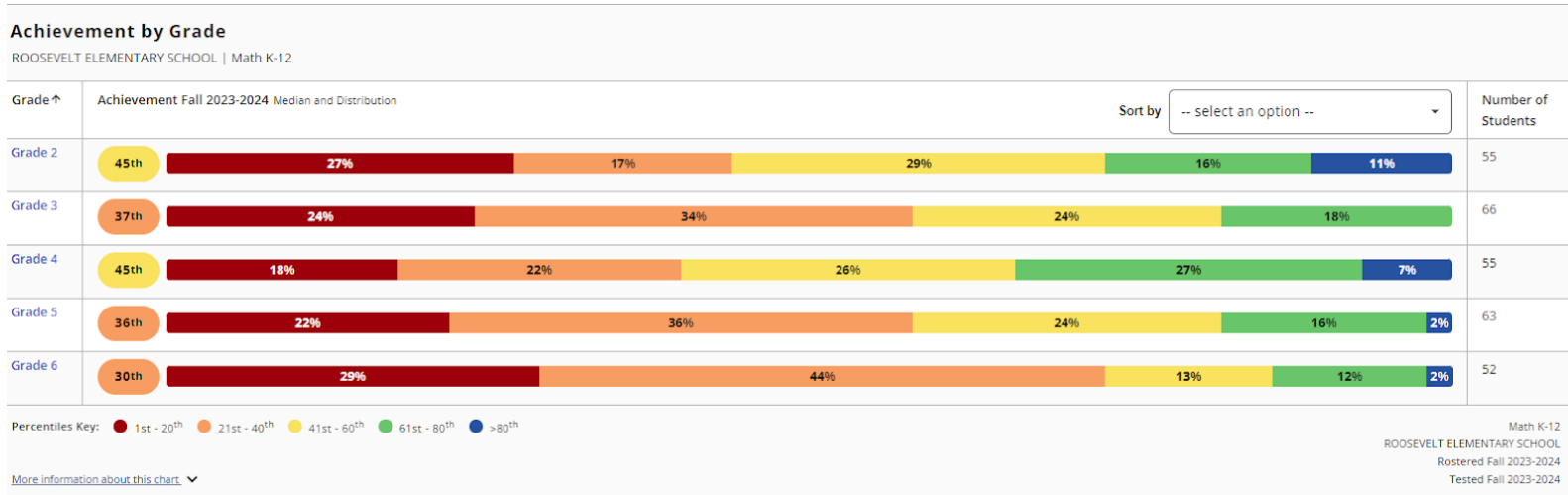| Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Reading Teacher Special Education Teacher Classroom Teachers Supporting Paras Principal	2023-2024 School Year	Title, LAP, HP LAP

PASD Equity Goals (Actions)

Review the activities listed above indicating how they are connected to our equity goals. (The # in ( ) corresponds to the equity goal below.)

The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

1. Identify and mitigate the negative presence of bias, prejudice, racism, and inequity.

2. Commit to raising achievement levels for all students by ensuring educational equity.

3. Use clear and unbiased accountability methods and metrics to enhance the understanding of academic achievement by students, families, and our community.

4. Provide multiple pathways to success and support high academic achievement to meet the needs of a diverse student body and community. Recognize that staff diversity contributes to the successful growth, development, and academic outcome of all students.

PASD Strategic Plan Teaching and Learning (math)

1. Raise achievement levels for all students through practices that respect differences in student learning and as well as staff professional development and district hiring practice. 2. Working in Professional Learning Communities (PLCs) district staff will create and use building and district systems to support student learning.

Achievement by Grade
ROOSEVELT ELEMENTARY SCHOOL | Math K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Number of Students
Grade 2	45th — 27% | 17% | 29% | 16% | 11%	55
Grade 3	37th — 24% | 34% | 24% | 18%	66
Grade 4	45th — 18% | 22% | 26% | 27% | 7%	55
Grade 5	36th — 22% | 36% | 24% | 16% | 2%	63
Grade 6	30th — 29% | 44% | 13% | 12% | 2%	52

Percentiles Key: ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Math K-12
ROOSEVELT ELEMENTARY SCHOOL
Rostered Fall 2023-2024
Tested Fall 2023-2024

More information about this chart ∨

Spring 2023 SBAC Scores

SBA DATA BY GRADE MATH				
Math % at each level				
	3rd	**4th**	**5th**	**6th**
Level 1	24%	21%	45%	34%
Level 2	30%	30%	29%	20%
Level 3	32%	33%	15%	32%
Level 4	12%	15%	7%	11%
% meeting stand	44%	48%	22%	43%
% not mtg stand	56%	52%	88%	57%
% not tested	2%	2%	4%	2%

MATH Needs Assessment/Implications: Based on MAPs data, in Math we have 23% of students below the 20th percentile (significantly below grade level). This year, our district focus for PLCs is math which will be helpful as we work to improve our student's mathematical skills. In grades 5 and 6 the number of students above benchmark has declined from 20% in fall of 2022 to 2% in fall of 2023. This is echoed in our 5th grade SBA scores where there is the lowest Level 3 and 4 percentages. We do have 11% of our 2nd grade students starting the year above grade level. Also, 4th grade is starting the year with 34% at or above benchmark. This means students are exiting grades 1 and 3 with strong skills.

SMARTIE Goal: . Based on classroom assessments by spring 2024 the following growth will be made. **Kinder**: 85% of students will recognize numbers 0-31. **First:** 85% of students will accurately add and subtract within 20. Using Fall to Spring MAPs growth data **Grades 2-6:** 85% of students will meet or exceed their growth goal on MAPs.

Student Group Focus: In grades 5-6, the number of students at or above benchmark on their spring MAPs will be 30%. (Fall 5th 18%, Fall 6th 14%)

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
Common planning for all grade levels (3) Weekly PLCs with grade levels and monthly district PLC's (2) Special Ed/ELL services (4) District Curriculum: (2) Eureka Grades 5-6 RtI Math groups 2x week (4)	Classroom assessments Eureka exit tickets MAPs 3x year	Grade level teams meet with our resource and reading intervention teacher to look at assessment data, identify students who need intervention or extension and then create RtI groups. We ensure our students with the largest gaps are in the smallest groups with our most qualified staff to teach their missing skills.

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Classroom Teachers Special Education Teacher Supporting Paras Building Principal	2023-2024 school year	Title I, HP LAP

PASD Equity Goals (Actions)

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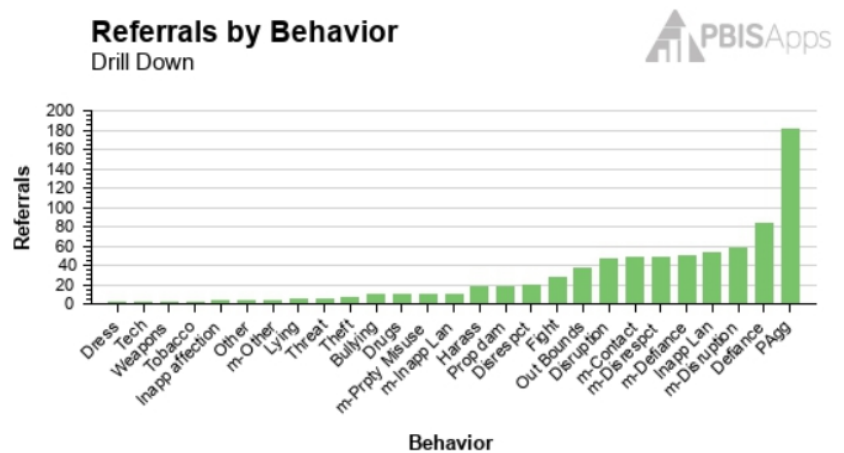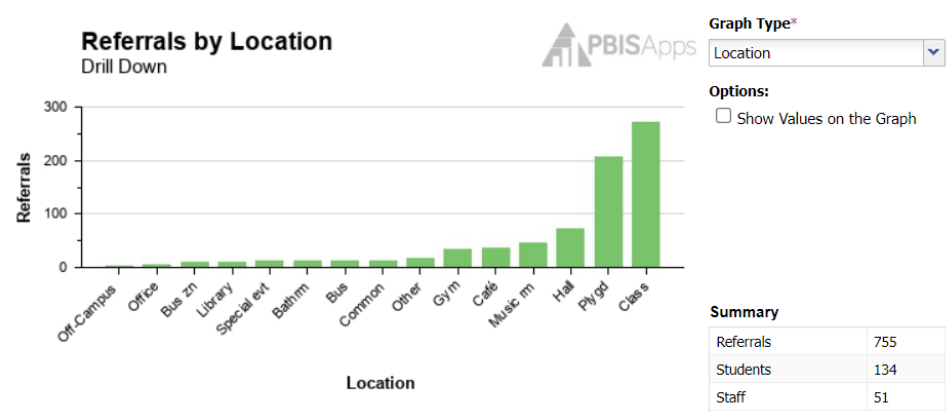
The PASD is responsible for creating a school system that ensures systemic educational equity for each student, family, and staff member.

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PASD Strategic Plan Social-Emotional Learning

1. Powerful instruction is created through incorporating social-emotional learning into academic learning throughout the school day as well as specific lessons to build SEL skills.

Referrals by Location
Drill Down

Graph Type*
Location

Options:
☐ Show Values on the Graph

Summary

Referrals	755
Students	134
Staff	51

Referrals by Behavior
Drill Down

Student Survey		
CSF — My teacher believes student learning is important	94%
HSE — My teacher expects me to do my best	92%
HSE — My teacher expects all students to learn	90%
SE — It's important to me that I improve my skills this year	84%
EL — The principal of this school believes student learning is most important	81%
SLE — Work I do in this school is useful and interesting to me	33%
CT — When I have a problem, the first thing I do is break it into smaller steps	30%
MTL — My teacher tells me the reason we do each lesson	30%
EL — In class we work with other students	29%
SLE — Students are respectful of others at this school	6%

SEL Needs Assessment/Implications: During the 2022-2023 school year, the area of most concern was the playground and physical aggression. This was based on SWIS discipline data. This was also echoed in meetings with staff before the start of the school year. It's clear that there needed to be structural change in the way we ran recess as well as teaching and modeling healthy conflict resolution. It's clear that adult expectations around learning and student effort are clear >90% of students reporting that their teacher expects them to do their best and that learning is important.

SMARTIE GOAL: Based on 22-23 discipline data and in collaboration with staff the number of referrals for physical aggression at recess will decrease from 172 to 86 as measured by SWIS data by June 2024 (50% reduction).

Student Group Focus: Based on CEE survey data, the percentage of students who report that other students are respectful at school will grow from 6% to 40%.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your work.	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
-Weekly Tier I SEL lessons using Character Strong (2) -Kelso's choices lessons delivered by school counselor (2) -Purchase of more recess equipment (1) -Partnering with PE teacher to teach students games and expectations (4) -restructuring of recess schedule so there is a higher adult to student ration and limiting the age range of students together at recess (4) -Hiring a para out of HP LAP specifically to assist with discipline (3) -SEL small groups led by counselor for Tier II needs and missing skills	-Weekly behavior check ins looking at data -SWIS data quarterly checks -behavior tracking from SEL small groups -Staffings for students with check ins every 6 weeks	Increasing our Tier I support and resources for recess Identifying students who need extra support and skills at recess

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
Recess paras School counselor PE teacher Building principal	2023-2024 school y ear	Building budget, HP LAP, Title

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PASD Strategic Plan Facilities & Communication
1. Environment are innovative, safe, and provide for the well-being of all users. 2. Communication systems are clear, concise, consistent, and accessible. 3. Cultivate partnerships to ensure all students graduate from high school career and/or college ready.

From 22-23 CEE Data

Family Survey

C — Communications/materials I receive from the school are in a language I can understand	97.2%
SLE — School employees are respectful and courteous of one another	93.5%
HSE — Student placement in advanced classes is not influenced by race, gender or socioeconomic levels	91.9%
SLE — Adults in this school value and respect my racial/cultural identity	90.7%
C — Parents/families and employees at this school talk respectfully with one another	89.7%
PCI — Parents/families participate in important decisions about their student's education	70.1%
SLE — My student enjoys going to school	70.1%
HSE — My student is challenged with a rigorous course of study at this school	69.0%
PCI — This school tells me how I can help my student with homework	68.2%
CSF — I am informed about progress toward the improvement goals of this school	64.8%
PCI — Parents/families have input into plans for improving this school	61.1%

Student Survey

CSF — My teacher believes student learning is important	94%
HSE — My teacher expects me to do my best	92%
HSE — My teacher expects all students to learn	90%
SE — It's important to me that I improve my skills this year	84%
EL — The principal of this school believes student learning is most important	81%
SLE — Work I do in this school is useful and interesting to me	33%
CT — When I have a problem, the first thing I do is break it into smaller steps	30%
MTL — My teacher tells me the reason we do each lesson	30%
EL — In class we work with other students	29%
SLE — Students are respectful of others at this school	6%

From 22-23 Spring CSIP

Roosevelt Elementary	# of Students	Attendance			
		Average Daily Attendance	Unexcused Absence (total #)	Chronic Absence (10+)	Excessive Absence (15+)
Gender					
Male	261	87.26%	586	181	127
Female	212	88.33%	554	144	96
Other					

F & C Needs Assessment/Implications:

Our results from parent surveys show that as a staff we communicate with families and treat them with respect and honor their culture and identities. The results also show they are feeling left out of academic progress and they don't feel involved in the decisions to improve the school. Also, over half our student exhibited excessive absences in the 22-23 school year. It's also interesting that in the student survey the 3 lowest percentages responses had to do with connection to other students and creating purpose and urgency around what is happening in the classroom. It's clear that students are not feeling connected to their learning or their learning community. Both these groups (guardians and students) showed they do not feel connected or involved as stakeholders at the school. This is linked to attendance because students do not come to school when their guardians are disenfranchised and they do not feel safe or connected to school. Over 50% of our students last year had chronic absences (10 or more) and 22% had excessive absences (15 or more).

SMARTIE GOAL: Based on attendance data, the percentage of students who are chronically absent (10 or more absences) will drop from 68% to 30%. 90% of families will attend 1 or more school events.

Student Focus: Our low-income students average daily attendance will be 90% by the end of the year.

Activities (strategies/best practices)	Evaluation Data	MTSS
Describe the activities –Then use the key below to indicate which equity goal (#) is being supported by your	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?	How are the activities/measures connected to building MTSS work? (tiers, RTI, PBIS, etc.)
-Creating varied events to bring families into the school to increase partnership (1) -Weekly newsletter to families (4) -Monthly attendance meetings (3) -Counselor, family navigators, and school personal partnering to co-ordinate services with families (1) -focus on class meetings for classroom teachers(1) -Staff PD around creating strong classroom communities (2)	-Attendance data -School calendar -Class Dojo interaction stats -Tracking attendance at school events -CEE survey results	-using Skyward data to identify the families and students with the highest attendance concerns

Lead/Staff	Time Frame	Resources/Funding Amounts
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What resource/funding coordination and integration will be utilized?
-Level I secretary -School counselor -Building principal -Family navigators -classroom teachers	2023-2024 school year	Title I, family engagement funds

PASD Equity Goals (Actions)

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Additional Needs Assessment/Implications:

As a school, we are focusing on structural changes to our systems.

Master Schedule: We prioritized common planning and an intentional RtI time at each grade level. We believe that effective teaching demands purposeful collaboration and therefore every grade level has common planning every day. We also introduced scheduled RtI time for our upper elementary grades. Previously only our early elementary grades utilized our Title teacher and paras and this year K-6 all have a dedicated 40 min RtI time when every student is getting what they need. The combination of common planning and every grade level having an RtI time means that teachers are required to collaborate, look at student data and then work together to create groups of students and resources to meet needs.

Also, as part of our master schedule, we reconfigured our lunch and recesses so there were cleaner transitions, less students at recess at any given time and lowering the age range of students who shared the playground at recess. We also bought a large rolling cart for recess equipment and invested funds in buying more equipment.

Discipline: We have restructured how we respond to student behaviors. We have a classified staff who is first to respond when there is an immediate call to the office for student support. Our classified staff, counselor and principal work closely with classroom teachers to develop plans for students who demonstrate a significant need for alternative schedules, scheduled interventions, SEL small groups and lunch bunches. We have a weekly behavior check in to look at data and specific students.

ELA pgs. 2&3	**Mid-Year Review 2/13/24:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Math pgs. 4&5	**Mid-Year Review 2/13/24:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/24:

Social-Emotional. pgs. 6&7	**Mid-Year Review 2/23/2024:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/2024:

Facilities/Comm. pgs. 8&9	**Mid-Year Review 2/23/2024:** What data was reviewed and what changes are being made as a result?
	End of Year Assessment 6/21/2024:

Preliminary Planning for 24-25: 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