Roosevelt Elementary School
Comprehensive Needs Assessment
May 2025

School Profile

Roosevelt Elementary School is one of eighteen elementary schools within the Bismarck Public School District and is centrally located in Bismarck, North Dakota. The original Roosevelt School was established in 1923 on Anderson Street between West Avenue A and B. At the time, some community members expressed concern that the proposed location was too far from town, but the School Board proceeded, constructing the school for $81,000. The initial building housed four classrooms serving students in grades 1 through 6. A fire in 1931 caused significant damage to the upper story and roof, resulting in $12,000 in damages. In 1958, an addition was made to the school, and in 1975, the original building was demolished and replaced with a new facility. The new Roosevelt Elementary School, built at a cost of $800,000, was constructed facing West Avenue B. The site of the original school was repurposed into the playground. Since then, updates to the building have included classroom partitions and interior improvements. This school year, Roosevelt Elementary proudly celebrated its 100th anniversary with a widely attended community event, where alumni shared memories of their time learning and working at the school.

Roosevelt Elementary currently operates as a schoolwide Title I school. Of the 108 students enrolled, 31% qualify for free and/or reduced-price meals. While this percentage represents a slight decrease from previous years (historically between 34–36%), Roosevelt continues to provide robust support for all learners. Currently, 17% of students have active Individualized Education Plans (IEPs), 8% receive Gifted and Talented services, and 1% are identified as students in transition. The school's student population is composed of approximately 78% White, 11% American Indian, 8% Hispanic, 2% African American, and 1% Pacific Islander.

The Roosevelt staff includes six highly qualified classroom teachers, a full-time special education teacher, and part-time professionals in speech-language pathology, reading intervention, social work, and counseling. Additional part-time staff include specialists in music, orchestra, library/media services, physical education, and an instructional coach. All certified staff hold at least a bachelor's degree, and five hold master's degrees. Teaching experience among staff ranges from first-year educators to those with over 20 years in the district. Support staff includes five highly qualified instructional aides, two Title I aides, and a library assistant. Staff members have regular opportunities to participate in professional development focused on literacy and mathematics, both at the school and district levels.

Vision, Mission, Beliefs, and Values at Roosevelt

At Roosevelt Elementary, our vision, mission, and beliefs align closely with those of Bismarck Public Schools. Guided by the district's vision—*Together, our strong relationships build inclusive, collaborative, and innovative environments that create agency and inspire a passion for learning, excellence, and discovery*—we strive to create a school community where every individual feels safe, valued, and engaged. Our mission is to *empower EVERY learner to thrive*, and we do this by fostering meaningful relationships and cultivating a learning environment where students are supported academically, socially, and emotionally. At Roosevelt, we believe in building a positive and inclusive school culture that promotes both personal growth and academic achievement. We embrace the district's core values of Inclusion, Excellence, Innovation, and Leadership, ensuring that each child receives a high-quality education in a setting that encourages creativity, critical thinking, and a strong sense of belonging. Through this shared commitment, we aim to nurture confident, compassionate learners who are prepared to lead and make meaningful contributions to their communities.

Demographic Data

Enrollment
At the end of this school year, Roosevelt Elementary had an enrollment of 108 students. This reflects a slight decrease compared to the past five years, during which enrollment has remained steady at approximately 120 students. Projections for the upcoming school year estimate an enrollment of around 110 students.

2020-21	2021-22	2022-23	2023-24	2024-25
123	126	116	120	108

Attendance:
Roosevelt Elementary tracks average daily attendance through PowerSchool, with data reviewed weekly by the Student Support Team as part of our Multi-Tiered System of Supports (MTSS). This team includes the school social worker, counselor, principal, school psychologist, and other specialists. Attendance data is used to inform early identification and intervention efforts for students demonstrating patterns of chronic absenteeism. Tiered supports are implemented based on student need, beginning with universal strategies such as parent communication and progressing to more intensive interventions including home visits, student support meetings, and individualized attendance plans that address specific barriers. These attendance supports are integrated with academic and behavioral interventions to ensure a cohesive system that promotes student success. Roosevelt will continue to follow Bismarck Public Schools' attendance guidelines while aligning efforts with MTSS to support consistent student engagement and improved outcomes.

Roosevelt Elementary reported an average attendance rate of 93% for the 2024–25 school year. Although this marks a slight decline from the previous year, the rate of chronic absenteeism remained consistent, with 15 students missing between 15–19 days and 10 students exceeding 20 days of absence. Data indicates that students with more than 20 absences experienced a noticeable decline in academic performance. As part of our schoolwide Title I plan and our commitment to supporting the whole child, Roosevelt will strengthen family-school partnerships by conducting individualized planning sessions at the beginning of the next school year. These meetings will focus on identifying attendance barriers and collaboratively developing strategies to promote regular school attendance, support academic achievement, and enhance student well-being.

Year	0-4	5 to 9	10 to 14	15 to 19	20+	Total Students
21-20	62	36	13	3	13	127
21-22	34	50	24	8	14	130
22-23	43	47	23	8	3	124
23-24	40	36	24	12	10	122
24-25	28	40	25	15	10	118

Mobility/Stability
Student mobility at Roosevelt Elementary is calculated by combining the number of students who enrolled after the first day of school with those who withdrew before the end of the year, then dividing by the total student population at year's end. Stability is defined as the percentage of students who remained enrolled for the entire school year compared to the total number of students who attended at any point during the year.

Over the past five years, Roosevelt's mobility rate has ranged from 8 to 18 students annually. This year, mobility increased slightly from 7 to 11 students, with 2 enrolling after the first day and 9 withdrawing before the last day. Our stability rate decreased from 96% to 89%, representing the lowest rate in the past three years.

While factors influencing mobility—such as economic hardship, employment transitions, housing instability, transportation barriers, and shifting educational priorities—are largely outside of the school's control, the Roosevelt staff remains committed to minimizing the impact these challenges have on student learning. We continue to foster strong school-family partnerships by encouraging parent involvement in learning events and school activities, promoting a sense of belonging within the school community. Additionally, we connect families with local resources, provide consistent communication, and offer support services aimed at promoting student well-being and stability throughout the school year.
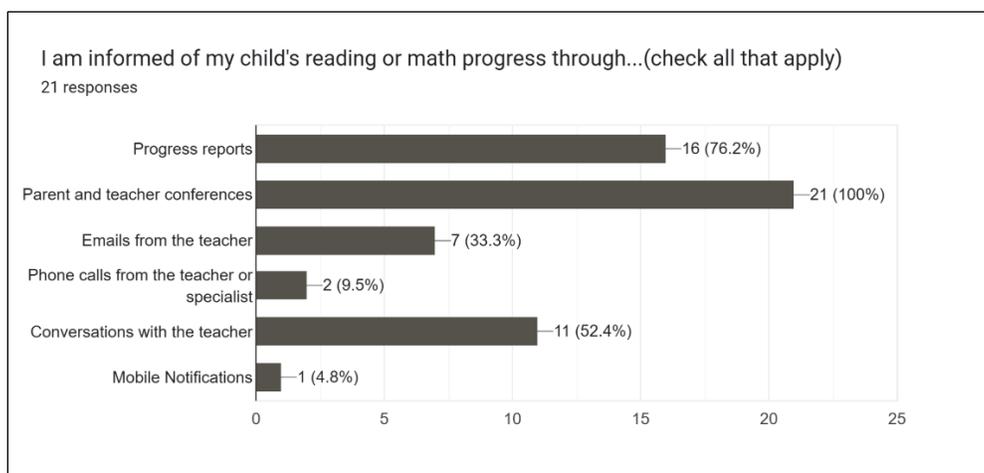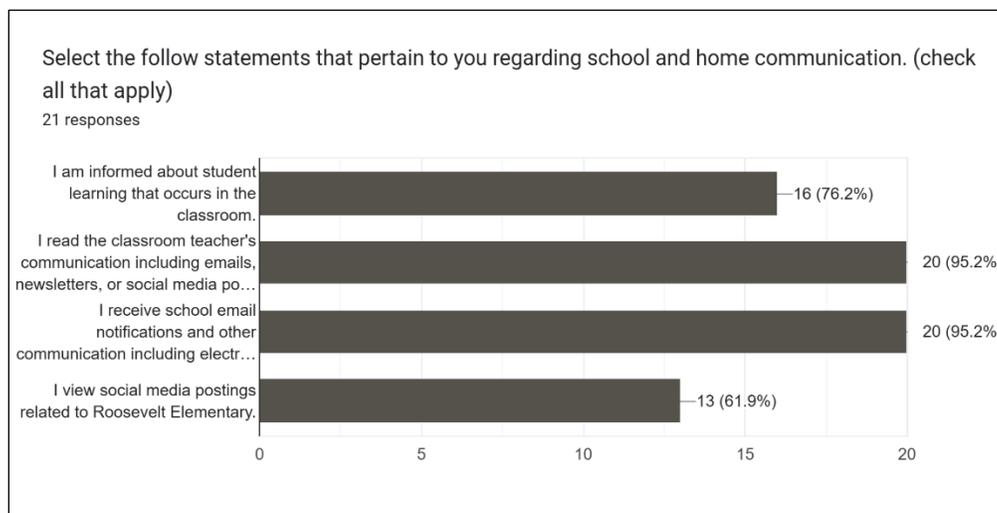

Mobility Rate

Roosevelt Stability Rate
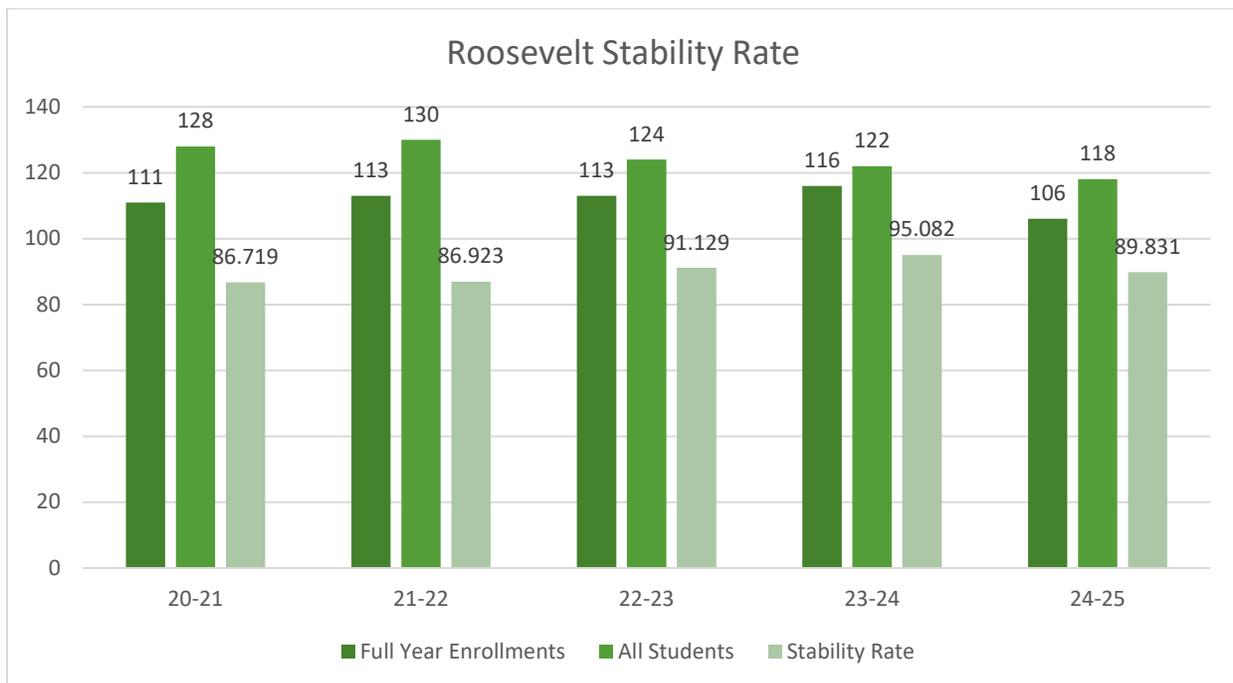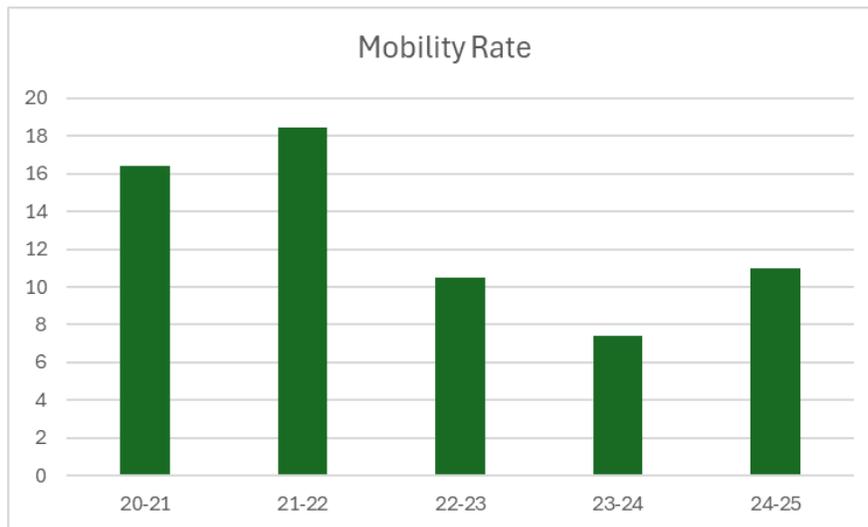
Perception Data

Parent & Family Engagement Survey

Roosevelt Elementary provided a variety of opportunities throughout the 2024–25 school year to engage families and build strong home-school connections. Events included a fall Open House for kindergarten and new families, our annual Title I Review Night, and a hands-on STEM event. Informational videos were shared with families to explain the school's behavior expectations and support systems. One highlight of the year was our outdoor Art Walk, where families could enjoy student artwork displayed around the school grounds while listening to a performance by the school orchestra.

In March, families were invited to join their children during the school day for a special reading event. As part of this event, our Reading Specialist and Principal hosted learning sessions for parents focused on using PowerSchool and supporting reading at home. Additional engagement opportunities included monthly virtual PTO meetings, parent-teacher conferences, and family-focused activities such as the PTO Fall Picnic, PTO-sponsored Chili Bingo Night, and a student-run quarter sale to purchase holiday gifts. Monthly student recognition celebrations were also held, with one student from each grade level honored as a Student of the Month and presented with a certificate and a Roosevelt pencil.

To gather input for future planning, Roosevelt surveyed parents at the end of the school year to collect feedback on the Title I program and to identify interests and needs related to academics, student support, and school events. The insights gathered from this survey will inform the development of next year's family engagement opportunities.

Select the follow statements that pertain to you regarding school and home communication. (check all that apply)
21 responses

- I am informed about student learning that occurs in the classroom. — 16 (76.2%)
- I read the classroom teacher's communication including emails, newsletters, or social media po… — 20 (95.2%)
- I receive school email notifications and other communication including electr… — 20 (95.2%)
- I view social media postings related to Roosevelt Elementary. — 13 (61.9%)

I am informed of my child's reading or math progress through…(check all that apply)
21 responses

- Progress reports — 16 (76.2%)
- Parent and teacher conferences — 21 (100%)
- Emails from the teacher — 7 (33.3%)
- Phone calls from the teacher or specialist — 2 (9.5%)
- Conversations with the teacher — 11 (52.4%)
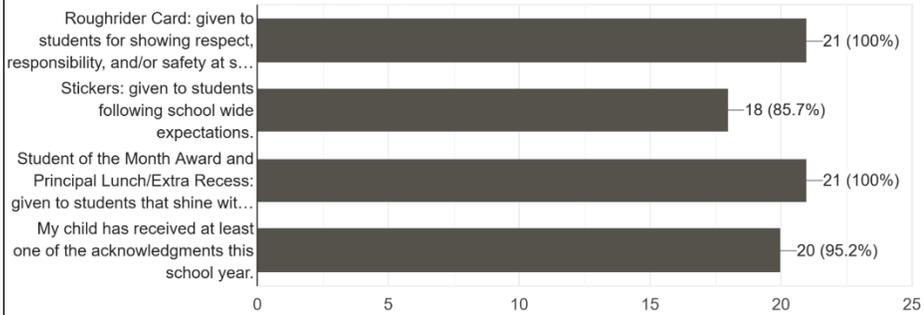- Mobile Notifications — 1 (4.8%)

I have opportunities to be involved in my child's learning experiences. Some examples include: reading with my child, online math activities, schoo...Reading Time, conference evenings, field trips, etc.
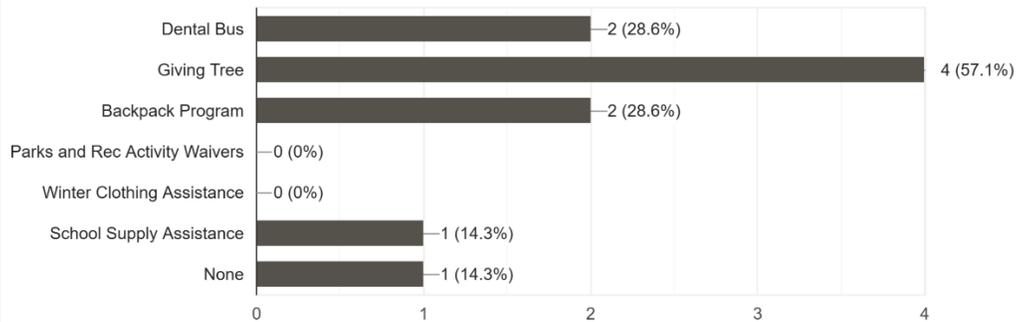
21 responses

- Agree
- Disagree

100%
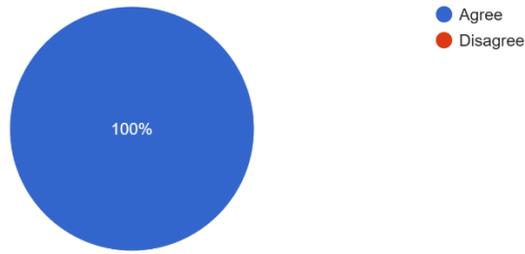
I am familiar with the school's positive behavior acknowledgements for students. (Check all that apply)

21 responses

Roughrider Card: given to students for showing respect, responsibility, and/or safety at s…	21 (100%)
Stickers: given to students following school wide expectations.	18 (85.7%)
Student of the Month Award and Principal Lunch/Extra Recess: given to students that shine wit…	21 (100%)
My child has received at least one of the acknowledgments this school year.	20 (95.2%)

0   5   10   15   20   25

Your family participated or was a recipient of the following outreach opportunities at Roosevelt: (select all that apply)

7 responses

Dental Bus	2 (28.6%)
Giving Tree	4 (57.1%)
Backpack Program	2 (28.6%)
Parks and Rec Activity Waivers	0 (0%)
Winter Clothing Assistance	0 (0%)
School Supply Assistance	1 (14.3%)
None	1 (14.3%)

0   1   2   3   4

What aspects (school wide events, interventions, resources, staffing, etc.) of the school-wide Title I program have been most helpful for your child?

10 responses

Interventions

Positive behavior acknowledgements

interventions/above level programs in reading and math, school wide events are wonderful, and the staff is absolutely fantastic

Reading day

Stem night is always fun and fosters a feeling of community in the school

Title I Family Events

Roughrider cards, school wide events, staff

Check in, check out, Title 1 Reading

Events were fun. The school's positive behavior programming is really good too.

We love the STEM night the best! The kids have so much fun and it's a great learning experience.

What type of training/program would you like to see the school provide for parents?

21 responses

Assisting with homework	8 (38.1%)
Parenting Skills	3 (14.3%)
Health awareness	5 (23.8%)
Nutrition	3 (14.3%)
Self-regulation Skills	14 (66.7%)
I'm good.	1 (4.8%)
Nothing	1 (4.8%)
Any tips or advice is always go…	1 (4.8%)
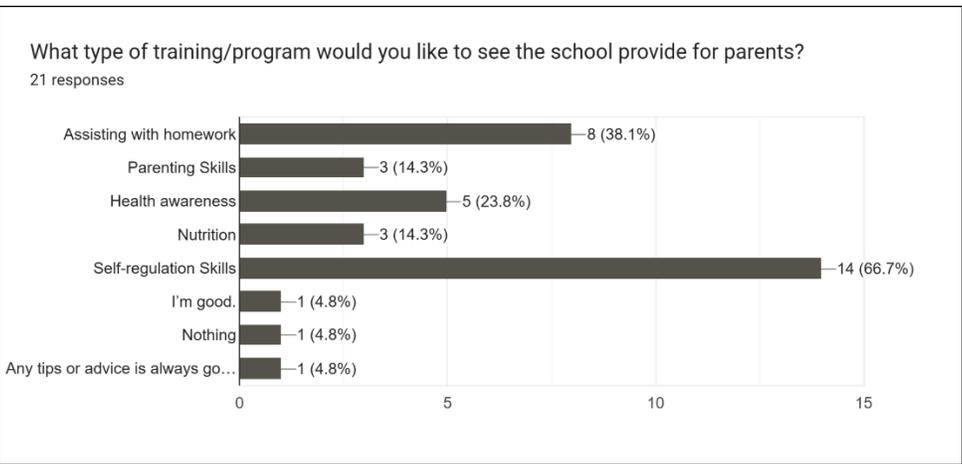
What recommendations do you have in regard to the school-wide Title I program?
Your answer

8 responses

None

I am so thankful that Roosevelt has a school-wide Title 1 program!

Great school and staff!

Roosevelt is amazing! Continue to recognize the students that are continuously being positive role models and following school expectations.

It's a great program

Great job!

No recommendations - I'm satisfied

This is a great program and am so proud that our family is part of, Roosevelt, a great school.
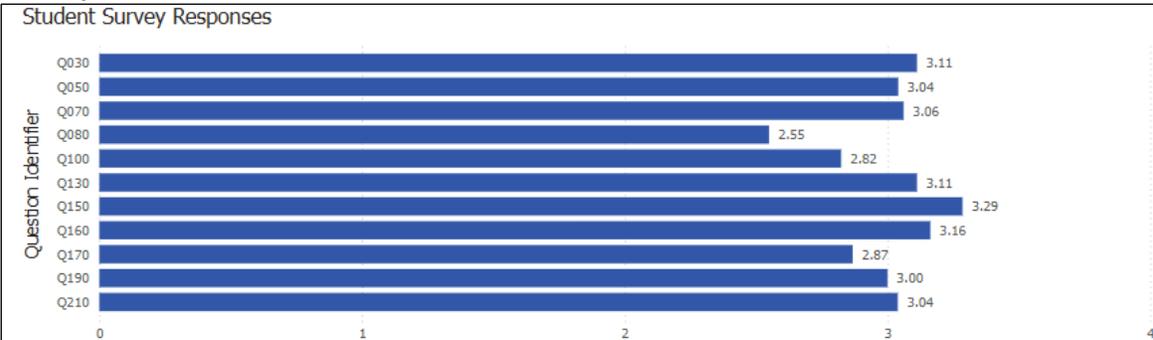
As a school, Roosevelt is actively exploring ways to increase parent participation in surveys to ensure we gather meaningful feedback that reflects the diverse voices of our school community. Survey responses indicate that families feel Roosevelt provides a safe and supportive learning environment and that positive relationships between students and staff are a strength. Areas identified for growth include improving communication around individual student academic progress and offering more opportunities for families to learn how to support their children at home—particularly in the areas of reading, math, and social-emotional learning. Overall, parent feedback reflects a high level of satisfaction with the Title I supports Roosevelt provides to meet the academic and behavioral needs of all students.

Student Survey:
All students at Roosevelt Elementary participated in a student perception survey this spring. The survey included a range of questions focused on students' sense of safety, belonging, relationships, and whether they feel valued and cared for at school. Response options included "Almost Always," "Frequently," "Occasionally," and "Almost Never." Results indicated that students generally feel safe at school (average score of 3.54), understand their learning goals (3.29), and feel valued and supported by staff (3.18). However, lower scores were reported in the areas of leadership opportunities and student choice in learning (average score of 1.98), identifying these as key areas for growth.

To address these areas, we will continue to enhance our Tier 1 supports, including daily morning announcements, student assemblies, and explicit instruction in social skills. We also recognize the importance of helping students recognize the leadership and choice opportunities they already have. Clear and intentional communication about these aspects will be a focus moving forward. One way that we will address the engagement will be a continued focus on our AVID organizational strategies and goal setting with each students.

In an effort to build student ownership and school connectedness, Roosevelt implemented the *Meaningful Work* program, which offers students leadership roles and responsibilities tailored to their interests and needs. Based on this year's feedback, we will refine and expand the program next year. Students will continue to apply for or be assigned leadership tasks that promote engagement and belonging. This effort is coordinated by our school social worker in collaboration with staff, students, and families.

OE 10.1.4 Growth - % Frequently or Almost Always

Year Abbreviation ● 20-21 ● 21-22 ● 22-23 ● 23-24 ● 24-25
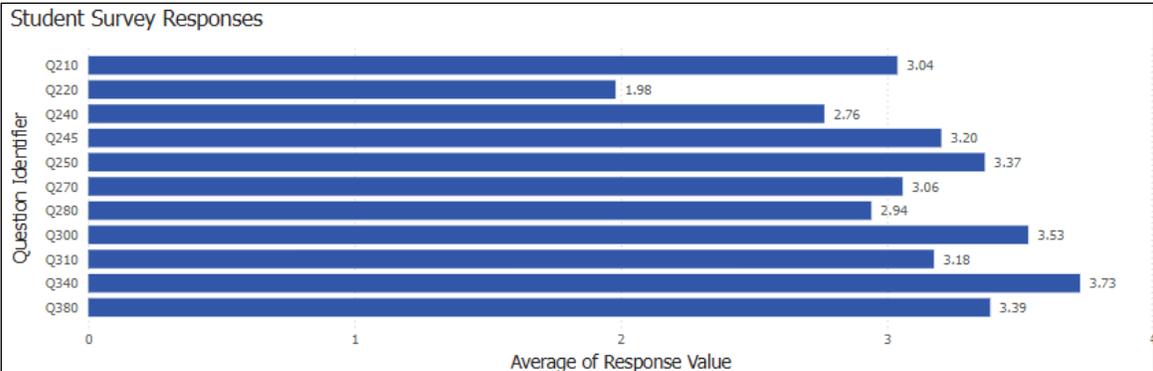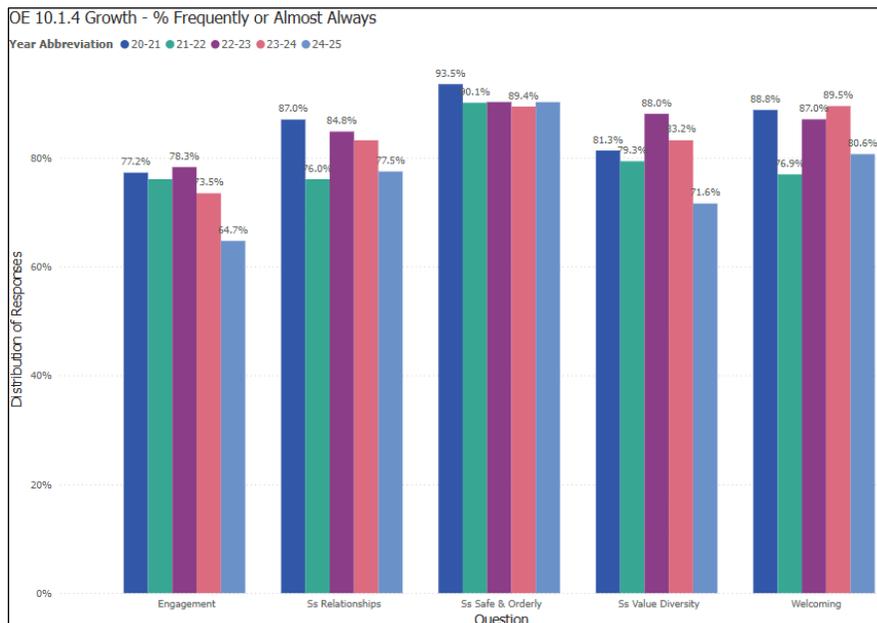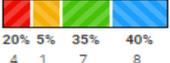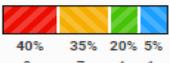
Student Achievement Data:

The academic data charts below depict a clear picture of Roosevelt's academic needs and growth for 2024-245 school year. These charts are current and reflect beginning and end of the year growth points. The data indicates that overall, our students made growth in both reading and math with a continued focus a priority. Most importantly, the challenge to meet expected growth norms and a year's worth of growth for every student, remains a priority. Roosevelt staff tracks student academic progress through a variety of systems, coupled with its Professional Learning Community (PLC) grade level collaboration meetings. The established SMART goals are grade level dependent and based on the incoming student's level of math and literacy. These goals adjust accordingly to individual student growth throughout the course of the academic school year and measure a year's worth of growth. Our school conducts data review meetings every 6-8 weeks to determine student growth using a triangulation data monitoring system, MTSS-A.

Reading Data: The Tiering data is a triangulation of benchmark scores for each grade level. Tiering data is comprised of standards-based scoring, MAP data, and Aimsweb data. We also compare our tiering data with our standards-based scores to determine if performance in the classroom is matching what we are seeing on nationally normed assessments.

NDA+ - North Dakota State Assessment for Literacy

The North Dakota State Assessment underwent changes in both format and standards this year, meaning the results will not align with data from previous years. As a result, year-to-year comparisons will not be valid. We will continue to include last year's data in our needs assessment to maintain a consistent understanding of student performance trends. Once the new assessment data is released in the fall, we will analyze it to determine how well it aligns with what we already know about our students' strengths and areas for growth in both literacy and math.
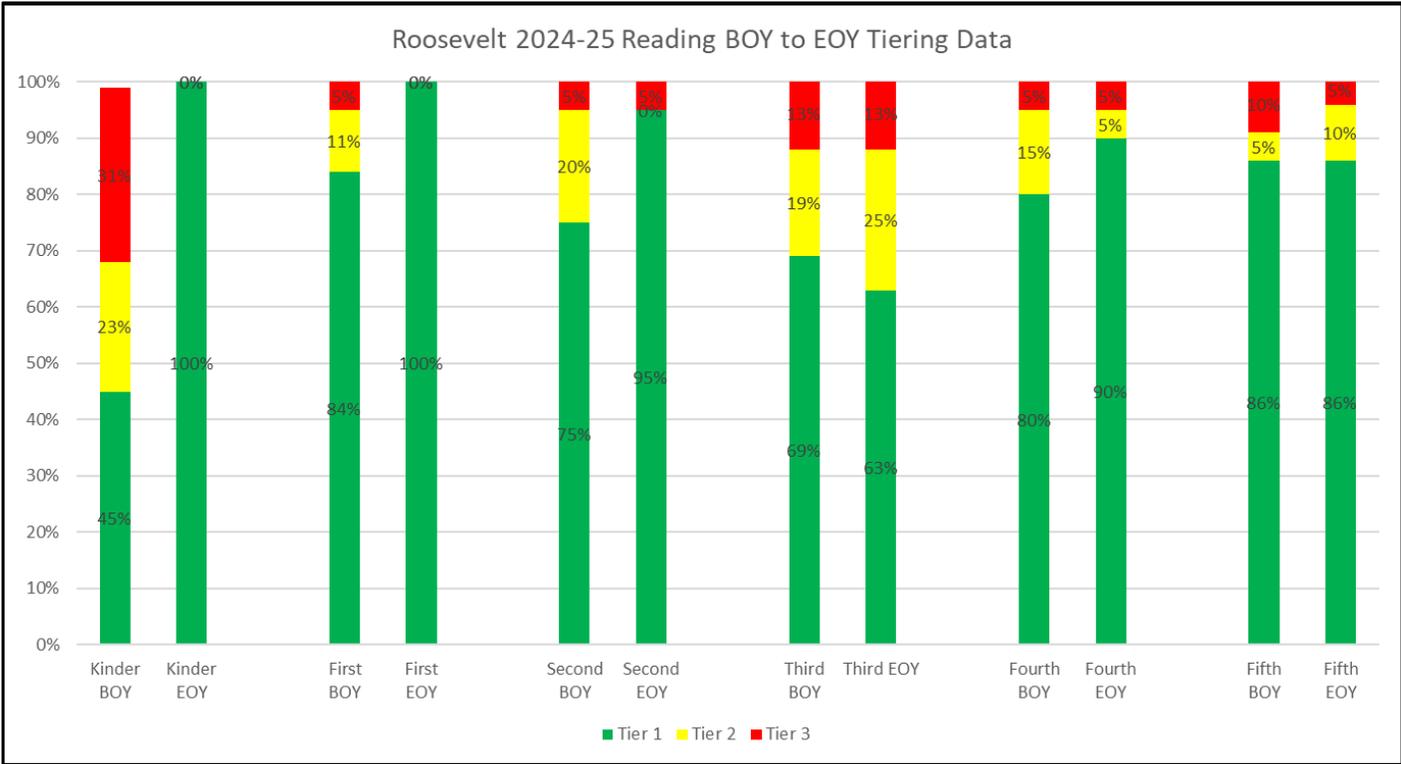
2023-24 NDSA Literacy Data

	Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
⬇	Grade 4 ELA	⌄	Summative	4	Spring 2024	20	619 ± 9 ⓘ	Percent 20% 5% 35% 40% Count 4 1 7 8
⬇	Grade 3 ELA	⌄	Summative	3	Spring 2024	20	565 ± 7 ⓘ	Percent 40% 35% 20% 5% Count 8 7 4 1
⬇	Grade 5 ELA	⌄	Summative	5	Spring 2024	19	604 ± 9 ⓘ	Percent 47% 21% 21% 11% Count 9 4 4 2

District Tiering Data

Upon reviewing our schoolwide tiering data, five out of six grade levels reached an end-of-year proficiency rate of 80% or higher, as reflected in the district tiering reports. Notably, kindergarten demonstrated remarkable growth, increasing Tier 1 proficiency by 45%, reaching 100% by year's end. This success is attributed to the implementation of a push-in model for small group instruction. Recognizing the critical importance of early literacy skills in kindergarten and first grade, we will continue this small group instructional model. Teachers in these grade levels will collaborate closely with support staff to ensure that core instruction is complemented by targeted, differentiated instruction.

This year, significant time was dedicated to professional learning focused on the implementation of a new core literacy curriculum and new state literacy standards. These changes have created opportunities for growth, alignment, and instructional consistency. As a next step, our school will continue deepening its understanding of the Science of Reading through ongoing professional development. This will include structured literacy practices such as independent reading, small group instruction, phonics and word study, writer's workshop, shared reading, and interactive read-aloud. Our reading specialist has led efforts in this area by participating in structured literacy training and using Title I funds to purchase decodable texts for all grade levels. As more staff in grades K–3 complete Science of Reading training, this research-based model will continue to expand within our collaborative push-in support system.

To further strengthen foundational reading skills, we will intensify explicit instruction in phonics and phonemic awareness across grades K–5. Kindergarten and first-grade teachers will continue using the Heggerty program to support phonemic awareness, while UFLI will remain in place for grades K–2 and the 95% Group Word Study will be used for grades 3–5. By applying this systematic, explicit approach schoolwide, we aim to close skill gaps early and support all learners in becoming proficient readers.

Roosevelt 2024-25 Reading BOY to EOY Tiering Data

	Kinder BOY	Kinder EOY	First BOY	First EOY	Second BOY	Second EOY	Third BOY	Third EOY	Fourth BOY	Fourth EOY	Fifth BOY	Fifth EOY
Tier 3	31%	0%	5%	0%	5%	5%	13%	13%	5%	5%	10%	5%
Tier 2	23%		11%		20%		19%	25%	15%	5%	5%	10%
Tier 1	45%	100%	84%	100%	75%	95%	69%	63%	80%	90%	86%	86%

Legend: ■ Tier 1 ■ Tier 2 ■ Tier 3

## Standards Based Score % Proficient – End of the Year – Reading & Math:

This data shows the percent of students scoring a proficient average of 2.75 on ELA standards and math standards at the end of the school year. The data indicates that the percent of student proficient in reading is less than math. This data is aligning with our tiering data. Roosevelt has more student in tier one for math than reading. We will have to focus our core and title supports for students in reading with less support needed in math.

Grade Level	Reading			Math		
	22-23	23-24	24-25	22-23	23-24	24-25
K	58%	73%	79%	58%	55%	86%
1	93%	82%	70%	79%	77%	75%
2	29%	48%	46%	76%	67%	46%
3	62%	60%	19%	62%	80%	71%
4	30%	71%	41%	60%	91%	68%
5	59%	68%	62%	70%	53%	59%

NWEA - MAP

Roosevelt Elementary uses NWEA MAP Reading data as a benchmark formative assessment for students in grades 2 through 5. This assessment is administered at least three times per year and serves as one data point in the Bismarck Public Schools triangulation process to help identify students who may be at risk academically. Additionally, students in these grade levels set individualized achievement goals based on their current MAP performance.

While all grade levels met their typical growth targets in reading, only 44% of students met their projected growth goals. This falls short of our building-wide goal of 70% and represents a decrease of 8% from the previous year and 18% from two years ago. These results highlight the importance of continuing our emphasis on explicit reading instruction and targeted interventions. The decline in growth reinforces the need to intensify our instructional practices and supports to ensure more students make adequate academic progress in reading.

Roosevelt 2024-25 Reading MAP Growth Fall-Spring
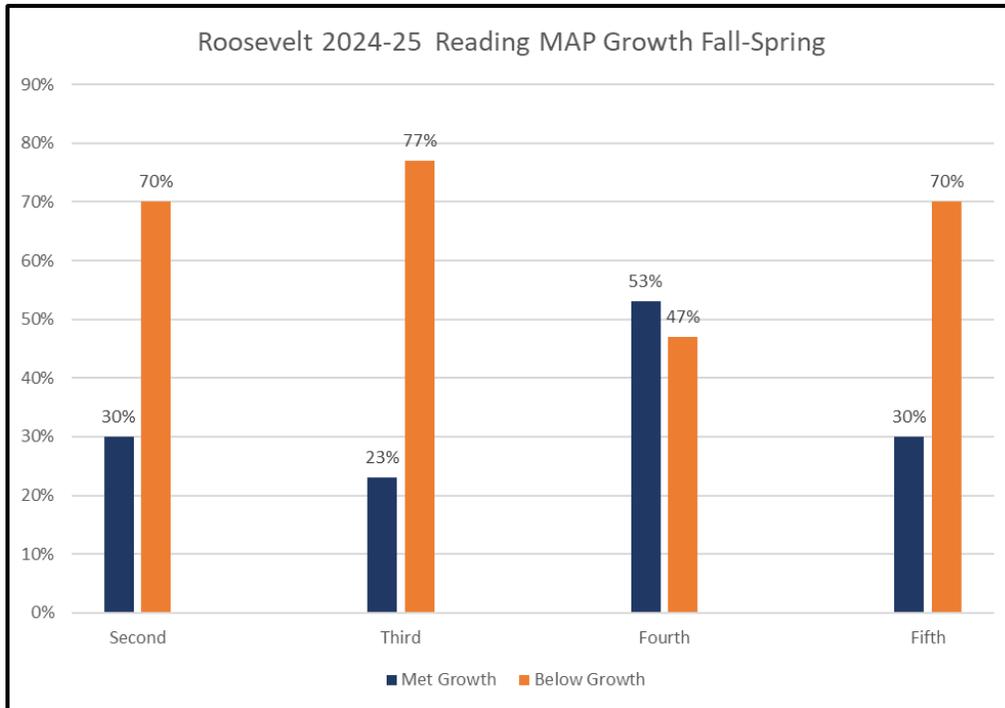
Mathematics Data

Mathematics data includes the North Dakota State Assessment which is used as exit data. The Tiering data is a triangulation of data for each grade level. Tiering data is comprised of standards-based scoring, MAP data, and/or AIMS Web data. We also looked at standards-based scores in the end of the school year to determine the number of students on or close to end of year proficiency.

NDA+ -- North Dakota State Assessment for Mathematics

The North Dakota State Assessment underwent changes in both format and standards this year, meaning the results will not align with data from previous years. As a result, year-to-year comparisons will not be valid. We will continue to include last year's data in our needs assessment to maintain a consistent understanding of student performance trends. Once the new assessment data is released in the fall, we will analyze it to determine how well it aligns with what we already know about our students' strengths and areas for growth in both literacy and math.

2023-24

	Assessment Name		Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
⬇	Grade 4 Math	⌄	Summative	4	Spring 2024	20	486 ± 6 ⓘ	Percent 5% 20% 30% 45% / Count 1 4 6 9
⬇	Grade 3 Math	⌄	Summative	3	Spring 2024	20	428 ± 4 ⓘ	Percent 15% 40% 35% 10% / Count 3 8 7 2
⬇	Grade 5 Math	⌄	Summative	5	Spring 2024	19	470 ± 8 ⓘ	Percent 16% 42% 37% 5% / Count 3 8 7 1

District Tiering Data
This benchmark formative assessment data is conducted no less than three times a year for all students. The Math data is used in the Bismarck Public Schools triangulation process to identify at risk learners. Grade level expectations for both content areas are set at 80% proficiency. Each grade level has identified universal screeners.

During the 2024–25 school year, Roosevelt's triangulated data shows that at least 92% of students performed at a proficient level in math by the end of the year—an achievement worth celebrating. This marks a 1% increase from the previous year and a 3% gain from 89% proficiency in 2022–23. The data suggests that consistent use of DreamBox and targeted support through the Connecting Math Concepts intervention, led by our math specialist, contributed significantly to this growth. Although DreamBox was optional at the district level, all Roosevelt teachers chose to implement it with their students. Our results show that students who used DreamBox with fidelity (five times per week) experienced at least a year's worth of academic growth.

Roosevelt 2024-25 Math BOY to EOY Tiering Data
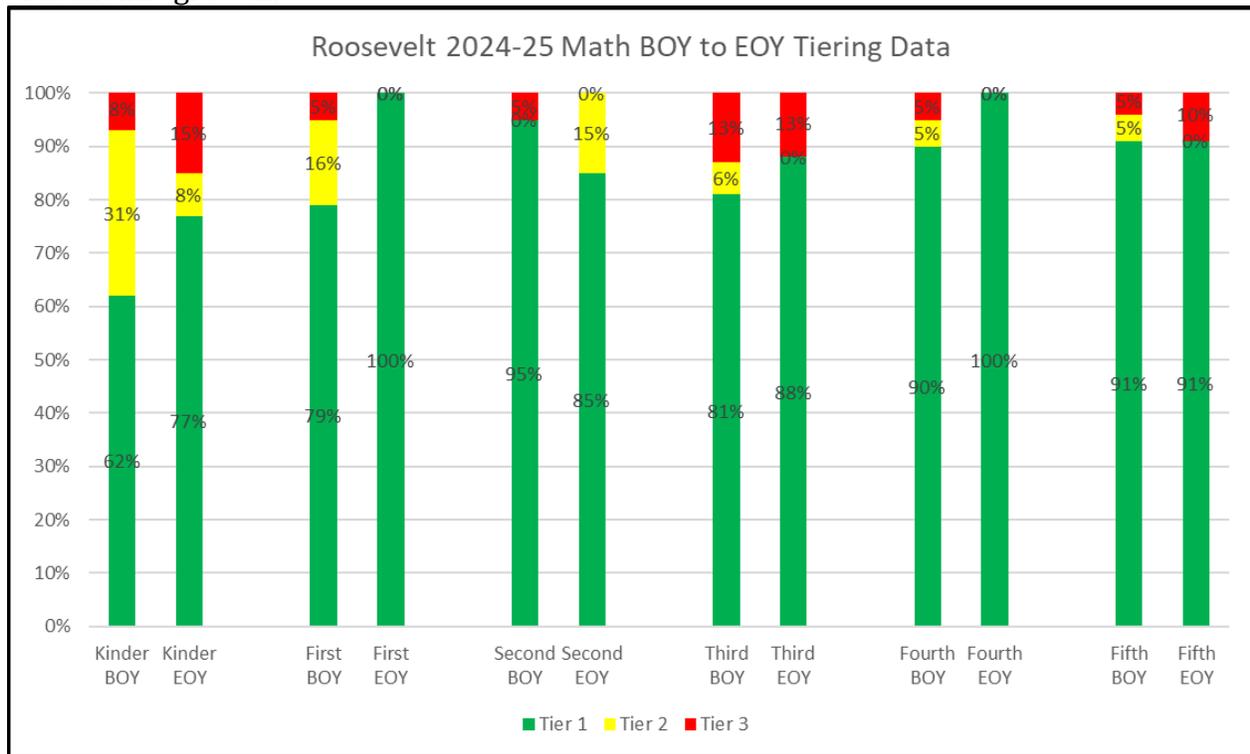
NWEA – Measure of Academic Progress (MAP) for Math
The NWEA MAP benchmark assessment is administered at least three times per year for all students in grades 2 through 5. The results are used as one component of the Bismarck Public Schools' data triangulation process to help identify students who may be at risk. Additionally, students in grades 3, 4, and 5 set individual achievement goals based on their current performance levels. According to the district's tiering criteria, students scoring at or above the 40th percentile are considered able to access core instruction effectively.

This year, two grade levels exceeded typical growth expectations: 62% of third graders and 53% of fourth graders met their growth targets. Interestingly, although second and fifth grade students demonstrated high proficiency according to tiering data, they did not meet typical growth expectations. This will be an important focus during our PLC discussions to ensure that these students are being sufficiently challenged and supported to continue progressing. While tiering data reflects a strong percentage of students in Tier 1 across all grade levels, continued attention to individual growth will be essential to ensure every student is making measurable progress.

Roosevelt 2024-25 Math MAP Growth Fall-Spring
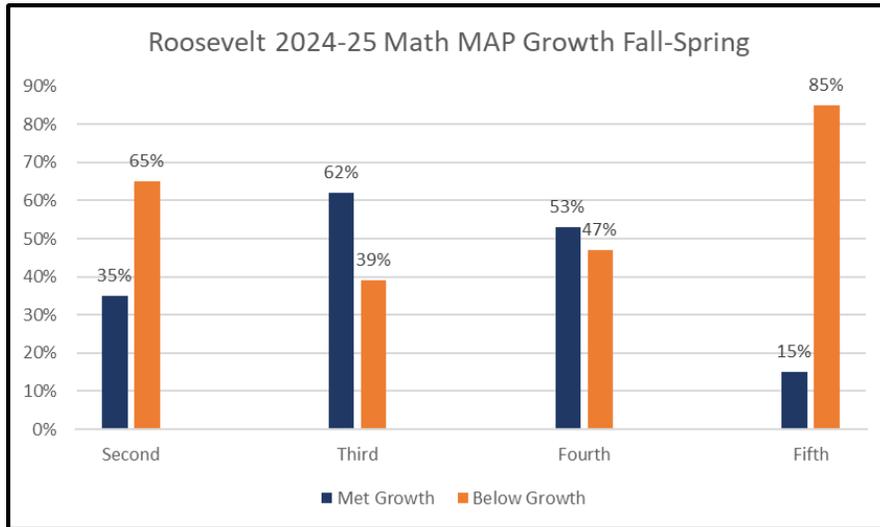
Behavior Data:

Roosevelt Elementary implemented a comprehensive behavior management system that includes Tier 1 supports through the PBIS framework. Schoolwide expectations were revised and clearly communicated to all stakeholders to ensure consistency and shared understanding. As part of this system, the Student Support Team—comprised of the school counselor, social worker, school psychologist, and principal—meets weekly to assess student needs and guide support efforts. A staff resource binder was created, containing the school discipline policy, updated expectations, a behavior management flow chart, and a calendar outlining life skills instruction.

Midyear, the MTSS-B committee completed a Benchmark of Quality assessment to evaluate implementation and guide next steps. In addition, a Tier 1 school walkthrough was conducted with district staff to assess how well expectations and supports were understood and applied by both students and staff. Based on these findings, we plan to revise our positive behavior support and reward systems and better align behavioral instruction with our SEL curriculum, *Second Step*.

Behavior data collected weekly on our self-management standard indicated that 91% of students were proficient, an increase from the previous year. This growth suggests that our Tier 2 and Tier 3 interventions are having a positive impact. However, the 9% of students not meeting the standard highlights the continued need for targeted support and staff development to meet the needs of all learners.

SEL SCORES FOR 2024-25 % PROFICIENT

SELF-MANAGEMENT % PROFICIENT

	2.5 OR GREATER	LESS THAN 2.5
	91	9
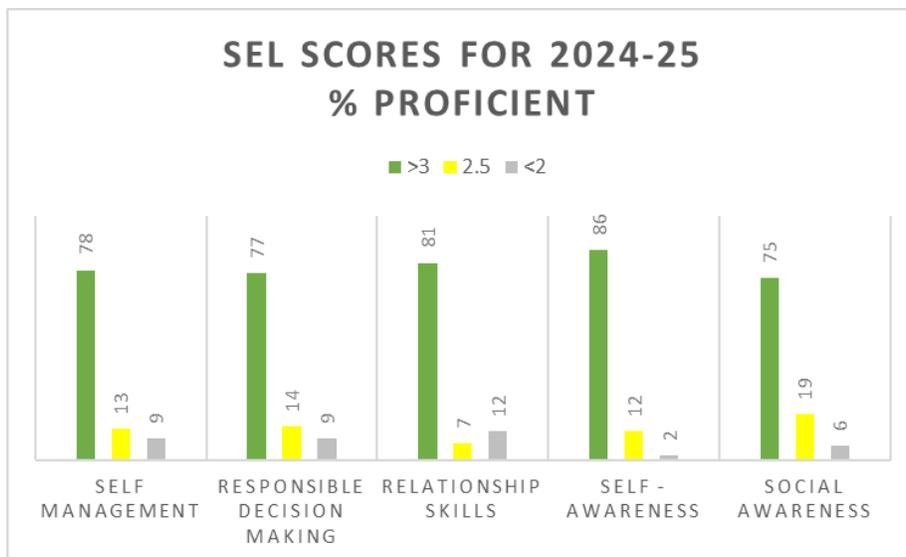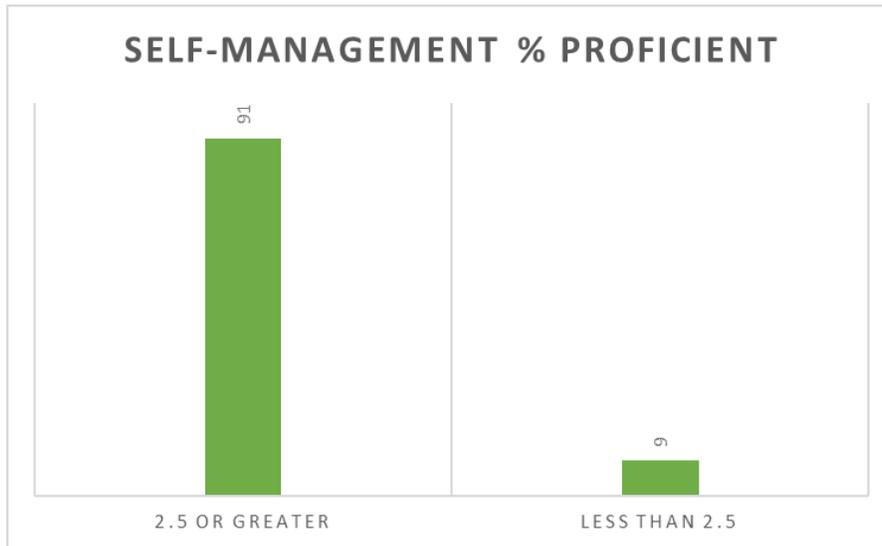
Behavior Tier

We used a tiering report this year, which assigned points to students based on Attendance, Behavior, and Course work. This report had two tiering parts, one for the last thirty days and one for the school year. This allows school teams to monitor improvement for each student based on interventions. Our student support team monitored this report each week and adjusted interventions based the data. This just in time data is also reviewed three times per year with all staff in order to make collaborate on tiered supports.

| 30 Day Tier	Year
0%	4%
20%	30%
80%	66%
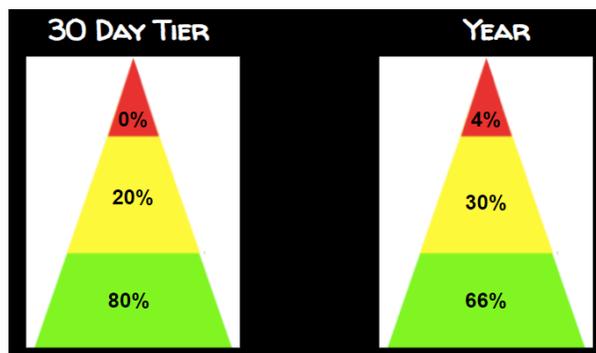
Roosevelt Elementary continues to implement the Check-In Check-Out (CICO) intervention as part of our Tier 2 behavior support system. During the 2023–2024 school year, eight students participated in the program; however, none graduated from the intervention. Three of these students required more intensive support and were referred to the Student Assistance Team, where they either received a Behavior Intervention Plan (BIP) or qualified for an Individualized Education Plan (IEP). The average duration of CICO before transitioning to a BIP was just over nine weeks—an improvement from the previous year's average of eleven weeks. Our school social worker leads the CICO process, including training staff, collaborating with teachers, and sharing progress with families.

Additionally, eight students received targeted social-emotional instruction in small group settings facilitated by either the school counselor or social worker. Title I funds will continue to support the social worker's role in delivering these critical interventions to eligible students. Roosevelt also collaborates with a community mental health provider through The Kid's Therapy Center. This partnership allowed three students to access therapeutic services during the school year, further supporting their emotional and behavioral needs.

Reteach Plan Data:

Fix-it plans are documented to determine and monitor location, month, and rule infraction in order to make staffing or instructional changes. Our data indicates the need for classroom and playground supports and continues to be the area with the most re-teaches. Next year, we will get our students involved in creating the rule videos so there is more buy in from them on what to do and what not to do outside during recess.

Log Distribution by Incident Location

Log Distribution by Grade Level
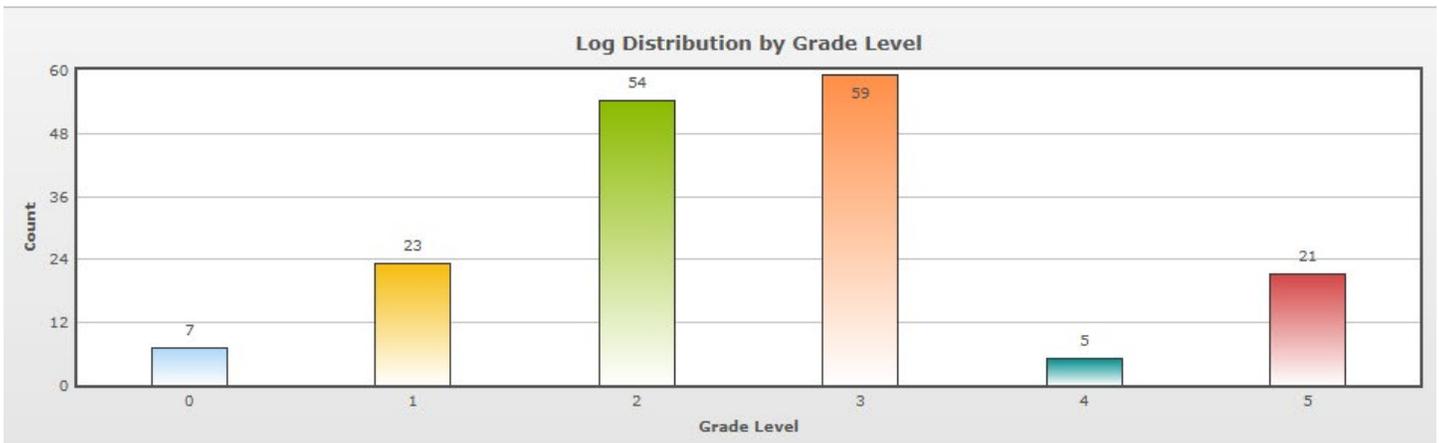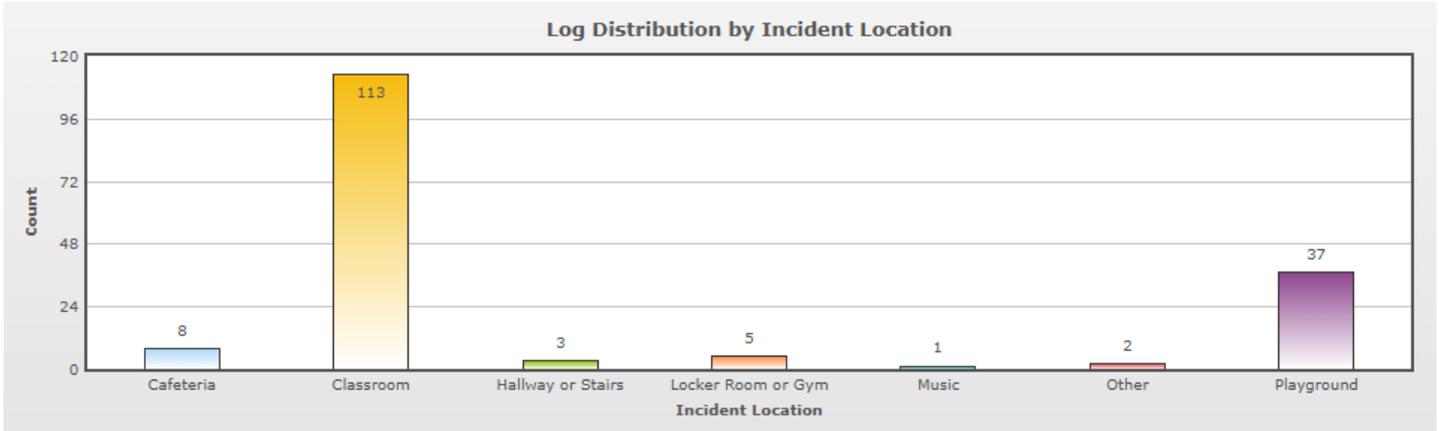
This concludes Roosevelt Elementary's needs assessment for the 2024–25 school year. Based on our data review, our continued areas of greatest need are reading, math, and social-emotional learning. We will maintain a focused effort on improving outcomes in all three areas through our schoolwide Title I plan. Title I funds will be allocated to support staffing for our Reading/Math Specialist, a Title I Instructional Assistant who provides targeted academic interventions, and a portion of our School Social Worker's time to address behavioral and social-emotional needs. Remaining funds will be used to provide substitute coverage for professional learning opportunities, as well as to purchase core and supplemental materials that enhance reading instruction and intervention efforts.