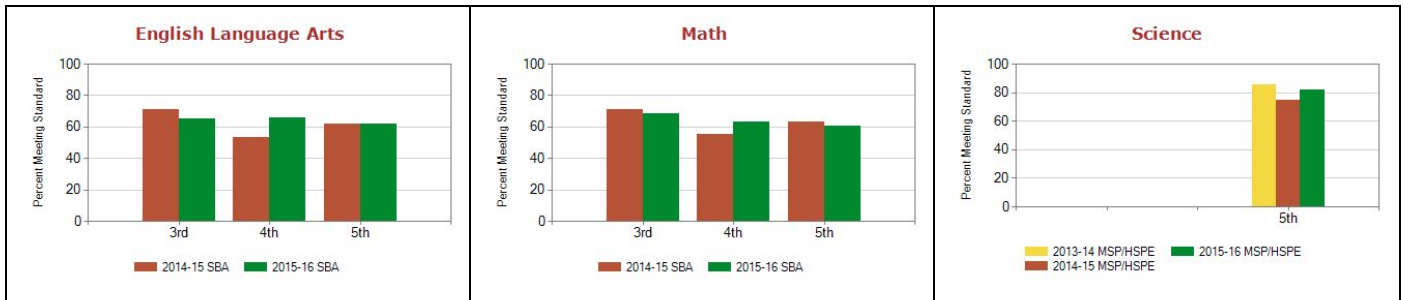


Roosevelt Elementary School Improvement Plan 2016 - 2017

Enrollment	406
Free/Reduced Lunch	41.1%
Special Services	14.3%
English Language Learners	4.9%
Unexcused Absence Rate	0.5%
Suspensions	30

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goal:

By January 2017, a school-based site council will be established to include teachers, administrator, and parents. The site council will create a written plan for parent involvement activities through the remainder of the school year. This site council will be maintained through subsequent school years and focus on improving parent involvement in the school.

By May 2017, the Roosevelt staff will regularly communicate with families regarding student progress in the instructional program and upcoming school events. This will be measured through monthly classroom newsletters, phone logs, emails, and the school newsletter.

Achievement Goals:

ELA:

Kindergarten: By May 2017, kindergarten students will improve basic reading skills by having 90% of students able to say letter names and 80% of students able to say letter sounds, as measured by trimester DIBELS and Wonders assessments.

1st Grade: By May 2017, first grade students will improve skills in reading from 20 students scoring in the intervention range to 15 students scoring in the intervention range as measured by a combination of DIBELS and Wonders listening comprehension assessments.

2nd Grade: By March 2017, 2nd grade students will show understanding of nonfiction text by using questioning and retelling strategies from having 56% proficiency rates to having 75% proficiency as measured by Wonders assessments and trimester MAP assessments.

3rd Grade: By March 2017, third grade students will improve informational text skills, from having 66% of students meeting standard to having 77% of students meeting standard as measured by trimester MAP assessments.

4th Grade: By May 2017, 4th grade students will improve skills in informational text, from having 67% proficiency during the 2015-16 school year, to having 75% proficiency during the 2016-17 school year, as measured by trimester MAP assessments.

5th Grade: By March 2017, students in 5th grade will reach greater proficiency in Informational Text from 79% proficient (according to fall MAP data) to 90% proficient as measured by spring MAP data. Additionally, we will intentionally focus on vocabulary acquisition and use in the context of Wonders lessons.

ELA SPED	ELA POVERTY
By May 2017, students qualified for special education will improve their basic reading skills from having the following proficiency rates (1 st : 25%, 2 nd : 42%, 3 rd : 12%, 4 th : 37%, 5 th : 27%) to exceeding the following scores by grade level (1 st : 75%, 2 nd : 80%, 3 rd : 75%, 4 th : 70%, 5 th : 70%) as measured by trimester MAP assessments.	By May 2017, students qualified for free and reduced lunches will improve basic reading skills from having the following proficiency rates (1 st : 30%, 2 nd : 39%, 3 rd : 60%, 4 th : 68%, 5 th : 76%) to exceeding the following scores by grade level (1 st : 70%, 2 nd : 70%, 3 rd : 80%, 4 th : 80%, 5 th : 90%) as measured by trimester MAP assessments.

ELA Gap-Closing Strategy: All students qualified for specially designed instruction and free/reduced price lunches (not currently meeting standard) will receive 30 minutes of intervention time daily in the area of reading. Intervention time will occur outside of core instruction time so that ALL students in our school have access to core instruction.

MATH:	
Kindergarten: By May 2017, kindergarten students will improve number sense by having at least 80% of students able to count to 100 by 1's and 10's as measured by trimester classroom-based assessments in Bridges.	
1st Grade: By May 2017, first grade students will improve skills in numbers and operations from 65% proficiency in September to 75% proficiency as measured by trimester MAP assessments.	
2nd Grade: By March 2017, 2 nd grade students will show understanding of place value to 1,000 in numbers and operations from having 52% of students meeting standard to having 75% proficiency as measured by Bridges assessments and trimester MAP assessments.	
3rd Grade: By March 2017, third grade students will improve number and operation skills, from having 57% of students meeting standard to having 74% of students meeting standard as measured by trimester MAP assessments.	
4th Grade: By May 2017, 4th grade students will improve skills in operations and algebraic thinking, from having 64% proficiency during the 2015-16 school year, to having 80% proficiency during the 2016-17 school year, as measured by trimester MAP assessments.	
5th Grade: By March 2017, students in 5th grade will reach greater proficiency in numbers and operations in base ten standards from 44% proficient (according to fall MAP data) to 70% proficient as measured by spring MAP data.	

MATH SPED	MATH POVERTY
By May 2017, students qualified for special education will improve their basic math skills from having the following proficiency rates (1 st : 25%, 2 nd : 28%, 3 rd : 25%, 4 th : 25%, 5 th : 27%) to exceeding the following scores by grade level (1 st : 70%, 2 nd : 70%, 3 rd : 70%, 4 th : 70%, 5 th : 70%) as measured by trimester MAP assessments.	By May 2017, students qualified for free and reduced lunches will improve basic math skills from having the following proficiency rates (1 st : 30%, 2 nd : 34%, 3 rd : 51%, 4 th : 59%, 5 th : 68%) to exceeding the following scores by grade level (1 st : 70%, 2 nd : 70%, 3 rd : 70%, 4 th : 80%, 5 th : 90%) as measured by trimester MAP assessments.

Math Gap-Closing Strategy: All students qualified for specially designed instruction and free/reduced price lunches (not currently meeting standard) will receive 30 minutes of intervention time daily in the area of math. Intervention time will occur outside of core instruction time so that ALL students in our school have access to core instruction.

SCIENCE:
By May 2017, 5 th grade students will improve their basic science skills from having 82% of students meet proficiency rates during the 2015-16 school year, to having at least 90% of students meet proficiency rates during the 2016-17 school year, as measured by MSP summative assessment in science.

SCIENCE SPED	SCIENCE POVERTY
By May 2017, students qualified for special education will improve their basic science skills from having a 66% proficiency rate to having an 80% proficiency rate, as measured by annual MSP assessment.	By May 2017, students qualified for free and reduced price lunches will improve their basic science skills from having an 80% proficiency rate to having a 90% proficiency rate, as measured by annual MSP assessment.

Professional Growth Goal:

By June 2017, the Roosevelt teachers will work at least one time per week in professional learning community groups to align their instruction, identify essential learning standards, create common formative assessments, review formative data, and design intervention/enrichment programs to support the learning of ALL students. Progress will be measured by bi-monthly leadership team meetings where grade level representatives will bring artifacts to demonstrate their mastery of content.

Safety Goal:

By June 2017, the Roosevelt staff will practice a level 2 emergency drill (earthquake) with students and families. During the drill, teachers will drop/cover/hold, evacuate, and assemble into level 2 emergency teams (defined in school safety plan). Parents will come into the building to practice the reunification portion of the plan. The Roosevelt staff will improve response time from taking 28 minutes to release 50 students during the 2015-16 school year, to taking fewer than 20 minutes to release 50 students during the 2016-17 school year.

PBIS:

By May 2017, the Roosevelt staff will improve Tier I PBIS implementation from being 82% compliant in the spring of 2016 to being 100% compliant by the spring of 2017, as measured by the TFI inventory and review with PBIS Tier I school team.

By May 2017, the Roosevelt staff will improve Tier II PBIS implementation from being 68% compliant in the spring of 2016 to being 88% compliant by the spring of 2017, as measured by the TFI inventory and review with PBIS Tier II school team.

STRENGTHS:

- School mission, vision, and collective commitments have been written and revised to reflect the current work happening in the building.
- MOU was written with certificated staff members to create one hour of PLC collaboration time during the contracted day. Teachers meet for one hour per week in PLC groups.
- All grade levels tested above the district average in both ELA and Math on the SBA.
- Fourth Grade saw an 11% increase in ELA and 9% increase in math scores from 2014-15 to 2015-16
- On district MAP reading assessment, the second grade team closed the achievement gap for low income students from 21 percentage points in the fall to 9 percentage points in the spring.
- On district MAP math assessment, the third grade team closed the achievement gap for low income students from 30 percentage points in the fall to 6 percentage points in the spring.
- On district MAP math assessment, the fifth grade team closed the achievement gap for low income students from 23 percentage points in the fall to 9 percentage points in the spring.
- Roosevelt staff have improved PBIS Tier I implementation from 61% compliant during the 2014-15 school year to 82% compliant during the 2015-16 school year.

OPPORTUNITIES FOR SCHOOL GROWTH:

- PBIS Tier I implementation needs to move to 100% during the 2016-17 school year.
- PBIS Tier II implementation needs to improve from 69% compliant to above 80% compliant during the 2016-17 school year.
- Smarter Balanced Assessment scores at all grade levels demonstrate 60% proficiency school-wide. The goal for this year will be for at least 70% proficiency at all grade levels (3-5).
- Approximately 60% of ALL students are meeting standard on reading and math MAP assessments in the fall of 2016. The goal for this year will be for 80% proficiency at all grade levels (2-5)