

Consolidated School Improvement Plan

Roosevelt Elementary School Improvement

This template meets the requirements of OSSI School Improvement and WAC 180-16-220. All schools in WA State are required to have a school improvement plan.

Section 1: Building Data	
1a. Building: Roosevelt Elementary School	1g. Grade Span: K-5 School Type: Elementary School
1b. Principal: Chisa Marshall	1h. Building Enrollment: 409
1c. District: Olympia School District	1i. F/R Percentage: 134 students, 33%
1d. Board Approval Date: Click or tap here to enter text.	1j. Special Education Percentage: 93 students, 23%
1e. Plan Date: 2023-2024 school year	1k. English Learner Percentage: 12 students, 3%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	

Section 2: School Leadership Team Members and Parent-Community Partners	
Please list by (Name, Title/Role)	
Arriya Anderson, Kindergarten Teacher	Jesse Garner, Special Education - GROW
Jessica Chong, 1 st Grade Teacher	Jean Schuna, Librarian
Jan Murray, 2 nd Grade Teacher	Heather Gaijkowski, Behavior Tech
Sarah Adderley, 3 rd Grade Teacher	
Kelsey Emerson, 4 th Grade Teacher	
Spencer Olmsted, 4/5 ALPS	



Amelia Phinazee, Reading Interventionist	
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Section 3: Vision and Mission Statement

Vision- Roosevelt Elementary, students, parents, and staff work as a team to create a community that sees and values the individual, using our collective strengths to help our students become happy and independent adults who will go on to achieve their highest level of success.

Mission- As a school community, we cultivate a joyful and engaging environment for our students to develop a love of learning. We help our students understand the value of kindness, courage, responsibility, respect and inclusion to help ALL students grow to their full potential.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

The purpose of this section is to provide the following optional questions to use as you complete your CNA to synthesize the analysis of your school's data and other pertinent inquiry information. You can use the strategies identified in your school improvement plan (SIP) to meet the Title I schoolwide requirements. Also, additional guiding questions can be found in the [Comprehensive Needs Assessment Toolkit](#).

Note: If you are a Title I, Part A Schoolwide program, please address the program funds you have consolidated and how you will meet their intent and purpose in your schoolwide program. The matrix found below should be utilized for this purpose as this component is required for Schoolwide plans that consolidate funds (Schoolwide Component #3: Consolidated Funds Matrix).

Note: If you are a Title I, Part A Targeted Assistance school and you have submitted a needs assessment Summary to OSSI, please consider the additional guiding questions below in **blue**. For other questions to guide your thinking, please refer to the [Comprehensive Needs Assessment Toolkit](#) found on our website.

Student Populations

1. What key takeaways does your school have about how student groups are performing on state (e.g., Washington School Improvement Framework) and locally determined indicators of learning and teaching success?
 - a. Roosevelt's English Language Learners and Students with Disabilities did not meet the ID Threshold for the 2022..
 - b. Although the level of achievement on the SBA is lower than expected, there has been growth in the area of third grade for special education and low-income students.
2. What are some possible root causes your team has identified? Consider both identification of areas of strength and what it will take to build strength in other areas.
 - a. There may be a few root causes for students that do not meet grade level expectations. This may include: barriers, aversion, disengagement, or misconceptions.,
 - b. Attendance- low-income students, African American students and students with disabilities have concerning levels of school attendance.

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

3. A central element of quality improvement work is being centered on our learners. Describe a typical student at your school that you think is a representational example of the student population (Do not include identifiable information!).
 - a. What strengths do they possess?
 - i. A typical student at Roosevelt has good communication and collaboration skills and attends school regularly with 83.4% of the time. They have average abilities in both math scoring on average 51% proficient and reading scoring 54% proficient but may have some areas for growth in the area of social-emotional learning.
 - b. What challenges do they face?
 - i. Many of the students at Roosevelt Elementary have social-emotional needs as seen in Panorama data, counselor and behavior tech referrals. Approximately 18% of these students are supported with IEPs.
 - c. What are some important relationships in their life?
 - i. On average, Roosevelt students have strong relationships with at least one parent but have at least one trusted adult at school. Panorama data shows 77% of Roosevelt students have positive relationships in school.

Educators

1. Describe the degree to which your vision and the equity statement are reflected in the actual building culture and day to day activities of your school?
 - a. Our vision statement directly aligns to the building culture and day to day activities of Roosevelt Elementary. Roosevelt has a close-knit community of staff and families. Many members of our community have been previous students and returned to the school with children of their own or return as a staff member. The school staff is consistent and includes multiple members that have worked at Roosevelt for over 10 years.
2. What professional learning and support have you identified that the school's staff (e.g., administrators, educators, counselors, paraprofessionals, support staff, etc.) need to strengthen the implementation of evidence-based practices for both teaching and learning, as well as intervention supports (e.g., positive behavior interventions)?
 - a. At the beginning of the 2023-2024 school year, staff participated in a survey sharing feedback on professional development ideas that would benefit staff and students. Currently, Roosevelt's focus for the 2023-2024 school year is inclusionary practices and building a sense of belonging.
3. What professional learning and support have you already implemented that is proving to be powerful and effective? What are your metrics for identifying them as successful?
 - a. We have had multiple professional development opportunities already this school year. This has included LID days, admin directed days, staff and leadership meetings.
 - b. The metrics for identifying if professional development is effective will be classroom teacher observation data (collected by the administrator

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

using the Danielson Framework), student assessments, and Panorama data.

Systems of Support

1. Consider the degree to which your school's system of support is grounded in meeting the behavioral, social-emotional, and academic needs of students: Identify areas of the strength for your school's system of support and how other areas will be strengthened.
 - a. Roosevelt Elementary School has strong systems of support. This includes the school counselor, behavior tech, staff, and administrator. The systems of support include:
 - i. There are strong PBIS systems that all students have been trained in and also receive on-going training to maintain school-wide expectations.
 - ii. The counselor supports students daily, provides monthly classroom lessons focusing on social-emotional skills and connected to the Second Step curriculum, monitors 504, develops targeted social groups, and maintains strong school-to-home connections with families.
 - iii. The behavior tech runs daily check-in and check-out (CICO) meetings and social groups. This consistent on-going system provides intentional support for numerous Roosevelt students. These meetings and social groups focus on emotional regulation, student reflection, perseverance, and understanding expectations, etc.
 - iv. Teachers facilitate daily morning meetings and weekly Second Step lessons to support social-emotional needs of all students.
 - v. Teachers provide ongoing interventions that are monitored for student progress to ensure that students' varied levels are met.
 - vi. The school administrator provides professional development focused on social-emotional and academic needs of students.
 - vii. Roosevelt staff all provide Tier I, Tier II, and Tier III instruction for their students. Tier I instruction includes district district-approved curriculum including Wonders, Bridges, FOSS, and UFLI. The LAP program provides and they provide Tier II using UFLI and Tier III instruction using UFLI and skill-focused review for some students.
2. How did your school identify these areas of strengths and improvement?
 - a. The staff reviewed student data including MAP, SBA, Panorama, and behavior referrals and discussed areas for improvement.
3. How well do school and community systems interact to assure continuity of supports for students? Provide at least one example.
 - a. Roosevelt Elementary interacts with community supports regularly. The school counselor and family liaison collaborates with outside agencies such as WISE, to provide opportunities for students to receive services during the school day. The counseling lessons include: Sept: Routines/ expectations, Oct: Conflict Resolution, Nov: Community/connection, Dec: Gratitude, Jan: Self- Esteem, Feb: Self- Expression, Mar: Stress Relief, Apr: Growth Mindset, May: Emotional Courage, Jun: Authenticity
4. What areas have you identified as areas of the strength, and where do you hope to strengthen and build further family and community engagement and partnership(s)?
 - a. Roosevelt Elementary has a very strong PTA. This partnership has created opportunities for school-to-home connections and helped build

Section 4: Comprehensive Needs Assessment (Component #1 - Needs Assessment Summary)

trusting relationships among the community.

- b. Parents complete the Panorama survey with feedback for Roosevelt parent and family engagement twice a year. We review Panorama results and make adjustments as needed. Some positive results from the fall 2023 Panorama report are: 77% of our students have positive relationships, emotional regulation has improved by 4% to 47%, and 57% of our students reported having a growth mindset. The parent response to Panorama was overall positive. This includes favorable feedback including 76% have favorable feelings regarding school-to-home communication, 68% of families view the school climate as favorable, 59% of families believe there is family efficacy, and 50% of families favorably believe that Roosevelt is supporting cultural awareness and action.

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

Note: In past templates, Well-Rounded Educational Strategies have been described in components 2 (Reform Strategies: the evidence-based strategies and activities to address the needs expressed in the CNA) and 3 (Activities to Ensure Mastery: the academic and non-academic practices that will be used to positively impact student learning, especially for the lowest achieving students).

Using the tables below, identify your highest priority school improvement goals and activities for SY 2023–24 that are based off the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the [OSSI SY 2023–2024 School Improvement Plan Implementation Guide](#) for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. Add more tables or lines as needed.

A **SMARTIE Goal** is specific, measurable, attainable, realistic, time-bound, inclusive, and equitable and should answer the following questions:

- What will be improved?
- By how much?
- By when?
- And, for whom/what?

Questions to ask and answer when addressing inclusion and equity:

- Will achieving this goal build success and/or shrink disparity gaps for specific student groups in our learning community?
- Does the goal ensure that traditionally marginalized students have equal access, and is there an element of fairness and justice inherent in the goal?
- If the outcome specified in this goal isn’t specifically promoting equity and inclusion, is the process of achieving this goal going to improve equity and inclusion for all students? How?
- Who have we consulted to check for unintended negative consequences? Who needs to be consulted?

Note: This process identifies the strengths and weaknesses impacting student performance. It also sheds light on the needs of the entire program. All students benefit from the interventions and services made possible through a schoolwide program; however, schools should place emphasis on strategies that help

Section 5: School Improvement Plan (Component #2 - Well-Rounded Educational Strategies)

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learners struggling to meet state standards.

Note: For schools operating a Title I, Part A, Targeted Assistance Program, indicate within your goals how you will address the needs of those students served to satisfy the requirement of Component 3 - Practices and Strategies.

* Please use the following guidance to support your reform goals and strategies: Menus of Best Practices and Strategies in ELA, Mathematic, and Behavior.

Needs Assessment Summary

Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan.

The highest priorities and resource inequities is staffing and funding to support specific targeted areas such as EL and Students with Disabilities.

5a. SY 2023–2024 SMARTIE Goal #1:

By June of 2024, 95% of students will demonstrate an awareness of others' cultures, traditions and personal stories. Students will demonstrate the ability to show kindness and compassion, build a sense of belonging and an appreciation of differences as we learn and grow together, while understanding that our actions impact our community as measured by the Panorama survey.

Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described; add rows for additional activities if necessary.

Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Morning Meetings	Panorama survey	2023-2024 school year All classes will participate in daily Morning Meetings.	Classroom teachers	Second Step curriculum Professional development on inclusionary practices Monthly classroom lessons
Activity 2 Cultural Appreciation Including Dia de los Muertos, Lunar New Year, Black History month (BLM)	Panorama survey	2023-2024 school year Monthly events and/or classroom lessons	Classroom teachers	Professional development Equity Team Multilingual Liaison Library book collections BLM resources

activities), Native American month				
Activity 3 Inclusionary Practices	Panorama survey Classroom observations by administrator- using an engagement observation tool	2023-2024 school year Monthly events	Classroom teachers	LID days and monthly professional development Lesson plans & classroom lessons
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
1. Basic Education funds				

5b. SY 2023–2024 SMARTIE Goal #2:				
By May 2024, 95% students in grades K-5 will show academic growth in reading and math scores as measured by the fall and spring MAP assessments.				
<i>Instructions: Use the empty rows in the table below to detail at least two activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described; add rows for additional activities if necessary.</i>				
Activities	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>	<i>What was / is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>
Activity 1 Students will be taught with a research-based curriculum for reading, math, and science. This will include Wonders, Bridges, and FOSS.	All grade levels will utilize common formative assessments. Oral Reading Fluency (grades 1-2) Fall and Spring. MAP Growth Assessment for Reading and Math (2 - 5) Fall, Winter and Spring.	2023-2024 school year Data including Wonders, Bridges, and UFLI will be collected and monitored weekly/monthly.	Classroom teachers	Research-based curriculum including- Wonders curriculum Bridges curriculum FOSS UFLI

<p>Activity 2 Student interventions and enrichment will be designed based on student data. Intervention support will be provided for students receiving LAP.</p>	<p>All grade levels will utilize formative and summative assessments.</p>	<p>2023-2024 school year Data including Wonders, Bridges, and UFLI will be collected and monitored weekly/monthly</p>	<p>Classroom teachers</p>	<p>Research-based curriculum including- Wonders curriculum Bridges curriculum FOSS UFLI</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				
<p>1. Basic Education funds</p>				
<p>2. Learning Assistance Program (LAP) funds</p>				

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
Basic Education	To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.	<i>Example: Provides for additional collaboration time to support math instruction, PLC training, and reading comprehension strategies.</i> Click or tap here to enter text.
Title I, Part A	To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.	Click or tap here to enter text.
Title II, Part A	Preparing, training, and recruiting effective teachers, principals, or other school leaders.	<i>Example: PBIS, GLAD, and AVID training and travel to ensure teachers are prepared and trained in effective practices. Math professional development training.</i> Click or tap here to enter text.
Title III	To ensure that limited English Proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet.	<i>Example: After school Title III intervention staffing and supplies to ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Covers the cost of ESL coursework and GLAD professional development.</i> Click or tap here to enter text.
Title IV, Part A	School-level services that support a well-rounded education, improved conditions for student learning, and improved use of instructional technology.	Click or tap here to enter text.
Learning Assistance Program (LAP)	The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements	<i>Example: Reading and math instructional coaches, paraprofessional support for students, extended day programs. Also covers the cost of intervention curriculum for K–6 students.</i> Click or tap here to enter text.
Local Funds	Local levy revenue may be combined in schoolwide programs.	Click or tap here to enter text.
Other Funding Sources,	Click or tap here to enter text.	Click or tap here to enter text.

Section 6: Funding (Component #3 - Consolidated Funds Matrix SY 2023–24)

THIS REPORT WILL BE ADDED ONCE IT IS AVAILABLE.

NOTE: All Title I, Part A Schoolwide programs must include a chart of the federal, state, and local funds consolidated together for their schoolwide model. Please use the following matrix to indicate what activities will be implemented to meet the intent of each program. Please type “not applicable” for any funds not being consolidated. Add additional rows if additional funding sources are consolidated.

Program	Intent and Purpose	Activities Implemented to Meet Intent and Purpose
including School Improvement Grant Funding		