

School Improvement Plan  
Narrative Overview  
**Roosevelt School**  
2011-2012

### Community Overview

Roosevelt Elementary School is located on the east side of Tacoma. Our neighbors represent a wide range of cultural groups, making our school and community a wonderful example of the growing diversity of people in the City of Tacoma. New construction in the area indicates a revival of the commercial district along Portland Avenue and of Tacoma Housing Authority's Salishan Neighborhood. This has led to a 54% increase in our student population over the last three years.

- As of October 2011, over 94% of Roosevelt Elementary students were eligible for free and reduced lunch.
- 24.4% of our general education population is eligible for ELL services.
- 15.15% of our student population is eligible for special education services.
- 8% of our student population is eligible for the McKinney Vento Program
- Our student body ethnicity consists of:
  - 28.6% Black, 25.4% White, 23.4% Hispanic, 17.1% Asian/Pacific Islander, and 5.6 % American Indian/Alaskan Native.

### Organizational Overview

Due to small size, the staff of Roosevelt Elementary has chosen to consolidate instructional leadership under the SCDM Committee. Representatives from each grade level, special education, specialists, classified, and Title One/Intervention staff join the principal and the instructional facilitator on the SCDM.

Roosevelt's diversity committee reports to the SCDM and plans several functions designed to engage parents and community members each year.

The SCDM (Steering Committee) is the primary vehicle for:

- Instructional program planning and improvement
- Budget accountability
- Professional development

### Strengths and Weaknesses of Core Academic Program

Roosevelt was a participant in the Reading First Grant resulting in strengths in:

- Data analysis
- Intentional and explicit instruction in the components of reading
- Design of Tier 2 and 3 interventions in literacy
- Collaborative ownership of literacy program by Grade Level Teachers

Roosevelt continues to be challenged with:

- Addressing comprehension with low language and ELL students
- Using writing to communicate comprehension in reading and all subject areas

# OVERVIEW OF SCHOOL IMPROVEMENT 2011-12

## **Continuous Improvement Process and Stakeholder Participation**

During the 2011-2012 School Year we will continue to build upon our experience in data analysis and differentiated instruction for interventions in reading and expand the focus of these activities into math. Teachers will be provided an opportunity for grade level meetings every 6 weeks to collaborate, review data, and plan instruction in literacy and math. Student progress in program assessments, DIBELS, and holistic rubrics will be reviewed regularly. Interventions will be planned for whole groups as well as individuals.

In evaluation of the achievement gap at Roosevelt it was clear that our gap was not primarily one of race or gender, but of language proficiency and poverty. To address this gap our staff, through the SCDM researched best practices for instruction with English Language Learners. The approach selected by our leadership team is Sheltered Instruction Observation Protocol.

To support this effort we applied for and received a grant from the Washington Innovative Instruction Network to train all of our classroom teachers as SIOPs teachers. The SIOPs model is the core of our improvement process. It will impact the kinds of data we assess for formative assessments, classroom instruction, and professional development.

## **Review of Data to Establish Improvement**

### **Assessment**

Roosevelt's various assessment data present pictures that when viewed in isolation may appear paradoxical.

Our historical AYP data collected through MSP and prior to that WASL show vacillating achievement that is consistently near or at the bottom of district achievement. Periods of decreased achievement follow periods of slight increase and tend to negate confidence in our improvement strategies.

OSPI has determined that the measures of determining accountability in AYP as outlined in NCLB are not equitable. At the state level we utilize the Washington State Accountability Index. Our performance in achievement with this metric, which compares student growth to that in cohort schools, is one of consistent growth, going from 56% of peer school performance, to 126%.

Within the school year different assessments provide very different pictures of our students' achievement. Our TSI and DIBELS data show consistent growth and strong class and grade level performance that does not correlate with what the MSP says about our students' achievement. Similar trends manifest themselves in curriculum based vs. MSP Math Assessments.

When examined as a whole and with consideration to the nature of the assessments a picture emerges; Roosevelt has used formative assessments requiring low levels of cognitive discourse to guide instruction. Students respond to this instruction in the appropriate manner and demonstrate improved performance in the assessed skills. They learn to identify words and say them very quickly, they can even restate information from selected texts, when asked immediately after reading them.

Roosevelt has not been successful in providing instruction that has engaged students' higher cognitive abilities. In general our students have therefore not been adequately prepared to demonstrate proficiency in assessments that require them to analyze assessment provided information and synthesize their own knowledge to provide a comprehensible response.

When historical initiatives and the demographics of Roosevelt are examined the reasons for this dissonance emerge. As a low achieving school Roosevelt was targeted for Reading First grant

participation. Teachers were pressed into participation and told to sign on to the grant application of find employment elsewhere.

The curriculum then became one of explicit instruction with a focus on responding to deficiencies in lower cognitive reading skills that were measured through recall assessment. The emphasis on growth in these areas, for 120 minutes, and sometimes 150 minutes a day with “triple dose”, drove instructional opportunities for other content out of the day.

Roosevelt’s experience as a result of this instructional emphasis is not unique. As the efficacy of the Reading First program was questioned resulting in its demise, one student demographic nationwide was specifically identified as being negatively impacted by Reading First strategies, English Language Learners. Roosevelt has a very high English Language Learner population with over 50% of our students coming from English as a second language families.

Current research indicates that students of poverty are impacted by similar language deficiencies as those experienced by ELL students. Roosevelt’s free and reduced lunch rate stands at 94%.

Roosevelt has been very effective as using assessment data to guide instruction, but not effective at helping students achieve proficiency in MSP assessments. To change this pattern, we need to change the types of assessments we use for formative assessments, and change the way we teach.

### **Achievement**

Spring, 2011 MSP Data (expressed as percentage of students meeting standard):

<b>Grade 3</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	58	56	51	56.8	28.1
<b>Mathematics</b>	61	44	22	40.9	21.9

<b>Grade 4</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	62	61	58	35.6	31.8
<b>Mathematics</b>	31	36	29	24.4	31.8
<b>Writing</b>	37	24	42	20	25

<b>Grade 5</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Reading</b>	61	54	58	45	34.1
<b>Mathematics</b>	42	33	37	20	24.1
<b>Science</b>	10	17	22	2.5	

### **Attendance**

**(Average Daily Attendance)**

<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>93.5</b>	<b>93.63</b>	

- During the 2011-2012 School Year Roosevelt will reduce absenteeism by 10% for an Average Daily Attendance of 94.27%
- During the 2011-2012 School Year Roosevelt will reduce unexcused absences by 10% for an average of less than .72%

### **Strategies and Practices to improve attendance.**

Roosevelt has implemented multiple strategies to improve student attendance. Roosevelt students with perfect attendance in any month are recognized at regular awards assemblies. Positive attendance is also supported by making it one of the criteria for extra-curricular activities.

We have been successful in reducing the frequency of unexcused absences through daily “safety” phone calls to families of absent or tardy students, letters home to families we are not able to contact by phone. When we do not receive a response by phone or in correspondence Roosevelt’s principal has conducted home visits. To decrease all absences, not just those that are unexcused, we have increased our rigor in pursuing medical excuses from our most frequently absent students.

During these conversations and interactions we emphasize the significance of lost instructional time. We have also shared data from our school that correlates high absenteeism with low growth in reading achievement.

When necessary we have implemented policies from the Becca Bill to hold families accountable.

During 2011-2012 Roosevelt will be partnering with NPO Hearts for Kids to offer afterschool activities for students. We believe that this additional program will encourage increased attendance.

We are also experimenting with offering immunizations and dental care at our site in order to reduce absenteeism.

### **Planning for Transitions** (between grade levels and grades)

- Conduct meetings with Head Start Staff 2x per year to prepared for transitioning students to kindergarten – with special emphasis on reviewing needs of incoming students with IEPs.
- Meet with Head Start Parents in spring for Kindergarten Orientation and to share readiness activities for the summer.
- Conduct Transition meetings with middle school for departing 5<sup>th</sup> grade students
- Meet w/transitioning grades in spring to address instructional needs and placement for each student.

### **Professional Development Opportunities**

Roosevelt’s Professional Development Plan focuses the SIOPs Model. All classroom teachers and our LRC teacher have been SIOPs certified. We have monthly staff meetings that focus on SIOPs components, and we plan to offer 18 hours of additional SIOPs training including peer observations.

We are being supported at the district level by involvement in Professional Learning Communities working through implementation of the district’s math curriculum.

**Recognition of Non-Academic Learning** Roosevelt Elementary recognizes that the “wonder” of education often occurs outside of academic disciplines. We highlight student efforts in the arts with prominently displayed samples of student works. Each student has the opportunity to perform a musical performance during an assembly during the year. Our talent shows highlight students with outstanding skills in the performance arts. During our Cultural Celebration children are able to share some of their personal culture through performance, food, and conversation.

Students at Roosevelt are able to participate in school sponsored “Step” club, basketball, language, and cultural classes through intermural activities and partnership with Hearts for Kids. Our classes participate in gardening in the community garden with our WSU Extension teacher.

### **Characteristics of High Achieving Schools**

Roosevelt Recently underwent an OSPI funded study by the BERC Foundation, which made specific recommendations of how Roosevelt could improve in the Characteristics of High Performing Schools. Several activities have been included in our School Improvement Plan in response to these recommendations.

Implementing the 5 Dimensions of Teaching and Learning as the criteria for Standards Based Instruction has provided **a clear and shared instructional focus** that teachers can use to examine their own instruction and review their performance with peers. The opportunity for collaboration and communication in teaching practices distributes leadership to each member of our staff. Training and leadership for these peer observations is coming directly from our own teachers.

During our peer observations our focus has been on student interactions with an intent to increase the level of rigor in student response and discourse, as recommended by the BERC team.

### **Professional Development Calendar**

1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> Fridays – Grade Level Planning  
August 11-13 SIOPs Training  
August 31- Waiver Day  
October 19 – SIOPs training, Interactions  
October 27 Site Based PLC Training  
November 16 SIOPs training  
November 16-18 ½ day release time GL meetings  
November – Begin Peer Observations  
January 17 – Waiver Day  
February 1,2,3- ½ day release time GL Training  
May 31 and June 1<sup>st</sup> – GL Meetings

### **Highly Qualified Teachers**

- Provisions for staff training in Tacoma include opportunities, incentives and compensation. The district provides a broad spectrum of classes on assessment, standards-based instruction and best practices in the content areas. Staff members receive extra pay to attend these classes and clock hours/university credits are frequently offered. The district also supports and encourages school-based training that support the school’s SIP goals with building-based optional day pay for certificated staff. In addition to classes, instructional facilitators at each Title I school provide ongoing, job embedded staff development. Para educators and other staff receive workshop pay to attend both district and school workshops. Para educators and other staff are encouraged to participate in all Reading and Math curriculum and assessment professional development.

- Parents are informed in the Parent Handbook of their right to know their teachers and para-educators qualifications
- HQ Para-educators meet a rigorous standard of quality and can demonstrate knowledge and ability in instructing reading, mathematics and writing.
- Tacoma actively recruits highly-qualified staff with our job fair, letters of intent, recommendations to hire and applicant searches. We seek to attract and keep highly-qualified staff at our school by providing opportunities for quality staff development and professional growth.
- All teachers in Tacoma are required to meet the NCLB highly qualified teacher requirement. Human Resources sends each school a list of the teachers with their teaching qualifications. THE SCHOOL principal signs an attestation form to confirm all staff are highly qualified. In the event that a staff member does not meet the highly qualified requirements, a NCLB HOUSSE Plan of Assistance is developed for the teacher. To support teachers working to achieve highly qualified status, along with all staff striving to provide excellent instruction, our school's professional development/training is focused on best practices in reading and math.

### **Safe and Supportive Learning Environment**

During the 2011-2012 School Year Roosevelt Elementary will

- Develop structures to prevent the escalation of conflicts
- Implement school-wide progressive disciplinary policy that limits out of class interventions
- Integrate anti harassment, intimidation, and bullying instruction into the general education classrooms.
- Partner with NPO Hearts for Kids for afterschool activities

### **Parent, Family and Community Involvement**

Roosevelt has developed partnerships with the Eastside Baptist Church and the Eastside Kiwanas in Support of our "Terrific Kids" program. We also have a partnership with the NPO Read 2 Me that provides inschool mentoring in literacy for primary age students. Our partnerships include classroom involvement with "Square Foot" Nutrition and the Cooperative Extension, the Safe Streets Coalition, Cub Scouts, Girl Scouts, City Parks and Recreation, Champions, ESD Early Head Start, Central Washington University, and UW Tacoma. Afterschool activities are provided for students through a partnership with Hearts for Kids.

## Parent Involvement Policy

### ROOSEVELT ELEMENTARY SCHOOL Family, Community, Parent Involvement Policy

#### Working together:

Parents are welcome at Roosevelt. We know that their role is key to the educational success of each student and involving families and community members in the life of our school is essential to the development of our programs.

There are many ways to participate at Roosevelt. We welcome families at our assemblies, School Meetings, Family Activity Nights, BBQs and Open House. We encourage friends and families who are interested in volunteering to contact the teacher or our office at 571-4400. To keep abreast of events and news, we encourage everyone to read the "Roosevelt Rambler."

#### School, Parent, Community Involvement Plan:

- \* An annual Title 1 informational meeting will be held to inform parents about the Title 1 program requirements, AYP (Annual Yearly Progress), School Improvement Plan and budget.
- \* Flexible daytime and evening meetings for parents to attend Partnership Conferences will be held three (2) times annually.
- \* Parent Involvement Policy and School/Parent Compact (shared responsibility for student achievement) will be presented, reviewed, revised and distributed to all parents annually.
- \* Parent representation on the school's SIP (School Improvement Plan) Team to share plan with community and review, evaluate and revise annually. Distribution to be handled through the school newsletter, partnership conferences, Parent Orientation, Annual Open Meeting, Parent Advisory meetings with the Principal, and evening curriculum events.
- \* An annual parent survey will be sent out to provide feedback about the effectiveness of our parent/school partnership.
- \* Parent notifications will be sent to parents informing them of their right to know their child's teacher and para qualifications of if they do not meet the highly qualified standards.
- \* Communicate to parents their student's achievement and assessment information.
- \* Curriculum nights will be held to inform parents of reading, writing, and math grade level expectations and curriculum alignment. Similar information will be shared at Parent Orientation and during daytime BBQs.
- \* Communicated yearly or monthly calendar with meeting and activity dates.
- \* Communication with families in the language used at home will be used whenever possible and staff will respond to a parent's request or suggestion in a timely manner.

Our School Improvement Plan can be reviewed by going to the District Web Page. Go to [www.tacoma.k12.wa.us](http://www.tacoma.k12.wa.us) and then click on Schools and Curriculum. Select Elementary Schools and Click on Roosevelt.

(Distributed annually at the start of year open house, during the annual Title One Open Meeting, and in the Parent/Student Handbook.)

## Roosevelt Elementary Parent Teacher Compact

### Student

I know that my education is important to me. It will help me become a better person. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

- |  |  |
|--|--|
| <input type="checkbox"/> Pay attention in class  | <input type="checkbox"/> Complete my work on time  |
| <input type="checkbox"/> Be responsible for taking communication and homework to and from school | <input type="checkbox"/> Behave in a way that supports the learning of myself and others |
| <input type="checkbox"/> Talk to my parents about what I am learning in school                   | <input type="checkbox"/> Let my teacher know when I need help                            |
| <input type="checkbox"/> Be honest with my parents and school staff                              | <input type="checkbox"/> Other: _____  |

Student Signature \_\_\_\_\_ Date: \_\_\_\_\_

### Parent/Guardian

I realize that my child's school years are very important. I also understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- |   |  |
|---|--|
| <input type="checkbox"/> Insure that my child is at school on time each day except for legally excusable absences | <input type="checkbox"/> Give my child a quiet place to study and review assignments with them |
| <input type="checkbox"/> Support the school's need for positive behavior  | <input type="checkbox"/> Read and respond to communication from school                         |
| <input type="checkbox"/> Insure that my child has adequate sleep  | <input type="checkbox"/> Read 20 minutes a day with my child                                   |
| <input type="checkbox"/> Limit TV viewing, video games, computing, and other extracurricular activities           | <input type="checkbox"/> Communicate my concerns with the school                               |
| <input type="checkbox"/> Attend school conferences  | <input type="checkbox"/> Other: _____  |

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Teacher

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- |  |  |
|--|--|
| <input type="checkbox"/> Have high expectations for your child's learning and behavior   | <input type="checkbox"/> Communicate regularly regarding concerns and successes.   |
| <input type="checkbox"/> Teach the approved curriculum, including the Washington State Standards for your child's grade level. | <input type="checkbox"/> Use effective instructional strategies to motivate and assist your student with their learning. |
| <input type="checkbox"/> Provide a classroom environment that facilitates learning.  | <input type="checkbox"/> Utilize principles of Positive Discipline.  |
| <input type="checkbox"/> Insure that your child has learning opportunities appropriate for their ability.                      | <input type="checkbox"/> Communicate with your child in a respectful and caring manner                                   |
| <input type="checkbox"/> Provide meaningful homework.  | <input type="checkbox"/> Other: _____  |

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The Parent Compact was designed by a parent advisory committee and was presented to parents during partnership conferencing.

### **Title One Open Annual Meeting**

The Meeting was held October 6th, 2011

Agenda:

- Introduction and Pledge
- Welcome new Staff
- Calendar
- Title One Presentation
  - AYP – Definitions and Results
  - Roosevelt AYP status
  - Roosevelt AYP Data
  - SIP Goals
- Roosevelt Title One Program
  - Title One Budget
  - Parent Involvement Policy
  - Parent Advisory Committee
  - Parent Compact
- NCLB Parent Rights
  - Teacher Qualifications
  - School of Choice

### **Title One Parent Involvement Calendar**

October 6<sup>th</sup> – Open Annual Meeting  
November 30<sup>th</sup>, December 1<sup>st</sup> and 2<sup>nd</sup> – Parent Conferencing  
December 8<sup>th</sup> – Family Literacy Night  
January 26<sup>th</sup> – Family Math Night  
March 6<sup>th</sup>, 7<sup>th</sup> – Parent Conferencing  
March – Read Across America  
May – Parent Advisory  
May – All School BBQ  
June – Field Day

### **Coordination of Services**

Roosevelt Elementary is a Title I school and receives flow through funding from Tacoma Public Schools. Title I also provides technical assistance, NCLB support, and intervention support.

We are supported by Tacoma Public School services in many ways including

- \* Curriculum & Instruction provides professional development
- \* Research and Evaluation provides data and instructional support
- \* Purchasing supports expenditures
- \* Human Resources facilitates staffing and provides Highly Qualified information, . \* The Tacoma School District provides technical assistance for school improvement including School, Family and Community Partnership liaisons, Finance, Elementary Directors, Instructional Coaches.)
- \* ELL instructional support
- \* Assistance for students in Transition through the Homeless Student liaison
- \* Assistance for students with Individual Education Plans through Student Services

### **Title I School Attachments:**