



Continuous School Improvement Plan 2021/22

Roosevelt Elementary, PASD



Principal: Jennifer Van De Wege

District Profile

Port Angeles School District is doing whatever it takes to support our students, staff, and families to be successful during COVID times. We are a strong district with a committed team of educators and staff that are working to ensure that even in a pandemic, our students will be successful. We remain committed to our PASD Strategic Plan and to the following goals: **Powerful Teaching and Learning** All students will graduate college, career, and life ready. We will implement systems of support to ensure equity and access for all students. **District Culture** Promote a safe, healthy, affirming, welcoming learning environment. **Family and Community Engagement** Create a system of open, accessible communication between staff, students, families and community. Build partnerships with community organizations to support student success. **Facilities** We will provide safe facilities which support powerful teaching and learning. We support maintaining existing infrastructure and enhancing district facilities with new construction as needed.

We are partnering with local providers and community groups to provide needed resources and supports. We have a Learning Acceleration plan using district/federal funds to support students in recovering learning loss from the last 18 months. We will be using classroom and district based assessments to identify the next level of instruction needed for each student. We will continue to create instructional learning times focused on standards and best practice. Best practices including Multi-Tiered Systems of Support (MTSS) at every building to support academics, behavior and attendance. This system allows us to be not only proactive, but also to be responsive with our interventions in support students who are struggling. The 2021-2022 school year will have its challenges, but working together we know it will be a successful year for students, families, and staff of the PASD.

School Profile

Roosevelt serves 446 students and their families from an approximately 50 sq.mile region of the east side of Port Angeles and the surrounding area. 56% of our families qualify for FARMA, 4.7% are homeless and less than 5% identify as entirely non-white in ethnicity. We are the home to four district programs, Resource 2, Extended Resource, Developmental PreK, and Transitional Kindergarten leading to our school identification of 17.3% of our students have disabilities that are supported with IEPs.

Roosevelt is a PBIS school. We teach and reinforce our Cougar Code; our students understand that every day is a new opportunity to learn and grow. Students, staff and families have many opportunities each year to celebrate student growth and successes.

Our staff functions as a team where every adult in the building works together to support each child’s maximum growth in all areas (academic, social/ emotional, and behavior). We have over 40 certificated staff working in partnership with 30 classified staff to provide the support and instruction each child needs each day.

Reporting Schedule	School Submitted	Board Summary
CSIP	10/14/21	12/9/21
Mid Year Review	3/14/22	3/14/22
Final	6/23/22	7/6/22

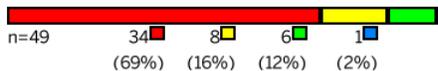
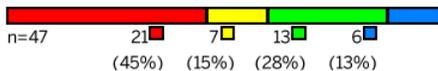
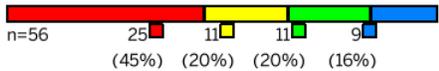
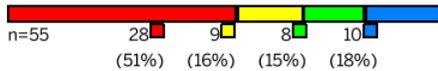
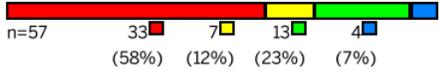
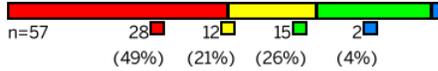
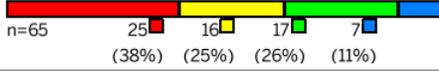
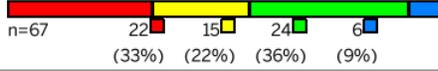
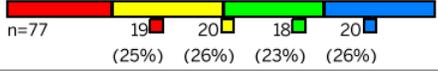
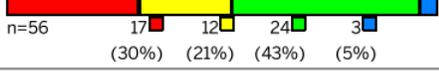
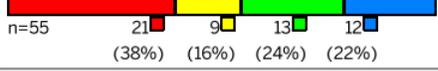
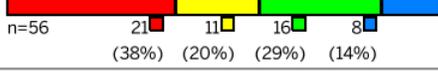
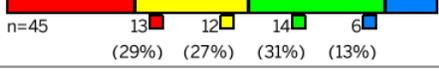
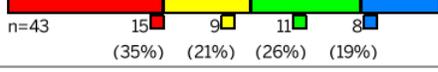
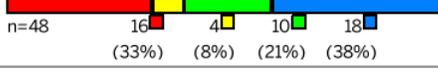
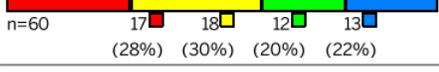
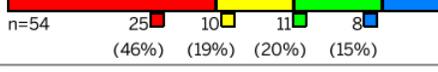
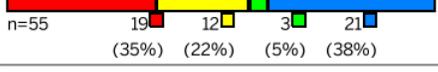
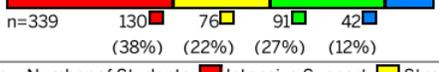
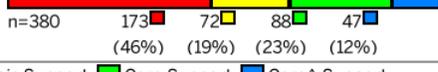
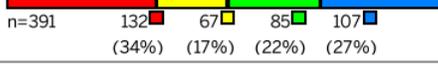
Completed on: October 27, 2021

Needs Assessed By: Jennifer Van De Wege, Wyndi Anderson, Amberlin Jaffray, Jennifer Reynolds, Mollie Plocher, Katie Thacker, Jody Adams, Kaylee McCaslin, Erika Kuch, Kathryn Hartman, Cassy Mathews, and Brandon Howard.

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (ELA) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

ELA Needs Assessment/Implications: Data from DIBELS, MAP and F&P all align to show significant literacy gaps at all grade levels, particularly 1st and 2nd. The data below shows the results from the fall DIBELS assessment broken down by grade level; over 60% of all students are in need of intensive or strategic support in reading at the beginning of this school year.

Grade	Beginning	Middle	End
K	No students with data.	 n=49 34 (69%) 8 (16%) 6 (12%) 1 (2%)	 n=47 21 (45%) 7 (15%) 13 (28%) 6 (13%)
1st	 n=56 25 (45%) 11 (20%) 11 (20%) 9 (16%)	 n=55 28 (51%) 9 (16%) 8 (15%) 10 (18%)	 n=56 17 (30%) 9 (16%) 14 (25%) 16 (29%)
2nd	 n=57 33 (58%) 7 (12%) 13 (23%) 4 (7%)	 n=57 28 (49%) 12 (21%) 15 (26%) 2 (4%)	 n=52 19 (37%) 4 (8%) 11 (21%) 18 (35%)
3rd	 n=65 25 (38%) 16 (25%) 17 (26%) 7 (11%)	 n=67 22 (33%) 15 (22%) 24 (36%) 6 (9%)	 n=77 19 (25%) 20 (26%) 18 (23%) 20 (26%)
4th	 n=56 17 (30%) 12 (21%) 24 (43%) 3 (5%)	 n=55 21 (38%) 9 (16%) 13 (24%) 12 (22%)	 n=56 21 (38%) 11 (20%) 16 (29%) 8 (14%)
5th	 n=45 13 (29%) 12 (27%) 14 (31%) 6 (13%)	 n=43 15 (35%) 9 (21%) 11 (26%) 8 (19%)	 n=48 16 (33%) 4 (8%) 10 (21%) 18 (38%)
6th	 n=60 17 (28%) 18 (30%) 12 (20%) 13 (22%)	 n=54 25 (46%) 10 (19%) 11 (20%) 8 (15%)	 n=55 19 (35%) 12 (22%) 3 (5%) 21 (38%)
All	 n=339 130 (38%) 76 (22%) 91 (27%) 42 (12%)	 n=380 173 (46%) 72 (19%) 88 (23%) 47 (12%)	 n=391 132 (34%) 67 (17%) 85 (22%) 107 (27%)

Legend n = Number of Students ■ Intensive Support ■ Strategic Support ■ Core Support ■ Core^ Support
Results Based On DIBELS 8 Composite Score

Mid-Year Review 3/14/2022: We have structured systems in place to address the gaps in literacy for all students, yet we are not seeing the expected outcomes. We have added paraeducator support for additional interventions and grade level teachers have had collaborative time to design trimester 3 core instruction to target appropriate foundational skills (for example, additional phonemic awareness and phonics instruction in primary grades and instruction in roots of multisyllabic words and comprehension strategies in intermediate grades).

End of Year Assessment 6/23/2022: There were many positive indicators that the gaps are closing to bring all students up to benchmark standards in literacy. Targeted supports with additional para allocation, phonics resources such as Silly Stories, phonemic awareness activities through Haggerty and ongoing team collaboration to analyze data to best meet student needs had the greatest impact at 1st and 2nd grades where they grew from an average of 67% of students identified in need of intervention at the beginning of the year to 45% and only 11% of students in those grades were identified as exceeding benchmarks at the beginning of the year to 32% at the end.

CSIP 2021/22 ELA

SMARTIE Goal: All students will make a minimum of a year of growth in measured reading skills by the end of the 2021-22 school year. Those students identified in the fall as well below grade level standard will receive intervention that will close the gap resulting in 80% of all students reading at or above grade level by spring of 2022 (up from 38% as measured by DIBELS and 51% as measured by MAP)

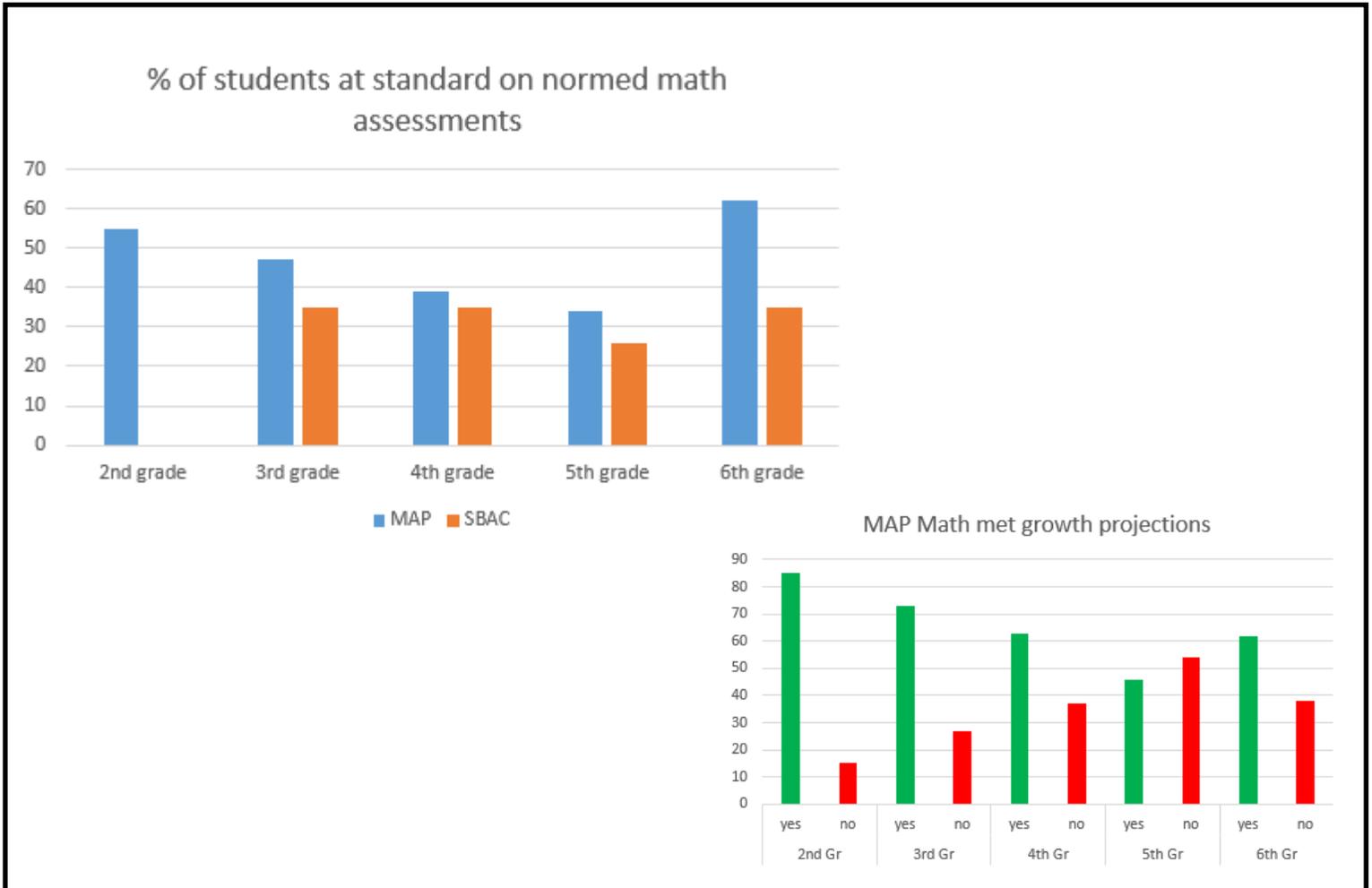
Student Group Goal: Students in the 2nd grade cohort have had the most significant impact in their literacy development of skills. 58% of these students were identified as needing INTENSIVE supports in the fall Dibels. Small group instruction, targeted para educator supports, frequent data analysis of progress monitoring tools, and collaboration between second grade teachers, SPED staff and Title staff will reduce this to less than 20% of second grade students identified as needing INTENSIVE support by the spring Dibels assessment.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Title I literacy team will meet with small groups from grades 1-4 for six week cycles using LLI curriculum and frequent progress monitoring.</p> <p>Daily para support will push into all Kindergarten– 3rd grade classes to support phonics interventions.</p>	<p>LLI progress monitoring weekly for students in intervention groups, F&P benchmarks three times a year at grades 1&2, MAP assessments 3 times a year in grades 2-6, WAKids and district kindergarten assessments, DIBELS screening three times a year.</p>	<p>Title , ESSR, and HPLAP funds for additional paraeducators to provide interventions, purchase additional F&P assessments, LLI materials, differentiated lesson tools, and digital progress monitoring tools through mClass. Additional certificated staff to support intervention and differentiation in intermediate grades. Title teacher scheduling to provide literacy lessons during library time.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Reynolds, Wyndi Anderson, Jennifer Van De Wege, and all classroom teachers	2021-22 school year	Title, LAP, HPLAP, and ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Our literacy intervention groups began the school year serving students in grades 1-4; the initial groups served in the first six weeks of the school year have increased an average of 2 levels (equivalent to 3-6 months of growth). Every six weeks the groups will be reevaluated to ensure that students are placed appropriately.</p> <p><i>3/14/22 Additional paraeducator support was increased in grades K-3 in January 2022 and a certificated intervention teacher was added to the 4-6 team. All grade levels are regularly meeting to analyze student data and plan intervention to support students not yet at grade level standards utilizing the extra staffing made possible through ESSER money. Heggerty curriculum will be added in all primary grades to further support foundational phonic and phonemic awareness.</i></p> <p><i>6/22/22 Significant gains have been achieved to address literacy gaps; however there are still large gaps to accomplish the target goal at all grade levels. The data shows that the systems that we have established this year are working to increase proficiency for students that are able to access them consistently, therefore we will continue to have comparable goals and activities moving forward through the next 2-4 years of phased pandemic recovery.</i></p>		

PASD Strategic Plan Focus Area #1; Powerful Teaching and Learning (MATH) Goals 1, 2

1. All students will graduate college, career, and life ready, with 21st century skills which include creativity, innovation, critical thinking, problem solving, communication, collaboration, and strong informational and media literacy 2.All staff model and teach 21st century knowledge and skills to improve rigorous student learning in a complex, ever-changing and interconnected world.

MATH Needs Assessment/Implications: EOY data from 2020-2021, Fall Eureka module assessments, and MAP assessments indicate more than 40% of students are not at grade level standard in math skills. Significant gaps in foundational skills at the primary grades have been identified by teacher created assessments and Eureka exit tickets. Math foundational skills will be a focus area across grade levels.



Mid-Year Review 3/14/2022: A majority of students at all grade levels that give the MAP assessments met their growth goals in math. When both SBA and MAP data was disaggregated to analyze outcomes for low income students, those students are performing at an average of 13.5% below schoolwide totals of students meeting grade level standards. This is still an area of focus for our school, however the gap has decreased since last spring so we will continue with the interventions that are in place.

End of Year Assessment 6/23/2022: The strategic focus on foundational skills and commitment to the curriculum pacing has shown positive outcomes for our primary students. 2nd grade students had over 80% meet projected growth objectives and over 50% are at/above standard. End of Module assessment results were inconsistent with normed math assessments as +70% of students were proficient on these based on teacher reports, yet the SBAC and MAP proficiency percentages continue to show this to be an area for growth in the future.

SMARTIE Goal: All students will make a minimum of a year of growth in measured math skills by the end of the 2021-22 school year. Those students identified in the fall as well below grade level standard will receive intervention that will close the gap resulting in 80% of all students demonstrating math skills at or above grade level by spring of 2022 (up from 61% as measured by EOY Eureka assessments and 39% as measured by MAP).

Student Group Goal: Analysis of EOY 20-21 math data identifies a disproportionate number of students that qualify for FARMA that did not meet grade level standards in math (77% of the students not meeting standard qualified for FARMA, yet this population only equated to 53% of the student body). Additional focus on teaching practices that promote equity for all socio-economic situations as well as support for families to increase their understanding of current math practices will be implemented. EOY 21-22 math data will decrease the gap in mastery of math grade level standards to less than 10% between students who qualify for FARMA and those that do not.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Para-educator support of math exit ticket review in grades 3-6.</p> <p>Math night for students and families when health and safety practices support the event.</p>	Daily eureka exit tickets, Mid-Module and End of Module eureka assessments, MAP assessments 3 times a year in grades 2-6, WAKids and district kindergarten assessments.	Title 1,LAP, ESSR, and HPLAP funds for additional para-educators to provide interventions to target gaps early in the instructional process and purchase differentiated lesson tools. Additional certificated staff to support intervention and differentiation in intermediate grades.
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Van De Wege, Wyndi Anderson, Lyle Hibler, and all classroom teachers	2021-22 school year	Title, LAP, HPLAP, and ESSR

Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Para-educators push into each grade level for a minimum of 30 minutes to support math exit tickets and small group foundational skills practice. Students needing additional instruction are receiving that support the same day as the need is identified which minimizes ongoing difficulties with core concepts.

3/14/22 Additional paraeducator support was increased in grades K-3 in January 2022 and a certificated intervention teacher was added to the 4-6 team. All grade levels are regularly meeting to analyze student data and plan intervention to support students not yet at grade level standards utilizing the extra staffing made possible through ESSER money.

6/22/22 A disproportionate percentage of FARMA students continues to not meet grade level benchmarks, however that gap has decreased to 18% in comparison to overall percentage of students achieving standard. This population of students were also more impacted with attendance concerns this year which made continuity of instruction challenging.

CSIP 2021/22 STUDENT WELLBEING

PASD Strategic Plan Focus Area #2; District Culture Goals 1 & 2

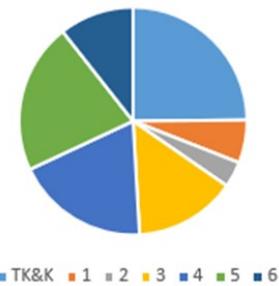
1. Promote a safe, healthy, affirming, and welcoming learning environment 2. Celebrate Success through broad-based, varied media

SWB Needs Assessment/Implications: Many students have returned to the 2021-22 school year lacking foundational social emotional skills resulting in an increase in discipline incidents. Minor discipline incidents are addressed with office resets to quickly modify behaviors and return students to learning; major discipline incidents involve more extensive intervention to teach necessary behavior skills in partnership with family support. The total number of incidents in the 20-21 school year was 18; in just the first two months of 21-22 there have been 113.

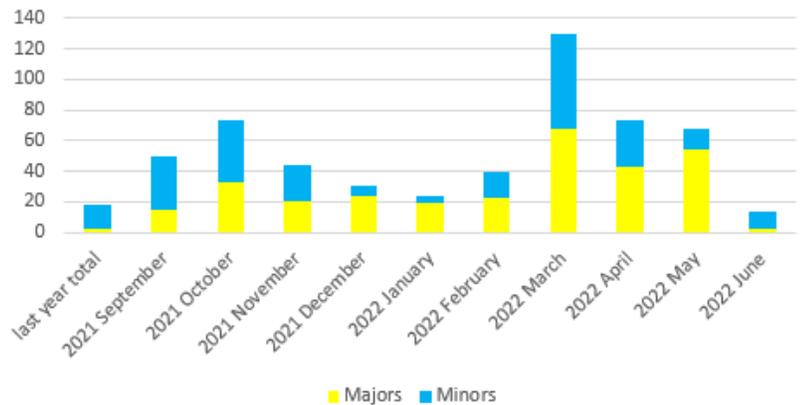
SRSSIE January-May 2022



% of all referrals



Discipline Referrals



Mid-Year Review 3/14/2022: Providing core SEL for all students in classrooms utilizing Character Strong curriculum in addition to weekly lessons with the counselor has improved self regulation skills and school behaviors for tier 1 students. Providing individual instruction for students needing tier 2 and 3 support with our Wellness teacher, developing behavior plans and teaming with parents and families, as well as creating alternatives for recess for those that need a different environment to be successful is resulting in more expected behaviors at school. There is a large bubble of kindergarten referrals that are resulting from a small number of students that have yet to learn and display school appropriate behaviors.

End of Year Assessment 6/23/2022: The addition of a certificated teacher to work directly with students identified as needing Wellness skills did result in the majority of SRSSIE areas showing decreased percentages by spring. The students receiving the intervention also increased their ability to self regulation and identify emotions and strategies. Our referral rate did climb significantly in the spring; this can be attributed to common behavior patterns as well as the vacated school counselor position (which meant more students were referred to the office when they had needs that may have been addressed by the counselor when present).

CSIP 2021/22 STUDENT WELLBEING

SMARTIE GOAL: All students will have explicit instruction in social emotional skills in order to increase their resilience and ability to independently problem solve in challenging situations. All students will engage in a minimum of three social emotional skill building activities each week resulting in a decrease in the number of students identified by SRSSIE and other student surveys as in need of additional supports and intervention from more than 40% of students in the winter to less than 20% in the spring.

Student Group Goal: Students demonstrating behaviors that need additional instruction will receive Tier 2 and 3 interventions. As a result of these interventions, those students will decrease their average number of monthly referrals from 5 per student per month in the fall to less than 2 per student per month in the spring.

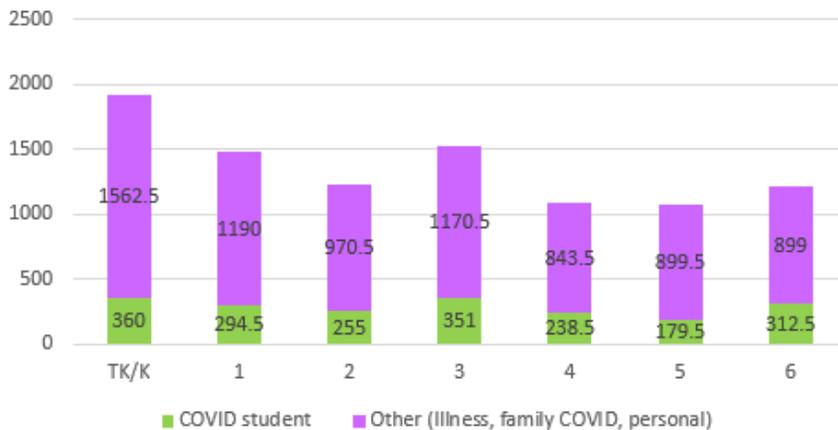
Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>School counselor will teach core SEL skills to each class weekly.</p> <p>Classroom teachers will use Character Strong Curriculum as a scaffold of SEL teaching in all classrooms.</p>	<p>Student major and minor referrals. SRSSIE survey of staff for all students twice a year. Student surveys in Counselor Corner. Healthy Youth Survey. CEE survey.</p>	<p>Character Strong Curriculum and resources, school counselor scheduling to include all classes weekly. Increased para-educators to teach behavior skills during unstructured time (recess, school transitions, lunch). Certificated teacher to provide Wellness intervention for students in need of tier 2 and 3 support.</p>
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Van De Wege, Wyndi Anderson, Amberlin Jaffray, all classroom teachers	2021-22 school year	Title 1, LAP, HPLAP, ESSR
Evidence of Impact		
Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?		
<p>Tier 1 instruction in classrooms and Counselor’s Corner lessons are addressing student needs in each grade level. This proactive instruction is decreasing the number of students needing tier 2 and 3 supports.</p> <p><i>3/14/22 The addition of a full time certificated wellness instructor has allowed us to be targeted with interventions for students identified by building wide SRSSIE. Currently 60.3% of students have been identify as in need of support in either internalizing, externalizing or both types of behaviors. Our Wellness teacher is currently serving the 13.2% of the student body with the highest needs. Additionally, we continue to track major and minor discipline incidents and have developed behavior plans for students identified as needing tier 3 support to learn school appropriate behaviors.</i></p> <p><i>6/22/22 The TK/K and 5th grade cohorts demonstrated the highest level of behavior intervention needs and proactive whole group instruction on behavior and SEL will be implemented for these grade levels in the fall. Additionally, students receiving tier 2 and 3 behavior supports benefitted from individualized behavior plans that will be revised with each of those students in the fall to ensure they are equipped to begin the year with the tools they need.</i></p>		

PASD Strategic Plan Focus Area #3; Family and Community Engagement Goals 1, 2, 3

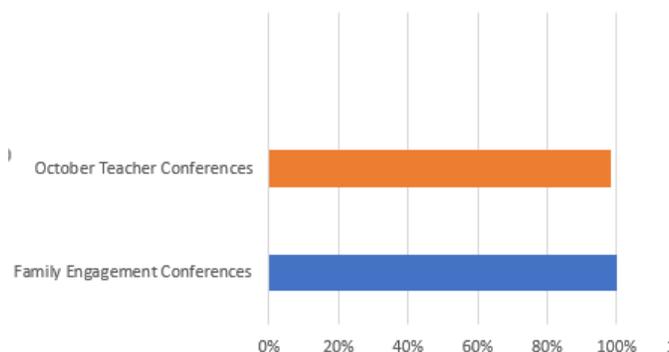
1. Create and promote a system that facilitates open and accessible communication between family, staff, students, and community 2. Provide opportunities for families to support student learning 3. Support student success and family engagement by building partnerships with community organizations

F & CE Needs Assessment/Implications: Returning to full time instruction has increased the need to create connection and community with school families. 100% of Roosevelt families began the year by participating in Family Engagement conferences; 98.3% of families attended October teacher conferences during conference week. CEE data identifies academic challenges as the highest area of need for our students and families.

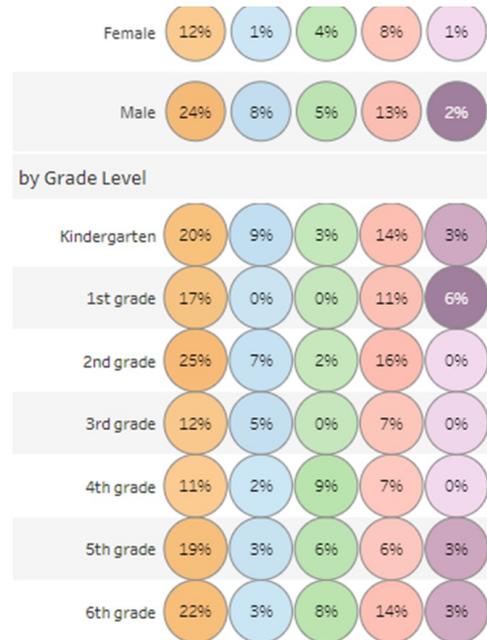
RES Absences 9/1/21-6/15/22



Family Participation in Conference Opportunities



Roosevelt Students



Mid-Year Review 3/14/2022: Attendance is having a significant impact on our learning recovery plans. As of the beginning of March we had 6220 total days missed by our students with an average absence rate of 87.56 students daily. Our families are following our district protocols to keep children home when they are ill as well as a significant number of children have had to quarantine due to household members that are COVID+ (1859 days missed due to student COVID and quarantine and an additional 1626 for family members that are COVID quarantined). As of March, 18.4% of students have been chronically (10+) absent and an additional 15% have excessive (15+) absences. This creates inconsistency for classroom teachers as they are working to address gaps for all students through both core instruction and differentiated interventions.

End of Year Assessment 6/23/2022: The impact that attendance had on student growth this year cannot be understated; 77% of students had chronic or excessive absences, representing just over 9500 absences (nearly 2000 of those represent student COVID quarantines). We have continued to have strong communication with the majority of families, however there are a handful of families with excessive absences that have not been able to connect to excuse the absences and that caused an increase to the number of unexcused absences we had this year. Working with our families to improve attendance outcomes next year will be a high priority.

CSIP 2021/22 FAMILY AND COMMUNITY

SMARTIE GOAL: All Roosevelt families will feel connected to the school and work in partnership to benefit their children. Families will have multiple opportunities to discuss and support their child’s academic and social emotional goals. 100% of families will engage in at least one school conference or activity in the 2021-22 school year. Families experiencing barriers to connections will have alternatives provided such as phone outreach, digital conferences, or evening opportunities.

Student Group Goal: Families that are experiencing homelessness will have additional supports and connections through the partnership between the school and the family navigator team. Many of these families will benefit from access to the NOHN Mobile Health unit for both physical and mental health supports. Communication with these students and their families will increase the number of students experiencing homelessness that access NOHN resources from zero in the fall to 30% in the spring.

Activities	Measures	Resources
Describe 2 activities which also address student equity that will help achieve your goal above.	What short- and long-term data will you collect to measure the impact of student learning and outcomes for the specific students named in your SMARTIE goal?	What resources will be needed to implement this activity toward reaching the stated SMARTIE goal?
<p>Reestablish PTO and host a minimum of 3 events for students and families to attend.</p> <p>Communicate with families a minimum of once weekly using a variety of modalities (Wednesday folders, robocall, email, and DoJo)</p>	CEE data, attendance at Family engagement and conferences, PTO attendance	DoJo, flyers for communication, time for staff to conference with families
Lead/Staff	Time Frame	Funding
Who will be responsible for implementing, measuring and adjusting the activities?	What is the projected length of time for the activities?	What monies from coordination and integration will be utilized?
Jennifer Van De Wege, Wyndi Anderson, all school staff	2021-22 school year	Title 1 (parent partnership funds), district calendar including release time for conferences (BEA/ESSR)

Evidence of Impact

Describe your results and progress so far in one or two sentences, i.e., what did you find in your data and what did it mean?

Parent conferences were scheduled to concurrently address student needs for many students by reviewing and updating 504 plans and IEPs as well as completing SAT meetings and referring students in need of additional interventions. Putting these supports in place will positively impact the learning for each of these students.

3/14/22 We have stayed closely connected to our families as partners in supporting their children at school. Ongoing challenges with attendance have made these partnerships crucial in finding creative solutions for students that have been quarantined or have been ill.

As of March 2022, our partnership with the district navigator has resulted in 14.8% of our families experiencing homelessness that are connected to NOHN services.

6/22/22 We continued to be intentional about providing opportunities for families to engage with the school in positive ways. Parents were encouraged to volunteer at Field Day, we had an evening Art Show and Pizza Night which was attended by 50 families, we held a 6th grade Moving Up ceremony for over 200 family members, and classroom volunteers were active throughout the spring.

Additional Implications: Thus far in the 2021-22 school year we have seen an increase in student absences. This can be attributed to students and families adhering to our district health and safety protocols to keep students home if they are experiencing any symptoms that are related to COVID19. We have also had many students quarantine due to family members or other close contacts that are COVID19 positive. We anticipate our attendance data to be significantly impacted throughout the year due to these reasons and we are in frequent communication with our families to support student learning in spite of the location.

The local housing market has also had an impact on the increased number of students experiencing homelessness. We work in partnership with our district family navigator to ensure that these students and their families have the resources they need in order to continue to make school attendance a priority.

As referenced earlier, there has been a dramatic increase in discipline occurrences at the beginning of this school year compared to last year. This can be partly attributed to the atypically low number of discipline incidents that occurred during our hybrid schedule and shortened days. However, this is still a high priority for our building as many students have been impacted by traumatic events, especially in the past two years, and we are making trauma informed practices and social emotional learning foundational to our instruction.

Another area of focus for us this year will be our students that may need access to special education services. During the past two school years, there have been many students that were not attending in school buildings, or only for short periods of time. Now that they have returned, we have an increased number of students that are being referred to the student assistance team to determine special education needs. Our systems will provide interventions to support the learning needs of each child.

Preliminary Planning for Next School Year: The CSIP goals for this school year were created with the understanding that learning recovery to return to pre-pandemic benchmarks would be a 3-5 year undertaking. Therefore, this year's goals will continue into the next school year (**with the reflection of our growth from the work of the 2021-22 school year**).

ELA SMARTIE Goal: All students will make a minimum of a year of growth in measured reading skills by the end of the 2021-22 school year. Those students identified in the fall as well below grade level standard will receive intervention that will close the gap resulting in 80% of all students reading at or above grade level by spring of 2022 (up from 38% / **49%** as measured by DIBELS and 51% / **52%** as measured by MAP)

Math SMARTIE Goal: All students will make a minimum of a year of growth in measured math skills by the end of the 2021-22 school year. Those students identified in the fall as well below grade level standard will receive intervention that will close the gap resulting in 80% of all students demonstrating math skills at or above grade level by spring of 2022 (up from 61% / **70%** as measured by EOY Eureka assessments and 39% / **47%** as measured by MAP).

Student WellBeing SMARTIE GOAL: All students will have explicit instruction in social emotional skills in order to increase their resilience and ability to independently problem solve in challenging situations. All students will engage in a minimum of three social emotional skill building activities each week resulting in a decrease in the number of students identified by SRSSIE and other student surveys as in need of additional supports and intervention from more than 40% of students in the winter to less than 20% / **28%** in the spring.

F/C SMARTIE GOAL: All Roosevelt families will feel connected to the school and work in partnership to benefit their children. Families will have multiple opportunities to discuss and support their child's academic and social emotional goals. 100% of families will engage in at least one school conference or activity in the 2021-22 school year. Families experiencing barriers to connections will have alternatives provided such as phone outreach, digital conferences, or evening opportunities. **We will continue to make strong partnerships with families a high priority and work together to improve attendance outcomes to support student learning.**