



2016–17 Roosevelt Report to the School Board

December 19, 2016

Improvement Efforts

Strategic Direction A

STUDENT LEARNING AND ENGAGEMENT

- ❑ Response to Intervention (RtI) structure for Reading
 - ❑ Ongoing support of core instruction, including Collegial Coaching experiences within each Balanced Literacy component
 - ❑ Continued learning of Reciprocal Teaching
 - ❑ Guided Reading Professional Development (2 days)
 - ❑ Self-assessment and conversation around “Balanced Literacy classroom look-fors”
 - ❑ Tailor Tier 2 interventions to more closely align to individual needs
 - ❑ Additional support in Tier I classrooms to more purposefully meet needs of cluster students
 - ❑ Continued support in using data to make decisions
 - ❑ Ongoing frequent collaboration among all staff

Improvement Efforts

Strategic Direction A

STUDENT LEARNING AND ENGAGEMENT

- ❑ Response to Intervention (Rtl) structure for Math
 - ❑ Continued professional learning with regard to guided math/small group math--this continues to be learning work
 - ❑ Continued support in using data to make decisions
 - ❑ Fact Fluency Club before school two days a week
 - ❑ Ongoing, frequent collaboration among all staff

Improvement Efforts

Strategic Direction B

DEVELOPING DISTRICT CULTURE AND PRACTICES OF PARTNERSHIP AND CONNECTEDNESS BETWEEN STAFF, STUDENTS, FAMILIES AND COMMUNITY FOR STUDENT LEARNING

- ❑ Response to Intervention (RtI) structure for Behavior
 - ❑ Ongoing PBIS support for ALL
 - ❑ PBIS 101, Mythbusters, What is CICO?, Scenarios
 - ❑ Continued focus on building a positive and welcoming school culture (Monday Morning Messages, Star Qualities, 4-At-The-Door, etc.)
 - ❑ Increase understanding of our Student Support Teams
 - ❑ Push-in model for behavioral support

Improvement Efforts

Direction D

NEEDS-BASED RESOURCE ALLOCATION

- ❑ Ongoing review of data and need to support our structure of support
- ❑ Additional Title I teacher to be added to support some new and unique needs at Roosevelt
- ❑ Collaborative work that occurs constantly to identify need, deliver support, and monitor the progress
- ❑ Critical strategic direction that allows us to address the needs that come to us

Improvement Efforts

Direction E

DEVELOPING STAFF CAPACITY, ACCOUNTABILITY AND SKILLS TO IMPLEMENT OUR STRATEGIC DIRECTIONS

- ❑ Guided Reading Professional Development (2 days)
- ❑ SIOP training (Sheltered Instruction Observation Protocol)
- ❑ First 30 Days support—including use of ORRs, anecdotal note-taking, conferring, etc.
- ❑ Ongoing support, including Collegial Coaching, in each component of Balanced Literacy
- ❑ Training for paraprofessionals who provide literacy support
- ❑ Open Door Days – 8 times a year
- ❑ Technology support
- ❑ Continued learning around the guided math framework
- ❑ Support and training to cluster teachers

Professional Learning Community Collaborative Teams

- ❑ Building and grade level goals that aim to decrease the achievement gap, particularly for Special Education students and Free/Reduced Price students
- ❑ Use of common formative assessment data that drives instructional decision-making and systems of support
- ❑ The Three Big Ideas provide our framework
 - ❑ Learning
 - ❑ Collaboration
 - ❑ Focus on Results
- ❑ Meet at least twice per month
- ❑ Mindful of the need to collaborate even more frequently than twice a month, particularly with all adults who support students

ATTENDANCE DATA

Roosevelt			
	13-14	14-15	15-16
All	96.07	95.80	95.91
LEP	na	na	na
SPED	95.48	95.05	94.90
FRP	95.34	95.00	95.04
Hispanic	92.88	94.84	93.63
American Indian	na	na	na
Asian	97.90	95.88	97.94
Black	93.15	92.95	96.25
White	96.23	95.95	95.39
Pacific Islander	na	na	na
Two or more races	94.51	94.58	95.39

BEHAVIOR DATA – 2015–16

Roosevelt Ethnicity Data

5% of students are Hispanic
88% of students are White
6% of students are Black
1% of students are Asian

Roosevelt Gender Data

53% of students are male
47% of students are female

Total Minors - 401

Hispanic - 4 minors, <1%
White - 362 minors, 90%
Black - 32 minors, 8%
Asian - 3 minors, <1%

76% of minors were given to males
24% of minors were given to females

Major Data

6 majors in 2015-16 (5 males, 1 female, all were white)
4 - physical aggression, 1 - theft, 1 - defiance
3 suspensions in 2015-16 (2 males, 1 female, 1 black, 2 white)
All 3 were for physical aggression

DIBELS DATA K-2

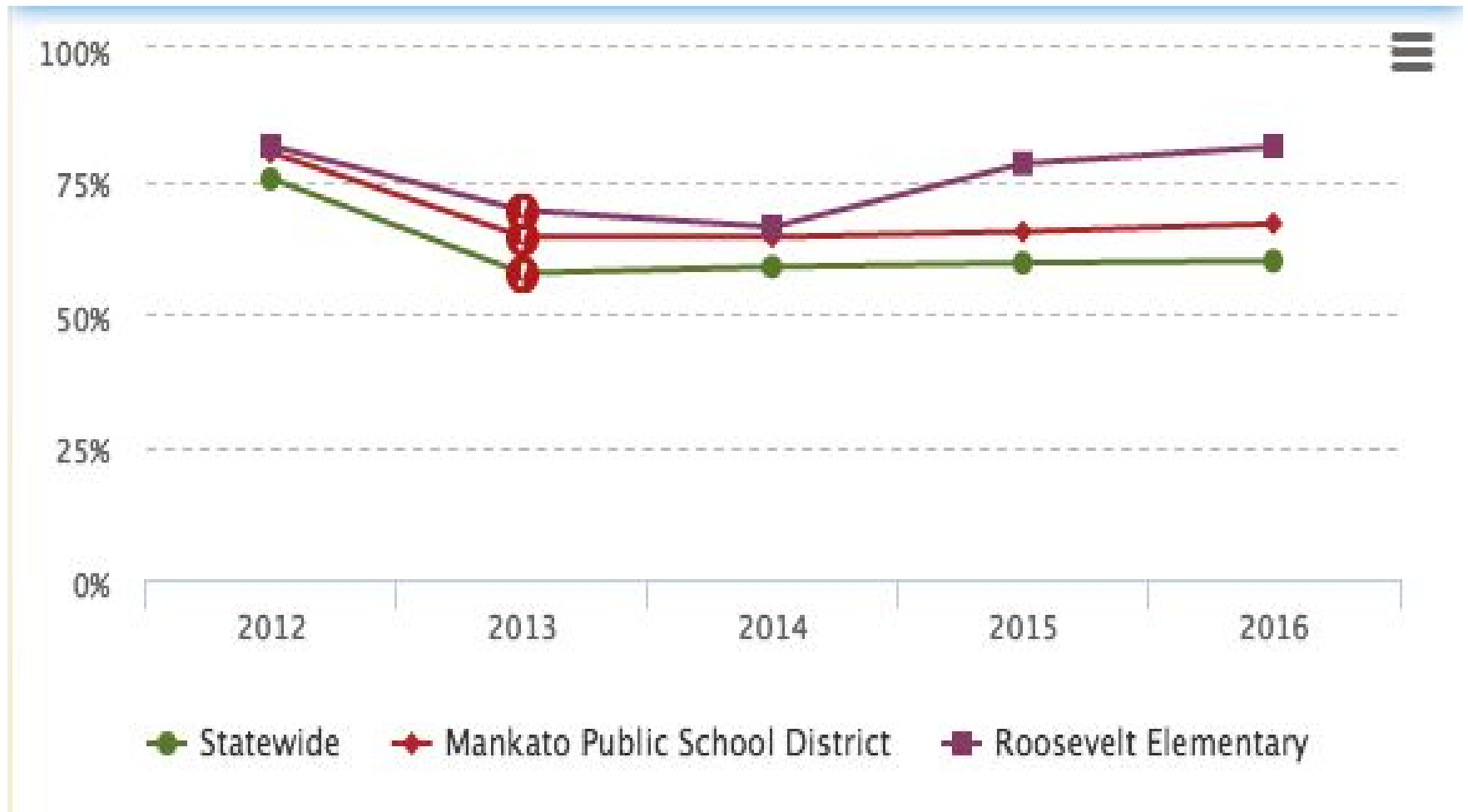
Grade	Beginning	Middle	End
K	 n=56 7  15  34  (13%) (27%) (61%)	 n=55 5  5  45  (9%) (9%) (82%)	 n=56 2  4  50  (4%) (7%) (89%)
1st	 n=45 4  7  34  (9%) (16%) (76%)	 n=45 1  5  39  (2%) (11%) (87%)	 n=43 0  7  36  (0%) (16%) (84%)
2nd	 n=62 6  6  50  (10%) (10%) (81%)	 n=63 7  6  50  (11%) (10%) (79%)	 n=61 1  6  54  (2%) (10%) (89%)

Kindergarten - 61%, 82 %, 89%

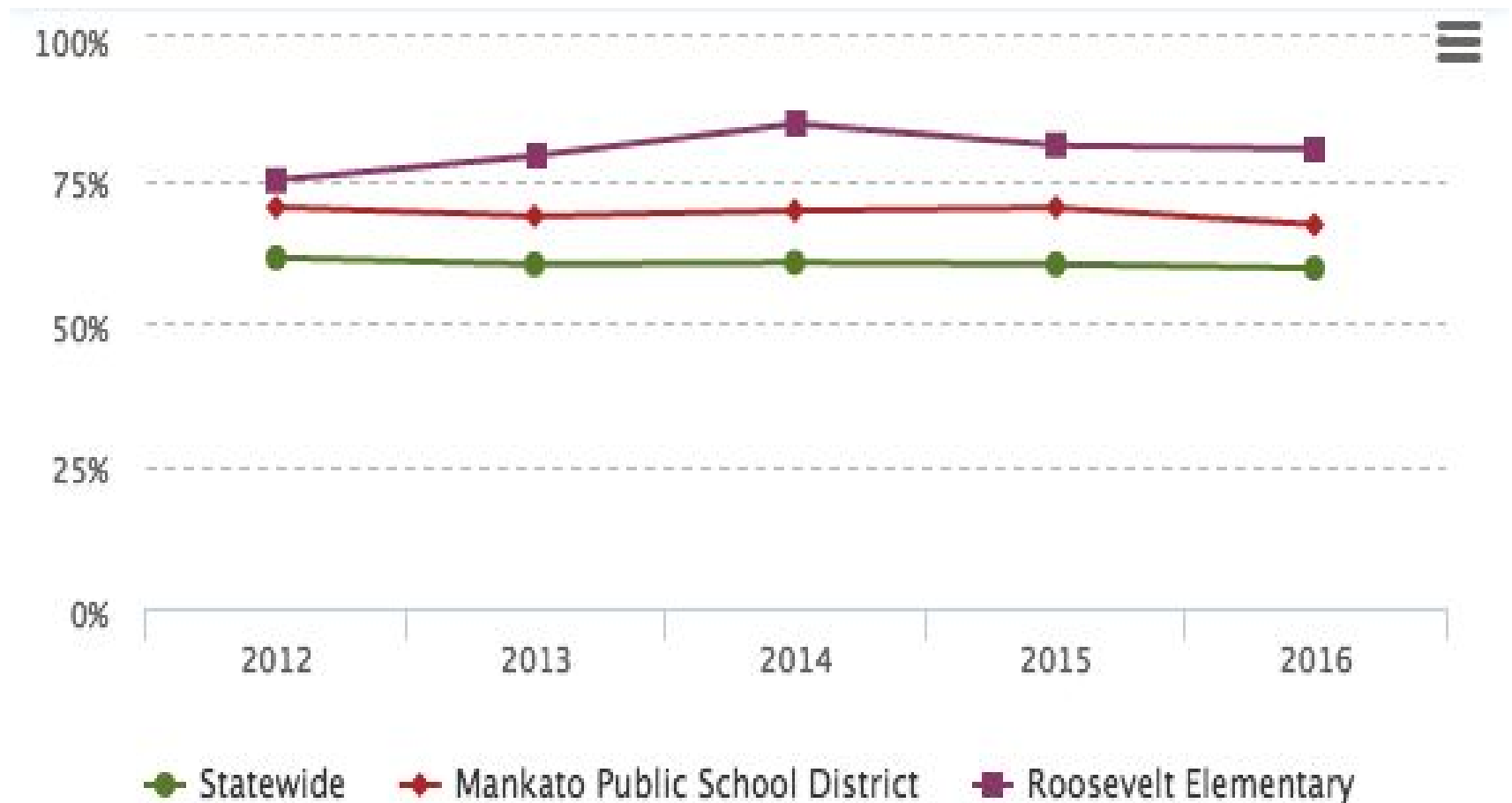
1st Grade - 76%, 87%, 84%

2nd Grade - 81%, 79%, 89%

Roosevelt Reading Trend Data



Roosevelt Math Trend Data



**Thank you for your vision,
guidance, and support.**

Questions?

