

2017–18 Roosevelt School Report to the School Board



December 18, 2017



Improvement Efforts

Strategic Direction A

STUDENT LEARNING AND ENGAGEMENT

- Response to Intervention – Reading
 - ◆ Reciprocal Teaching Scope & Sequence
 - ◆ Ongoing use of formative assessment data, including using NWEA more frequently
 - ◆ Continued learning of Balanced Literacy framework
 - ◆ Push-in coaching model to support Guided Reading
 - ◆ Targeted group of bubble students with a SMART goal
 - ◆ Ongoing, frequent collaboration--“curriculum cohesion”
 - ◆ How can technology support the RtI framework?

Improvement Efforts

Strategic Direction A

STUDENT LEARNING AND ENGAGEMENT

- Response to Intervention – Math
 - ◆ Guided Math is now implementation work for all!
 - ◆ Collaborative teams work together to plan and implement Guided Math
 - ◆ After school PD to support Guided Math
 - ◆ Targeted group of bubble students with a SMART goal
 - ◆ How can technology support the Rtl framework?
 - ◆ Guidelines for Guided Math – learning work

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 – Behavior
 - ◆ Push-in model for behavior
 - ◆ Continued PBIS efforts at a whole-school level: Celebrations, MMM, TVs, compliment slips, postcards, Four-at-the Door, etc.
 - ◆ Ex: OKAY Campaign--involving students, staff, parents
- Partner & Connect with ALL in a number of ways:
 - ◆ Coffee with the Principal – Cub Foods partnership
 - ◆ Weekly parent communication
 - ◆ Parent Circle Meetings
 - ◆ Title I outreach--book delivery, public library, Sibley Park
 - ◆ Partnerships with West High School

Improvement Efforts

Strategic Direction C

INCREASE READINESS FOR ALL STUDENTS TO ENSURE OPTIONS FOR LIFE

- Response to Intervention -- reading, math, behavior
- Review data frequently--progress monitoring data, formative and summative assessment data, behavioral data
- Collaborate and adjust
- Best practices--what does that tell us?

Improvement Efforts

Strategic Direction D

NEEDS–BASED RESOURCE ALLOCATION

- In the Spring, the Roosevelt Leadership Team:
 - ◆ Uses data to make decisions about need
 - ◆ Allocates resources based on those needs
 - ◆ Reviews and revisits our thinking and philosophy
 - ◆ Engages in courageous conversations about how to best use our resources to support students

Improvement Efforts

Direction E

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

- Professional Development
 - ◆ Balanced Literacy
 - ◆ Open Door Days continue!
 - ◆ Technology learning
 - ◆ Guided Math
 - ◆ Talent & Development--cluster & Rising Scholars
 - ◆ John Hattie's research
 - ◆ Brain Research
 - ◆ The Sisters/CAFE
 - ◆ Access & Equity
 - ◆ CHOICE & OPTIONS & ONGOING!

ATTENDANCE DATA - 2016-17

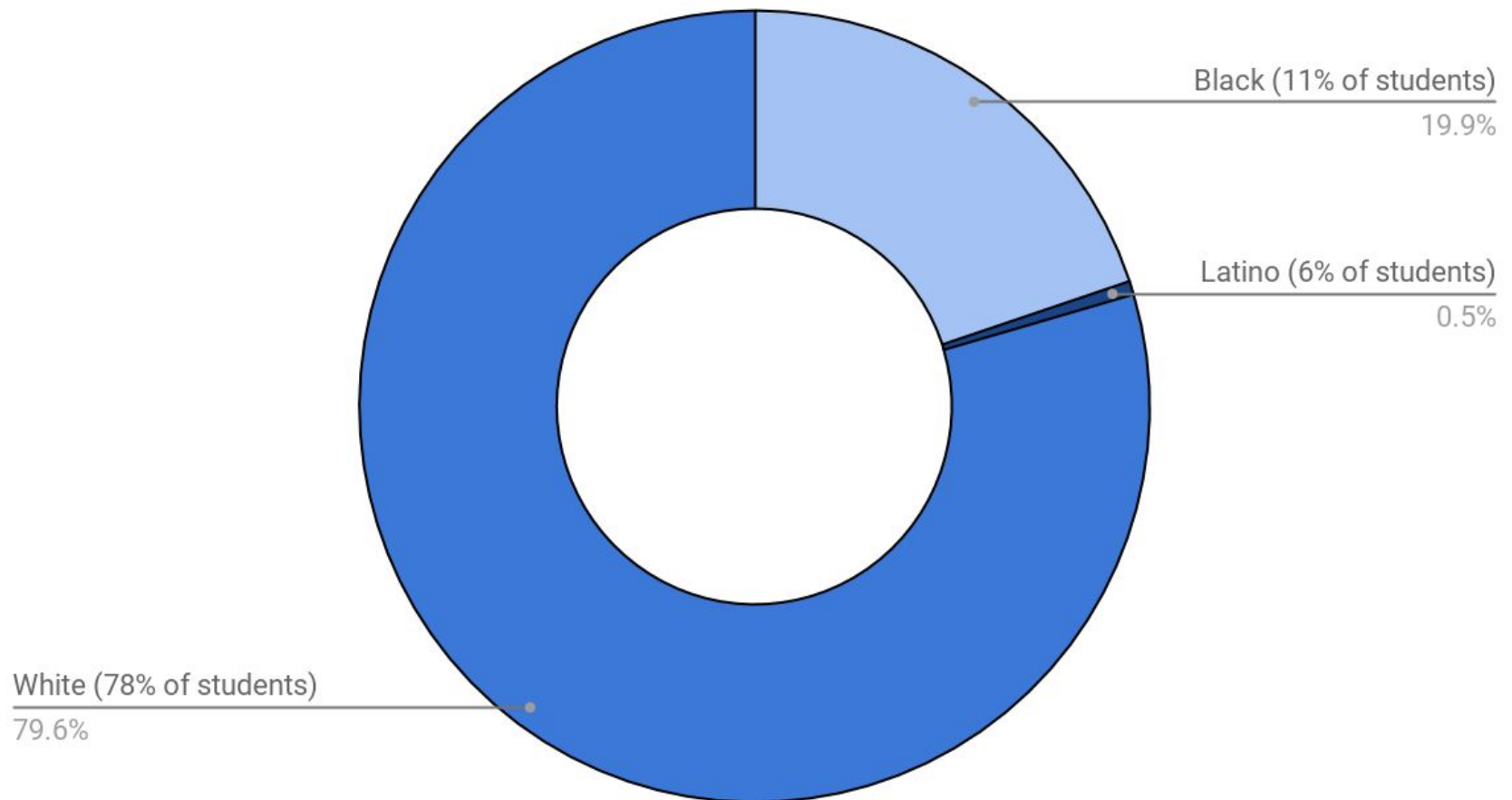
STUDENT GROUP	ATTENDANCE RATE
ALL	95.59%
FRP	94.42%
LEP	95.59%
SPED	93.6%
NON-SPED	94.94%
HISPANIC/LATINO	91.38%
BLACK OR AFRICAN AMERICAN	93.12%
WHITE	95.32%
TWO OR MORE RACES	95.57%

BEHAVIOR DATA - 2016-17

Student Group	Number of Students Referred	Number of Students Enrolled
Asian	0	3
Black	4	44
Latino	1	24
Native American	0	0
Two or more Races	0	18
Pacific Islander	0	0
White	10	308

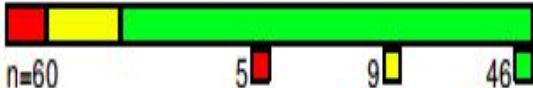
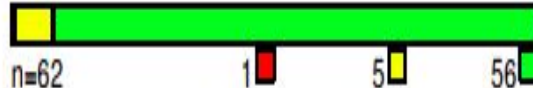
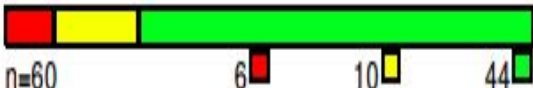
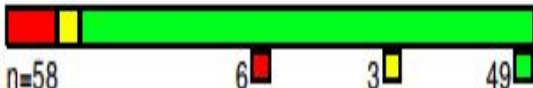
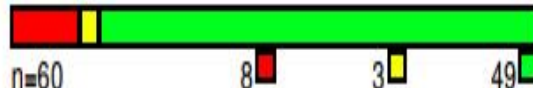
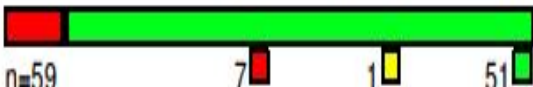
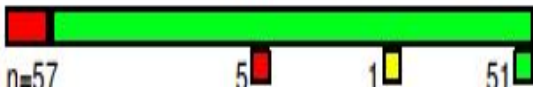
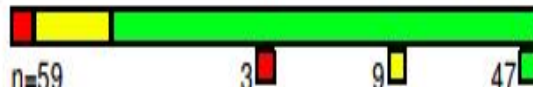
BEHAVIOR DATA - 2016-17

Percent of students vs percent of student referrals



DIBELS DATA: K-2

2016-2017

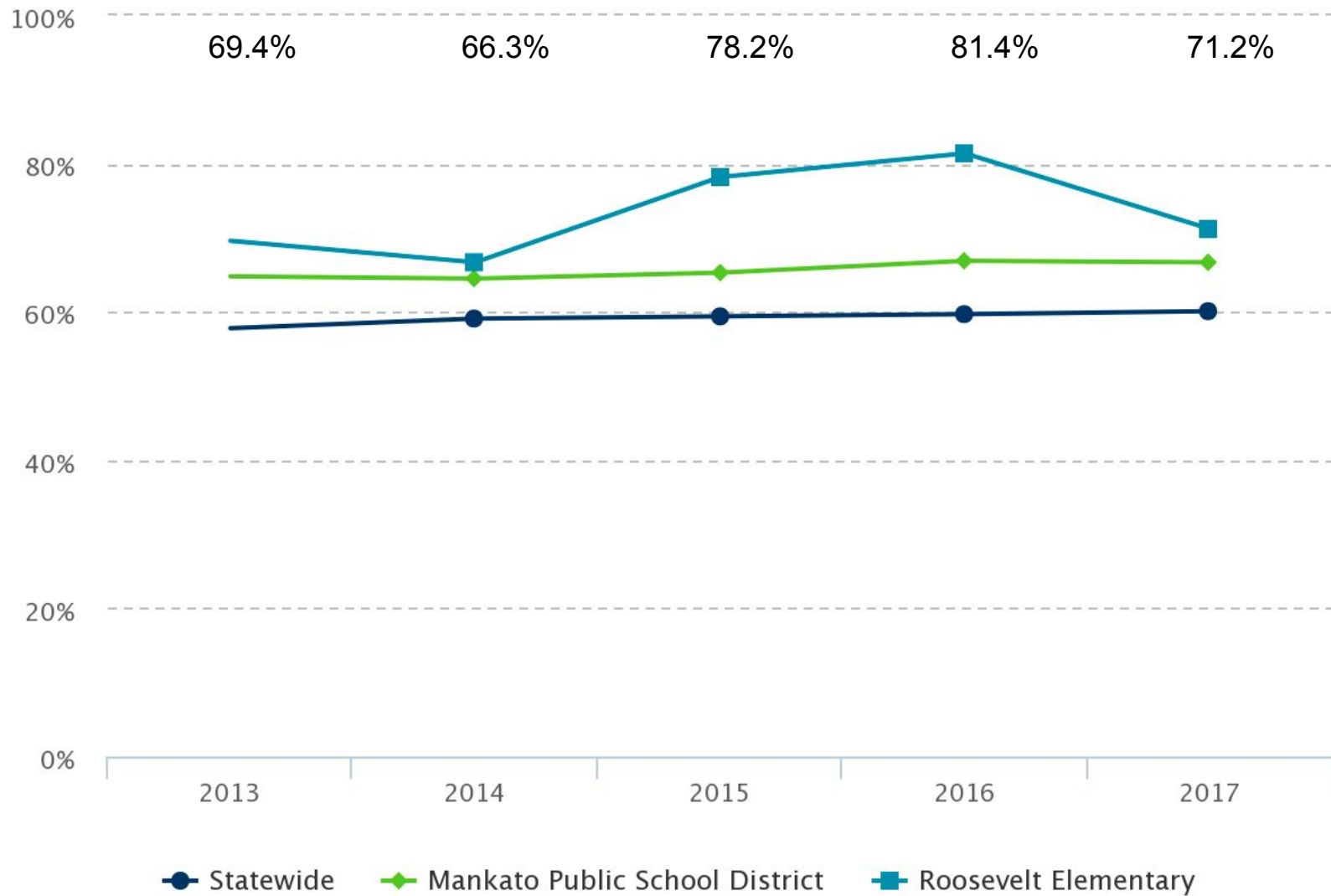
Grade	Beginning	Middle	End
K	 n=61 8 13 40 (13%) (21%) (66%)	 n=60 5 9 46 (8%) (15%) (77%)	 n=62 1 5 56 (2%) (8%) (90%)
1st	 n=60 6 10 44 (10%) (17%) (73%)	 n=58 6 3 49 (10%) (5%) (84%)	 n=60 8 3 49 (13%) (5%) (82%)
2nd	 n=59 7 1 51 (12%) (2%) (86%)	 n=57 5 1 51 (9%) (2%) (89%)	 n=59 3 9 47 (5%) (15%) (80%)

DIBELS DATA: Grades 3–5

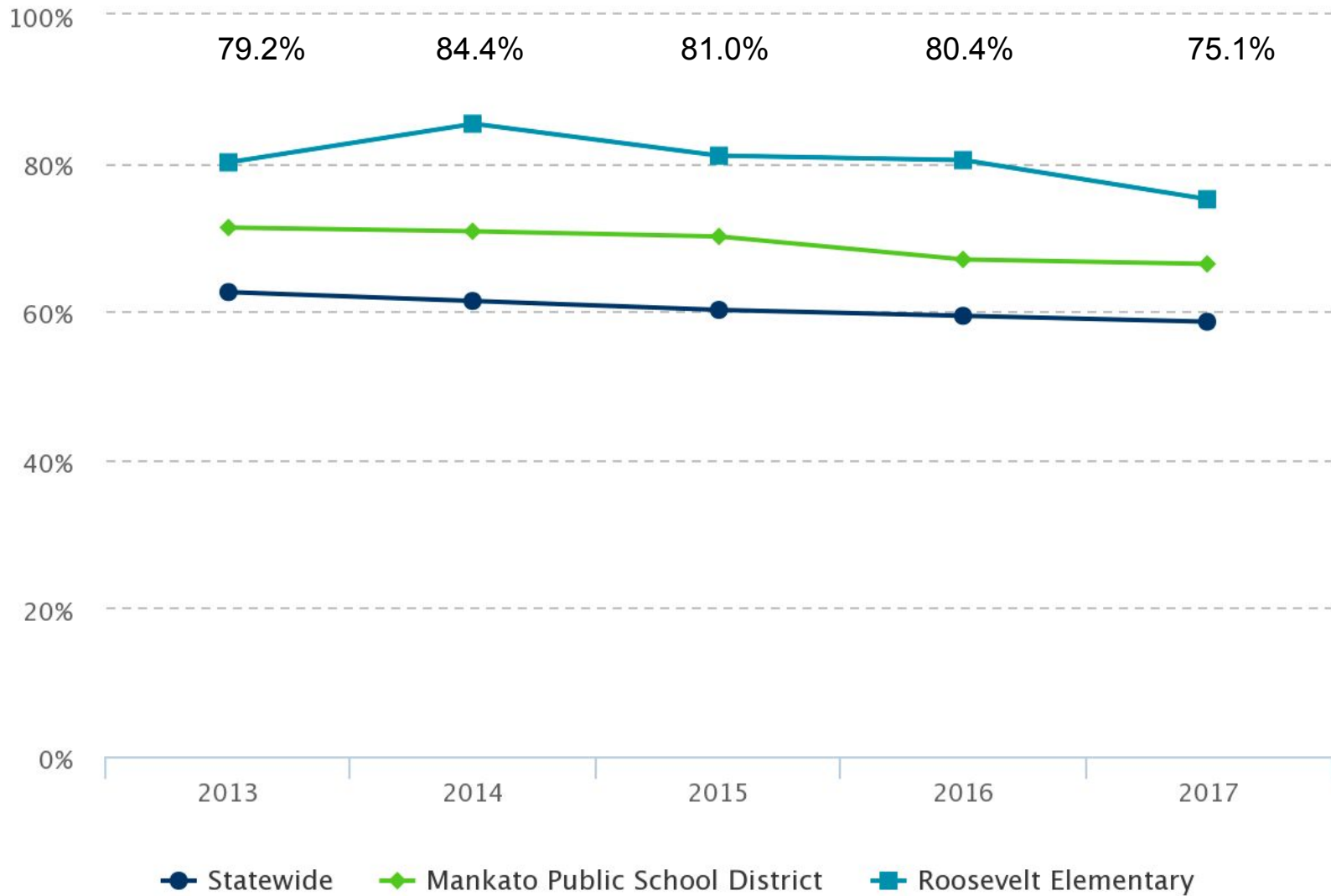
2016–2017



Roosevelt Reading Trend Data



Roosevelt Math Trend Data



Professional Learning Community Collaborative Teams

- The Three Big Ideas provide our framework
 - ◆ Learning
 - ◆ Collaboration
 - ◆ Focus on Results
- Review of Roosevelt Vision Card at each PLC
- Guided Math Unit Planning Framework alongside the Math Super Doc
- Curriculum Cohesion--work in progress!
- Targeting a group of bubble students and setting either a Math or Reading SMART goal, pairing it with research-based strategies--Learning Work!



Questions?

AS ALWAYS, THANK YOU FOR YOUR SUPPORT
OF THE STAFF AND STUDENTS AT
ROOSEVELT ELEMENTARY.

YOUR VISION,
YOUR COMMITMENT,
AND YOUR CONFIDENCE IN OUR WORK
IS VITAL TO OUR SUCCESS.