

**Report of Strategic Plan Progress
2007-2008**

SCHOOL: ROOSEVELT	READING	2007-2008 REPORT
School Goal: By the year 2007, 77% of Roosevelt students will comprehend informational text at or above grade level standards, as measured by the WASL and district assessments.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
Staff will utilize the Seven Essential Strategies for Powerful Teaching and Learning to provide specific, focused instruction based upon new understandings for comprehending informational text. Staff will focus on the strategy of identifying and articulating clear learning objectives.	Staff utilized early release, Learning Improvement Days, staff meetings, and 1-1 coaching sessions to learn to better teach students to comprehend informational text. Principal observed evidence of teachers teaching to clear objectives during “quick visits” and formal observations.	The percent of students meeting standards in comprehending informational text on the WASL improved from 41.3% in 1999 to 73.3% in 2007. (Even though the poverty rate rose from 41.7% to 60% and the percentage of ELL students rose from 6% to 18% during the same time frame). We made all of our AYP goals in reading in 2007.
Staff will utilize Accelerated Achievement Conferences to regularly assess students not at standard and to plan next instructional steps for these students.	All classroom and Title I teachers utilized accelerated achievement conferences to assess authentic student work and plan next learning steps. . We met every 3 weeks to share ongoing assessments and to plan next steps for students not at standard.	66.8% of Roosevelt students met standard in analyzing and interpreting informational text on the WASL in 2007. 73.3% passed the WASL in reading in 2007. We made all of our AYP goals in reading in 2007.
Staff will work 1-1 with 3 teacher coaches to develop understandings in literacy.	All 17classroom teachers and both special education teachers worked 1-1 with a peer coach for 8-10 sessions. Staff perception surveys indicate that staff believes these coaching sessions are effective. Individual comments from teachers also indicate that this was our most successful year of peer coaching. Two more classroom teachers were trained this year and will begin coaching next year.	73.3% of our students passed the WASL in reading in 2007. 67% of students read at grade level, as measured by the DRA/DRP in the fall of 07, and 78% of students read at grade level in the spring of 08. We made all of our AYP goals in reading in 2007.
Staff will use OSPI grade level expectations in reading to align instruction and classroom assessment and practice.	Staff utilized early release, Learning Improvement Days, staff meetings, and 1-1 coaching sessions to learn to better align instruction and classroom assessment and practice in reading.	73.3% of our students passed the WASL in reading in 2006. 67% of students read at grade level, as measured by the DRA/DRP in the fall of 07, and 78% of students read at grade level in the spring of 08. We made all of our AYP goals in reading in 2007.

SCHOOL: ROOSEVELT	WRITING	2007-2008 REPORT
School Goal: By the year 2007, 73% of Roosevelt students will achieve at or above grade level standards in writing organization, as measured by the WASL, building, and district assessments.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
Staff will administer and assess school-wide writing assessments by grade level teams throughout the year.	Staff met by grade level to assess student writing and plan next steps.	48.3% of our students passed the WASL in writing in 2007. We will continue to focus in this area next year.

SCHOOL: ROOSEVELT	MATH	2007-2008 REPORT
School Goal: By the year 2007, 65% of Roosevelt students will achieve at or above grade level standards in communicating understanding of math, as measured by the WASL and district assessments.		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
Staff will work in grade level teams to analyze authentic student performance assessments to determine next steps for effectively teaching mathematics to our students.	Staff met in grade level teams to analyze assessments and determine next steps for teaching mathematics. We also learned about the balanced math approach.	The percent of students meeting standards in the WASL in math improved from 36.5% in 2003 to 53% in 2007. We made all of our AYP goals in math in 2007.

SCHOOL: ROOSEVELT	LEARNING ENVIRONMENT	2007-2008 REPORT
<i>All Roosevelt students will make personal growth towards becoming responsible citizens by participating in activities that foster a positive school/home/community relationship, as measured by data from discipline referrals and student/parent surveys.</i>		
Strategies/Summary Statement	Evidence of Implementation	Evidence of Impact
The Student Support Team will develop individual plans for students needing support.	Student Support Team developed individual plans for 63 students.	89% of the students that the SST worked with made solid growth this year. 61% made <i>significant</i> growth.

SCHOOL: ROOSEVELT	TECHNOLOGY	2007-2008 REPORT
School Goal: Teachers will develop students who use technology for research, problem solving and writing, as measured by district assessments.		

Strategies/Summary Statement	Evaluation Strategies and/or Tools
Intermediate teachers will integrate technology use in research based projects (using McKenzie research cycle, Big 6, etc.) that support 3-5 Social Studies curriculum and incorporate state CBA's.	<p>All of our intermediate classes completed at least one research-based project to support the Social Studies curriculum.</p> <p>We have had some concern over readability issues for our students with many of the BSD projects and have had to individualize these projects substantially. I have talked to some of the other Title I principals and I would like to see the BSD organize a team to put together some new projects that incorporate more readable websites, etc.</p>