

Roosevelt Elementary

Title I School-wide Plan

2015-2016



Roosevelt Elementary School

“Home of Ted E. Bear”

3322 Roosevelt Rd

Kenosha, WI 53142

Mrs. Nola Starling-Ratliff, Principal

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KUSD Mission

Provide excellent, challenging learning opportunities and experiences that prepare each student for success.

KUSD Vision

To be Wisconsin's top performing urban school district that is highly regarded for continuously exceeding all expectations.

Roosevelt Vision

Roosevelt Elementary School strives to create a community of thinkers and learners who strive for excellence by developing the knowledge and attitudes of productive, global citizens.

At Roosevelt Elementary School we envision our school to be the focal point for our students, their families, and the community. Our school will provide a respectful, challenging, positive, and supportive environment. It will focus on learning and will recognize diversity and the growth and development of each individual.

Our students will be actively involved, utilize complex reasoning strategies, and be given opportunities to choose enriching activities that focus on the strengths of each child. Students will use a variety of resources and technology to enhance their ability to learn and process information that is meaningful.

Effective, exuberant, and knowledgeable teachers will maximize learning time by facilitating the instructional process and by providing authentic assessment in order to guide each student to success. Using a variety of methods and instructional strategies, teachers will instill a contagious love of learning so that children who come to Roosevelt and leave Roosevelt are eager to learn.

The parents will recognize how important they are in their child's education by being involved with the school. They will work as a partner with teachers and administrators to share the responsibility of setting high expectations for all children by communicating and supporting academic and behavioral goals. Parents will instill an attitude of respect for education.

The curricula will provide students with powerful learning opportunities designed to support district standards and benchmarks to achieve the skills necessary to become positive and productive citizens. It will be exciting and integrated, allowing for flexible progress and movement, and contain experiences that make real-life connections.

A warm, caring, safe, and orderly environment will foster a learning atmosphere that is conducive to success. It will be open and adaptable to the needs of the school community and all students.

Roosevelt Elementary School will demonstrate a unity of purpose, empowerment coupled with responsibility, and building on strengths. Through these principles, values, and the school's governance structure we will provide an optimal learning experience for every student.

Title I School-wide Team

Name	Title
Nola Starling-Ratliff	Principal
Niki Sulko	Parent
Sarah Aguilar	Parent
Beth Luckhardt, Sara Sampsel, Lisa Cline	Special Education Teachers
Dorinda Aldridge	2 nd Grade Teacher
Mary Williams	Social Worker/Counselor
Diane Wood	International Baccalaureate Coordinator
Jill Arneberg	2 nd Grade Enrichment Teacher

School-wide Team Meetings 2015-2016

Date	Topic
October 7, 2015	Plan development/budget
December 7, 2015	Parent presentation
January 13, 2016	Plan implementation and budget overview
May 25, 2016	Assessment and implementation

1. Results of Comprehensive Needs Assessment

SMART Goals

Based on the comprehensive needs assessment Roosevelt staff created specific, measurable, attainable, realistic, and timely goals to increase overall student achievement.

Literacy: In accordance with DPI's goals for AMO, Roosevelt has set the following goals for students scoring proficient or advanced on the state standardized assessment for Reading. Our average annual improvement should be about 2.5%.

Current: 54%
2015-2016: 56.5%
2016-2017: 59%

Numeracy: In accordance with DPI's goals for AMO, Roosevelt has set the following goals for students scoring proficient or advanced on the state standardized assessment in Mathematics. Our annual average improvement should be about 2.5%.

Current: 53%
2015-2016: 55.5%
2016-2017: 58%

Culture: Improved student engagement and student behavior will result in an increase of daily attendance by .5%.

Current: 94.6%
2015-2016: 95.1%
2016-2017: 95.6%

1. Results of Comprehensive Needs Assessment

School Demographics

Currently, for the 2015-2016 school year, Roosevelt's total enrollment is 474 students and counting; the chart below shows school demographic information dating back to the 2010-2011 school year. Within the 2014-2015 school year, Roosevelt's Special Education population has shown a slight decrease of 1.8%, while the Hispanic, Asian, and Native American populations have been fairly steady. There was a slight decrease in our White population in from 13-14 to 14-15, and a slight increase of almost 3% with our African American population. Roosevelt has seen a 12% increase in our Free and Reduced Lunch program since the 2010-2011 school year.

School Demographics						
Demographic Area	2010-11	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Female	47.1%	49.6%	48.9%	49%	51%	
Male	52.9%	50.4%	51.1%	51%	49%	
Asian	3.0%	1.3%	1.4%	1.2%	.06%	
African American	11.1%	10.8%	10.3%	10.1%	13%	
Hispanic	21.6%	20.0%	22.9%	22.7%	23%	
Native American	1.0%	0.6%	.2%	.2%	.2%	
White	65.4%	61.6%	59.0%	58.9%	55%	
Special Education	10.5%	12.5%	10.5%	11.8%	10%	
English Lang Learn	3.9%	4.9%	6.2%	7.9%	9%	
Free/Red Lunch	45.4%	52.2%	47%	56.4%	56%	

1. Results of Comprehensive Needs Assessment

Student Achievement Data – Badger Exam – Reading & Math – All Students

The Badger Exam was the Wisconsin version of the Smarter Balanced Assessment; a state assessment created to reflect proficiency with the Common Core State Standards. Roosevelt participated in the Badger Exam during the 2014-2015 school year for its first time. Overall, students at Roosevelt performed at slightly higher than 50% proficient/advanced in both ELA and Math.

2014-2015 Badger	English Language Arts		Mathematics	
	Number of Students	Proficient/Advanced	Number of Students	Proficient/Advanced
Grade 3	73	53%	73	60%
Grade 4	72	60%	72	58%
Grade 5	69	49%	69	41%
All Students	214	54%	214	53%

1. Results of Comprehensive Needs Assessment

Student Achievement Data – MAP Goal Achievement – Reading & Math – All Students

The chart below shows the percentage of students that MET their expected MAP growth goals since 2012-2013. Over the last three years of consistent 2-5 testing, students reaching their growth targets in both reading and math have increased each year.

MAP Goal Achievement					
Subject Area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading - ALL (Grades 2-5)	52.0%	56.9%	67.7%		
Math – ALL (Grades 2-5)	60.0%	67.6%	79.5%		

1. Results of Comprehensive Needs Assessment

Student Achievement Data – MAP RIT Norm – Reading & Math – All Students

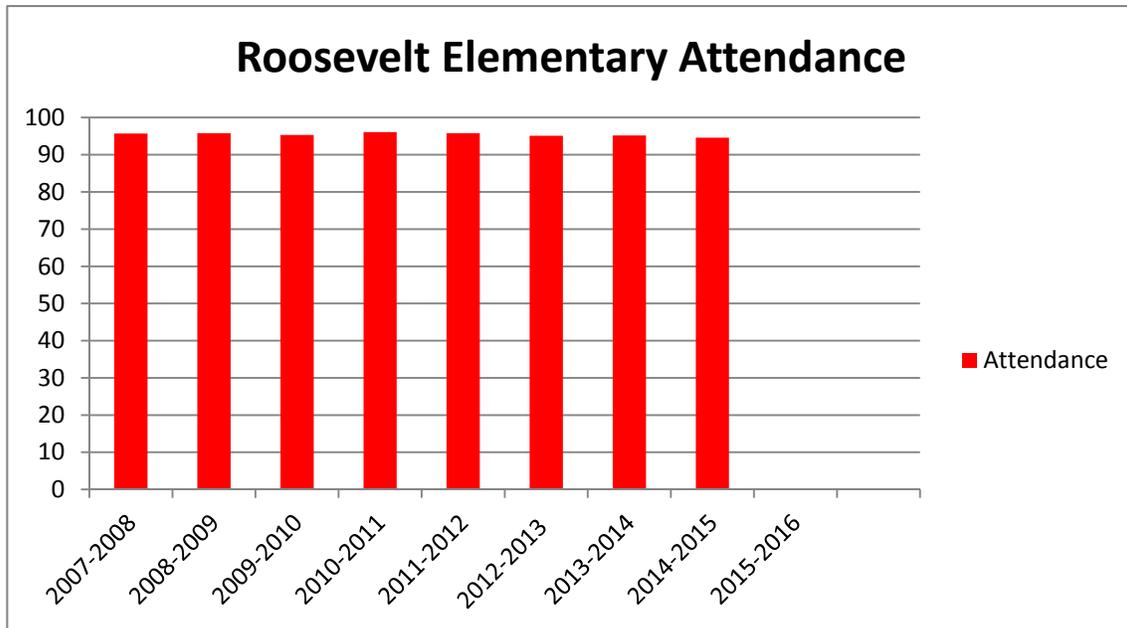
The chart below shows the percentage of students that MET grade level expected MAP norms – as determined by NWEA – since the 2012-2013 school year. Overall, the reading percentage increased from 2012-13 to 2013-14, but there was a slight decrease (less than 4%) in 2014-2015. There have been steady increases in math over the last three years.

MAP RIT Norm					
Subject Area	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Reading - ALL (Grades 2-5)	53.5%	60.1%	56.8%		
Math – ALL (Grades 2-5)	40.7%	57.3%	65.3%		

1. Results of Comprehensive Needs Assessment

Attendance Data

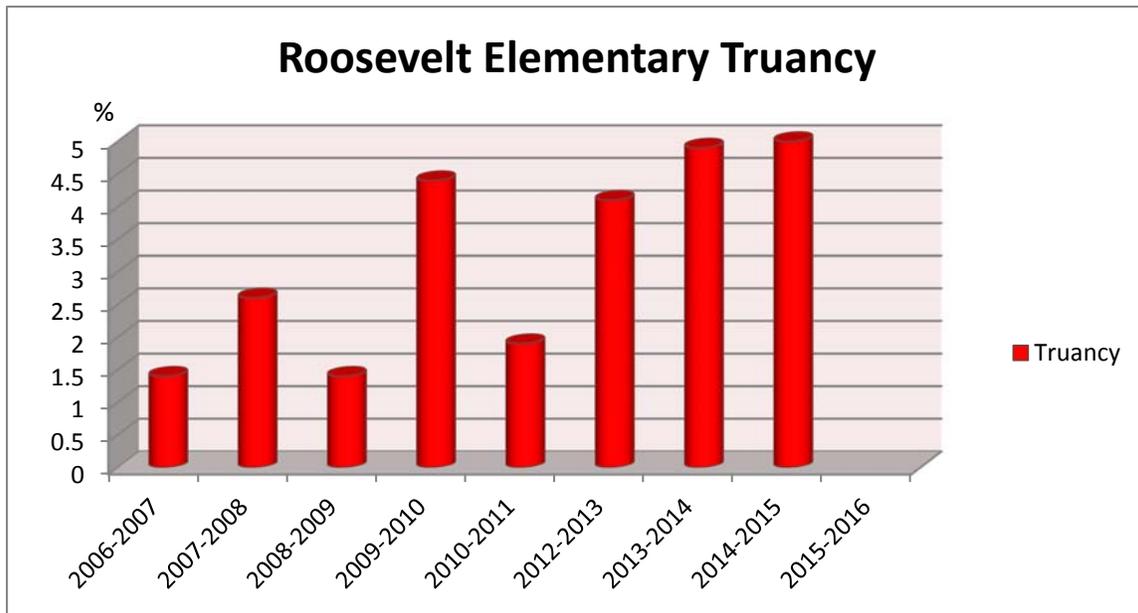
The most current year of attendance data puts Roosevelt's daily attendance around 94.5% of students present each day. The average has been at/above 95% since 2007-2008.



1. Results of Comprehensive Needs Assessment

Truancy Data

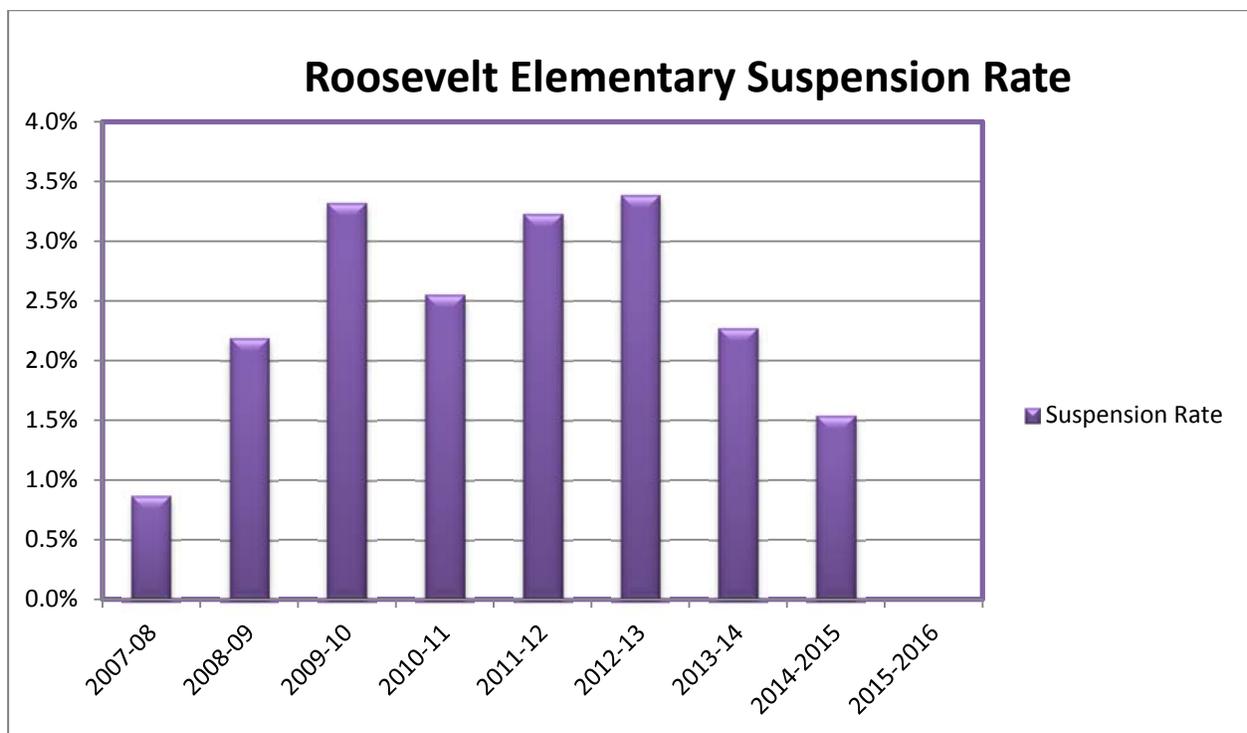
The truancy rate remained below 5% since 2007, but encountered a slight increase in 2014-2015 at 5.92%. The 2011 school year saw a steep drop compared to the year before (2010), but there has been slight increase in both 2012 and 2013.



1. Results of Comprehensive Needs Assessment

Suspension Data

The suspension rate has been below 3.5% since 2007. There was a slight decrease after the 2008-2009 school year, a slight increase in the two following years, and again a decrease in 2013-2014. The most current year 2014-2015 shows another decrease with the rate at 1.54%.



2. School wide Reform Strategies

International Baccalaureate Program – Roosevelt and IB

Roosevelt Elementary School is a candidate school for the Primary Years Programme. Our school is in its third year of pursuing authorization as an IB World School, a process that typically takes three years to achieve. IB World Schools share a common philosophy – a commitment to high quality, challenging, international education that Roosevelt School believes is important for our students.

The Primary Years Programme: The Primary Years Programme (PYP) will offer our students a program of instruction that is based on best practices in elementary school instruction. Teachers are working together to develop units of inquiry around six important themes: How the World Works, Who We Are, How We Express Ourselves, Where We Are in Time and Place, How We Organize Ourselves, and Sharing the Planet. The units our teachers are creating will allow Roosevelt students opportunities to ask questions, research information, act on what they find out, and reflect upon their learning. A curriculum based on inquiry will allow students to move from their current level of understanding to new and deeper levels of understanding. The curriculum will be differentiated to meet individual student needs. The Common Core State Standards, aligned with KUSD and state standards, will be an integral part of the skills and concepts taught.

International-Mindedness: A key component of the IB programme is its emphasis on providing students with a global perspective. Our units will allow students to make connections between our country and the countries of others. Learning a foreign language will allow students to explore another country, its language, and its culture through instruction by a certified foreign language teacher.

Learner Profile: International Baccalaureate has identified ten characteristics that successful students strive to have. IB students are inquiring, thinking, knowledgeable, caring, open-minded, communicating, principled, balanced, risk-taking, and reflective. Teachers are emphasizing these characteristics throughout the day, and one will be highlighted each month.

Roosevelt Elementary intends to apply for authorization in April of 2016. An official IB team would review the components thus far completed, and the school would receive the results of the visit in the fall of 2016.

For further information about the IB and its programmes, visit <http://ibo.org>.

2. School wide Reform Strategies

International Baccalaureate Programme – The Impact of IB at Roosevelt

The International Baccalaureate program has had a large impact on our school. The Learner Profile is displayed in the hallways and classrooms and promoted monthly. Books promoting the Learner Profile monthly characteristic are displayed in the library. Students know that these characteristics are important and will lead to success. Another aspect of the program is international-mindedness. For the first two years as we were exploring the program and becoming a candidate school Roosevelt was able to sponsor Chinese teachers through a grant program. Roosevelt is currently exploring options to bring a foreign language teacher to our school, as it is a requirement for authorization. Teachers, through their units of inquiry, look for ways to expand students' thinking in a more global manner. For example, weekly classroom magazines are used to learn about global issues.

An important effect of IB has been the collaboration and common focus among the staff. The units of inquiry developed have shown creative student-centered activities that are displayed throughout the halls. These units have integrated the different subjects and their related standards. The summative and formative assessments being developed are rigorous and the units often offer opportunities for students to take action based on what they have learned. Students are working more collaboratively, also. They are more often engaged in group work and the classroom environments reflect this. Both staff and students are encouraged to reflect on the teaching and learning in the units so that they can be constantly improved. By creating strong units of inquiry students are given opportunities to ask questions, help develop their learning focus, research to find information or solutions, and share what they know with others. In short, through the inquiry model, Roosevelt is creating students who are thinkers and doers.

2. School wide Reform Strategies

International Baccalaureate Programme – IB and the Common Core State Standards

The Primary Years Program (PYP) of the International Baccalaureate Program focuses on the development of the whole child as an inquirer, both within the classroom and in the world outside. Its curriculum framework is guided by six transdisciplinary themes that are explored through six subject areas, as well as Approaches to Learning that emphasizes inquiry. These Approaches to Learning are the skills of thinking, communication, self-management, social, and research. The PYP's Approaches to

Learning and teaching promote the qualities expected in 21st century learning and international-mindedness.

The design of the Primary Years Program is flexible in its ability to accommodate local, state, and national standards. The CCSS standards define what all students and expected to know and do, but not how teachers should teach. The PYP provides an effective framework for teaching and learning the CCSS through an inquiry model.

For ELA the CCSS identifies the anchor standards of reading, writing, speaking, and listening. The PYP language scope and sequences identifies three strands: oral (speaking and listening), visual (viewing and presenting), and written (writing and reading). The main difference between the CCSS and the PYP scope and sequences is that the CCSS specifies which standards should be completed by the end of each grade level. The PYP scope and sequences identifies the strands through developmental continuums. Both the CCSS and the scope and sequences of the PYP strive for independent communicators and build upon prior experience and knowledge.

For math, both the PYP and the CCSS use strands of mathematics to structure the learning progression. In the PYP the strands are data handling, measurement, shape and space, pattern and function and number. Both the CCSS and the PYP focus on applying mathematics to real-life situations. Both encourage students to use manipulatives to construct meaning, use appropriate tools (including technology), and develop a strong number sense.

More information about the CCSS and the PYP can be found in two documents published by the International Baccalaureate Organization in 2013: *Connecting IB to the Core: IB and the Common Core State Standards – English and Language Arts Standards* and *Connecting IB to the Core: IB and the Common Core State Standards – Mathematics Standards*.

2. School wide Reform Strategies

International Baccalaureate Programme – IB Training

The International Baccalaureate Program requires all full-time teachers in a building to have participated in Category 1 training. Currently 33 full-time staff members (and one interventionist) at Roosevelt have received this training --- either in face-to-face training workshops or online. Teachers have either received Category 1 training in a course titled “An Introduction to the Primary Years Curriculum Model” or “Making the Primary Years Program Happen in the Classroom.” Both of these three-day workshops

emphasize the philosophy of IB and how IB as an inquiry model works at the elementary school level. Our principal participated in leadership training titled “An Introduction to Program Standards for Administrators New to the PYP” and Roosevelt’s IB coordinator designee has taken training entitled “The Role of the Coordinator.” The school secretary and our speech-language pathologist have participated in a one-day orientation seminar to learn about IB.

Additionally, three staff members participated in additional summer training in inquiry. Twenty-seven staff members have visited authorized IB school in our area and participated in IB roundtables (sharing sessions) and one-day workshops with other IB teachers. Many of these opportunities were sponsored by the Wisconsin Association of International Baccalaureate Schools (WAIBWS). The coordinator designee attends monthly meetings of this group in either Madison or Milwaukee.

While a school is an IB candidate school a consultant is assigned to provide on-line support and visit the school to help in the process of meeting IB standards. Our consultant came during the 2013-2014 school year for three days, and we were able to bring her back for two additional days in 2014-2015.

To further learn about creating an inquiry model within classrooms, ten teachers participated in a district-approved book study in the fall of 2015. Over the course of several weeks these teachers learned about and implemented different best practices strategies. An additional book study on inquiry is planned for the spring of 2016.

Each summer the International Baccalaureate Organization sponsors a summer conference. Our principal, IB coordinator designee, instructional coach, and one other staff member have attended one or more of these events.

2. School wide Reform Strategies

International Baccalaureate Programme – IB Unit/Planner Development

Teachers have been collaborating to create units of inquiry – transdisciplinary units that integrate the philosophy of IB with the district and state standards. The Pre-K teachers are required to create four units, and K-5 teachers are creating 6 six-week units. The goal for this year is to have created and implemented all six units of inquiry for a total of 40 units. As of the end of January teachers will have created all of these units. Grade level teams of teachers (including appropriate special education staff) meet on designated Friday mornings with the IB coordinator designee to create these units.

Teachers also use some of the Friday afternoon PD times to reflect on their completed planner activities and prepare for the next round of planners. The IB coordinator designee meets monthly with the specialists about strategies and activities they can use to support the classroom teachers. Additionally, the IB coordinator designee presents occasional IB inservice to the staff and creates a bi-monthly staff newsletter.

2. School wide Reform Strategies

International Baccalaureate Programme – IB and Parent Involvement

Each fall parents are introduced to the philosophy of the program and what that means for their children through an evening Chat 'n Chew. There is also a fall meeting for families of our Hispanic students to learn more about IB. Additionally, during the spring informational evening for families of prospective enrichment students, information is shared about the IB program.

IB promotes ten characteristics of successful students called the Learner Profile. The characteristics are inquirers, thinking, knowledgeable, caring open-minded, communicators, principled, balanced, risk-takers, and reflective. Each month parents are invited to nominate one or more of their children for the “Learner Profile of the Month.” These nomination forms are sent out in both English and Spanish. Typically, about 40 nominations are received back each month. Each nomination shares specifically how their children are demonstrating their characteristics at home. Each month all nominated students receive certificates and small incentives.

Important to IB is international-mindedness – making sure that students look for global connections. Last year families were invited to indicate which countries reflect their heritages and cultural origins. Thirty flags hang in our hallways as a reminder of our global connections. The library has begun a collection of books in the mother tongues of our students to promote and respect the different languages spoken in homes.

2. School wide Reform Strategies

Technology – Importance of Integration into Classroom Instruction

Roosevelt staff understands that technology will help students acquire the skills they need to be college and career ready, and to survive in a complex, highly technological knowledge-based economy. Effective tech integration must happen across the curriculum in ways that research shows deepen and enhance

the learning process. Teachers are taught that integration must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experiences. Classroom technology integration includes document cameras, Promethean boards, iPads, laptops, Chromebooks, and Writers.

2. School wide Reform Strategies

Technology – Title One Purchases

Product	Cost	Destination/Purpose
iPads		
Chromebooks	15 - \$4,425	2 nd Chromebook cart
Promethean Board		
Laptops		
Desktops	30 - \$18,450	Replace MAC Lab

3. Strategies to attract highly qualified teachers. Evidence that instruction is provided by highly qualified professionals.

Staff Demographics of Roosevelt Staff

Roosevelt currently has 30 full time certified teachers on staff, and 40 total certified staff. Three of the teaching staff members are fluent in a second language, and four of the forty staff members are minorities. Almost 90% of the teaching staff have also earned their master's degree. Roosevelt employs three full time Special Education teachers and two Special Education assistants, and one full time Speech Therapist. There are also 20 full time classroom teachers for general education, and four special area teachers covering Library Media, Art, Music, and Physical Education. Roosevelt employs one Instructional Coach (provided by KUSD), one IB Coordinator, and one Counselor/Social Worker. Our LAP/ESL teacher works on site full time this year, and we have two part time miscellaneous support teachers that work with identified students.

Staff Demographics	2014-2015	IB Trained
Administrators	1	1 of 1
Classroom Teachers (PreK-5)	20.5	19 of 20.5
Special Education Teachers	4	4 of 4
LAP/ESL	1	1 of 1
Instructional Coach	1	1 of 1
Library Media Specialist	1	1 of 1
Special Area (Music, Art, Gym)	3	3 of 3
Educational Assistants	2	n/a
Support Staff (Misc.)	2 (part time)	1 of 2
Counselor/Social Worker	1	1 of 1
Psychologist	1 (part time)	n/a
Speech Therapists	1 (part time)	n/a
IB Coordinator	1	1 of 1
• Total	• 38.5	• 33 of 34

3. Strategies to attract highly qualified teachers. Evidence that instruction is provided by highly qualified professionals.

Roosevelt Staff Paid Through Title One

Kathy Sandberg supports attendance monitoring at Roosevelt (along with the school counselor and principal). Kathy attends weekly attendance meetings at which she identifies patterns in individual student attendance and flags students that might have concerning attendance habits. She also makes daily phone calls home for students considered truant that day; this information allows us to keep abreast of family situations and patterns in attendance.

Jane Snediker supports teachers as they lead classroom interventions. Teachers are able to focus on students not meeting grade level proficiency in reading and/or math while Jane supports the other students with enrichment and extension activities. If time allows in Jane's schedule, she also pulls students for quick, targeted skill practice as directed by the classroom teacher. Jane also serves as the school's Tier 3 Interventionist for students identified as needing one-on-one intensive intervention via CSI meetings. Jane has also participated in Level 1 IB training.

Vanessa Jones supports teachers as they lead classroom interventions. Teachers are able to focus on students not meeting grade level proficiency in reading and/or math while Vanessa supports the other students with enrichment and extension activities. If time allows in Vanessa's schedule, she also pulls students for quick, targeted skill practice as directed by the classroom teacher.

3. Strategies to attract highly qualified teachers. Evidence that instruction is provided by highly qualified professionals.

Strategies to Attract Highly Qualified Teachers

Kenosha Unified School District actively seeks and recruits highly qualified teachers. New teachers to the district participate in a five day New Teacher Orientation prior to the start of the school year. This orientation sets the tone for district expectations with regard to curriculum, effective instruction designed to meet individual student needs, and professional responsibilities.

Initial educators are assigned a mentor for the first year of employment. Together they participate in professional development and use a guidebook to review a multitude of topics related to effective instruction and classroom management. KUSD also offers support for initial educators with completing the Professional Development Plan

process. Organizational Training and Development offers a course to assist with writing the PDP plan and they also coordinate PDP signing events each school year. There are also new teacher ongoing professional development workshops after school at the District level.

New educators to Roosevelt not only receive the support of a mentor, but they also receive monthly classroom visits and reflection opportunities with the Instructional Coach. Each building's Instructional Coach receives guidance and support from two KUSD offices – Organizational Training and Development and Teaching and Learning – to best support working with new educators.

3. Strategies to attract highly qualified teachers. Evidence that instruction is provided by highly qualified professionals.

Professional Development

Teachers will be participating in on-site professional learning throughout the school year as part of KUSD Friday structure. Our staff will receive professional development on building a strong PLC, Guided Reading, Common Core Standards, curriculum, technology, and the International Baccalaureate Program. We will continue to stress teaching and learning within the PLC framework. We will be data driven using MAP, WKCE, and PALS scores to steer our teaching and learning throughout the building; staff will utilize SMART goals as another tool for teaching and learning. Our state has adopted Educator Effectiveness, and our teachers are being evaluated (or evaluating themselves) through Teachscape. Staff will also be encouraged to give feedback as to what topics and tools are needed for increased collaboration.

Teachers will also have opportunities to participate in off-site Professional Development throughout the school year. Professional Development sessions centered on Literacy and/or Math may be submitted for consideration; as well identified sessions shared with the principal will be communicated to staff to gauge interest. Workshops with strong literacy and/or math improvement and intervention strategies are highly encouraged, as well workshops with skills focused on core foundational teaching research.

Each year training in the International Baccalaureate Program is considered for new staff and/or staff interested in being lead teachers with the grade levels. New staff is trained in Making the PYP Happen in the Classroom (entry level training required for all staff of an IB school). This training incorporates planning and delivery of IB Transdisciplinary Themes, Learner Profiles, Key Concepts, Attributes, and Attitudes integrate with core academic skills as defined by the Common Core State Standards

and KUSD curriculum. Once teachers have completed Level 1 training there are additional training sessions available for interested staff. Several staff members have taken advantage of these opportunities.

In addition, teachers are given opportunities to work as grade levels on Friday mornings to work collaboratively with the IB coordinator and develop units of inquiry called planners. Teachers are subbed for the mornings during which they collaborate on planners – this year once or twice. By the end of January each team will have created six units of inquiry. Pre-K will have created four – the number required for them. Using backwards design teachers are developing inquiry-based units that emphasize student collaboration, student-centered learning, and formative and summative assessments. Units are developed to integrate tightly with district standards in reading and math.

Teachers also have opportunities to visit other area International Baccalaureate schools to network with other teachers and observe in classrooms. These visits are arranged by the IB coordinator with support of the state IB organization (WAIBWS).

Our membership in IBO.org allows our staff access to the Online Curriculum Center which offers many resources as well.

Time is set aside on Friday afternoons for regularly scheduled IB professional development and a book study, similar to one offered last year, will be offered to interested staff. The focus of the book study will be inquiry, especially as it relates to reading and math.

4. Activities to ensure struggling students are provided support.

Data Review – Teacher Involvement in Use of Academic Assessments

Teachers are allotted a minimum of 40 minutes of weekly collaboration time to focus on common assessments, data analysis, and interventions. Each Friday afternoon provides professional development time and collaboration opportunities. Teachers are also given time once per quarter to collaborate during school hours. Release time is provided to all grade levels at various times throughout the school year to work on IB planners and District curriculum initiatives.

All staff administers the following assessments:

- Fountas and Pinnell Benchmark Assessment Kit and LLI
- Naglieri Screening (1st grade)
- ACCESS testing for all ELL students

- MAPS (2nd-5th grade)
- Dynamic Learning Maps (Alternative Assessment)
- Evidence-based Standards
- Badger Exam (reading and math) – 3rd-5th grade *tentative 2015-2016*
- Badger Exam (including science and social studies) *tentative 2015-2016*
- PALS (PreK, K, 1, and 2)

All Students at Roosevelt will receive high quality, differentiated, culturally responsive core academic and behavioral instruction. We will use universal screening through common assessments and Badger Exam – as well as data analysis – to determine which students meet benchmarks for success within each grade level. Those students who do not meet benchmarks will receive additional guidance and interventions based on individual needs through CSI meetings, tutoring, homework help, mentoring, small group learning, one-to-one help, as well as parental support and involvement. We will also be utilizing a school-wide MAPS assessment system that will help provide immediate feedback and support to help students attain positive net gains in academics.

4. Activities to ensure struggling students are provided support.

Tutoring

Roosevelt's Title One budget supports before and after school tutoring for students identified by greatest need. Currently, tutoring is offered by our Language Acquisition teacher for ESL students performing below grade level in the area of reading. Also, we have provided before, during, and after school tutoring for homework help to increase overall student achievement.

4. Activities to ensure struggling students are provided support.

Interventions

Roosevelt is in its fifth year as a Title One School. Our school has used Title I funds to provide services and intervention resources to help close the achievement gap. Our school has hired a part-time highly qualified teacher to implement interventions to increase the number of students performing at proficient or advanced in reading and math.

We have trained seven staff members in the Fountas & Pinnell LLI intervention systems, and offer ongoing support for optimal delivery and implementation.

We have purchased and are training staff in grades 3-5 with Achieve 3000 to further meet the individual needs of the students through literacy and technology integration into the KUSD Reading and Writing Workshop framework.

Approximately 183 students are identified as needing some sort of intervention in reading and/or math. Of those 183 students, 34 are Black, 36 are Hispanic, and 113 are White.

4. Activities to ensure struggling students are provided support.

Enrichment and Differentiated Instruction

Teachers and staff at Roosevelt also provide differentiated instruction to customize levels of instruction based on the students' own individual needs to learn and grow so that they are able to learn as much as possible. Differentiated instruction allows our teachers to adjust the pace and level of learning so that students of different learning styles may have the same opportunities as their peers. One very important aspect of this learning style is that it makes a student compete with himself/herself rather than with his/her peers.

Roosevelt uses a district-wide initiative to help students who may be struggling or excelling with academics or behavior called C.S.I. (Collaborative Student Intervention). These teams are comprised of the principal, the psychologist, the classroom teacher, and identified support staff based on need. The objective is to come up with strategies and interventions to help move the student towards an academic or behavioral goal and get them the instruction that they need to succeed. These meetings often take place two or three times a month throughout the school year – or as needed – and can convene multiple times for a single student.

Roosevelt is home to the Talented and Gifted Program and is the district-wide magnet school for grades two through five for this enrichment program. To participate in the program students are tested throughout the district using Naglieri testing in 1st grade; targeted students then take the Sages-2 test as a second screener; additional information is obtained through teacher and parent surveys. The top 2-3% of ethnic and gender groups are invited to the enrichment program housed at Roosevelt. Students may also be reassessed at any time if requested by a parent or teacher.

4. Activities to ensure struggling students are provided support.

Partnerships and Outreach

Currently, Roosevelt receives Title I funding. We also benefit from after school services provided by Kids Castle. Roosevelt utilizes district offered resources including Professional Development, Educational Accountability, Minority Affairs, AODA resources, as well as consulting District resources in math, reading, science, special education, social studies, fine arts, talent development, and technology. An International Baccalaureate (IB) Consultant has also been assigned to our building to provide two days of purposeful IB development strategies, as well as online and phone support.

Roosevelt also partners with local businesses to encourage literacy success. Reading programs to promote reading at home are sponsored by the Kingfish baseball team, Six Flags Great America, Culvers, and Pizza Hut. The Kenosha Public Library also participates via Chat and Chews, classroom presentations, and summer reading incentives.

5. Strategies to increase parent involvement.

Events to Promote Participation and Student Performances

Roosevelt has a strong relationship with its families and parents. Our staff understands the importance of maintaining a foundation of trust and communication with parents in order to help our students achieve the educational success they deserve. With that in mind, Roosevelt maintains several programs to help build that support with parents:

- Welcome Back to School Open House
- Wednesday Communication Folders
- Quarterly Standards-Based Progress Reports
- Weekly or Monthly Parent Newsletter from teachers
- Monthly Parent Newsletter from principal
- Auto-dial calls by the Principal (mass phone messages)
- Parent/Teacher Conferences (scheduled twice a year and as needed individually)
- Parent Volunteer/Room Helper Program
- Band, Choir, and Orchestra programs
- Information Night for potential enrichment students and families
- Chat and Chew Nights

- Social Media
- STEM
- Dr. Seuss/Reading
- Math Games
- International Night
- Enrichment Night
- PTO sponsored events and programs throughout the school year:
 - Fall Fest
 - Sock Hop
 - Pancake Breakfast
 - 5th Grade Celebration
 - Various fundraisers

5. Strategies to increase parent Involvement.

Student Recognition Opportunities

Learner Profile attributes, with corresponding definitions, are adopted from International Baccalaureate to empower all students to develop their unique capabilities, contribute to the community, and compete in a global society. Roosevelt staff and students are expected to model, reinforce, and recognize these core values in all aspects of work. Parents are educated about each of these important traits through newsletters and Wednesday folder communications; parents are encouraged to nominate their children for recognition of trait demonstration. Students that are nominated earn certificates, rewards, and opportunities for the lunch with the principal.

- Inquirer – displays curiosity
- Thinker – creatively solves problems
- Knowledgeable – shares knew knowledge at home
- Caring – expresses thoughtfulness through words or actions
- Open-minded – receptive to differences, new ideas, people, and experiences
- Communicator – talks about ideas; demonstrates self-expression through writing or the arts
- Principled – chooses to do the right and honest thing, is fair, and knows right from wrong
- Balanced – shows organization, uses time wisely, keeps his/her body and mind healthy
- Risk-Taker – tries something different, is an explorer, confidently shares new experiences
- Reflective – thinks about things learned and accomplished, knows where improvements are needed, thinks about consequences of actions

5. Strategies to increase parent Involvement.

Roosevelt Parent Surveys - ELL

A parent survey was distributed at conferences among our Spanish-speaking Hispanic families. Eighty-two percent of the families completed it.

1. Do you feel welcome when you walk into our school, and are you greeted in a polite and professional manner when you call?
 - a. **Yes: 100%**
 - b. No: 0%
2. Where do you get most of the information about school activities?
 - a. **Wednesday Folder: 92.9%**
 - b. Children: 50%
 - c. Classroom Newsletter: 21.4%
 - d. School Parent Newsletter: 14.3%
3. Would you prefer to get school information in English or Spanish?
 - a. **Spanish: 78.6%**
 - b. English: 21.4%
4. If we would offer class sessions *for you* to support your children reach their academic potential, would you attend?
 - a. **Yes: 57.1%**
 - b. No: 42.9%
5. If you were to attend sessions, in which language would you prefer them to be taught in?
 - a. **Spanish: 85.7%**
 - b. English: 14.3%
6. Which schedule would be most convenient for you to attend these sessions?
 - a. 4:30-6:00pm: 14%
 - b. **5:30-7:00pm: 50%**
7. Which topics would you like to see offered at workshop sessions?
 - a. Helping with homework: 35.7%
 - b. Improving reading skills: 35.7%
 - c. Improving writing skills: 28.6%
 - d. Improving math skills: 42.9%
 - e. **English as Second Language (ESL) for adults: 50%**
8. How would you rate your personal experiences at Roosevelt for the following statements?
 - a. **I can talk openly with my child's teacher. 100%**
 - b. **I can talk openly with my child's counselor. 78.6%**
 - c. I do not know the school counselor. 21.4%

- d. I can talk openly with the school principal. 100%**
- e. I am well informed by the school about what my child is doing. 100%**
- f. I am well informed about my child's progress at school. 100%**
- g. The school is addressing my needs and concerns as a parent. 100%**

At the end of the survey, space was given for comments. Five parents replied that they are happy with Roosevelt and what is happening at the school. Various comments included suggestions regarding parent help from home, volunteer opportunities, team building activities, and more activities geared towards parent/child interaction.

5. Strategies to increase parent Involvement.

Roosevelt Parent Surveys – Whole School

- In general, do you feel welcome to visit/walk in to Roosevelt?
- Are you greeted in a polite and professional manner when you visit or phone Roosevelt?
- Do you feel well-informed of your child's progress at Roosevelt?
- How do you receive school information?
- Which method of communication do you prefer?
- Is there anything that you would like us to know regarding school-to-home communication?
- Do you participate in Roosevelt Chat and Chew events?
- Do you participate in Roosevelt PTO events?
- Is there anything that you would like us to know regarding school-hosted events?
- Do you feel that you can talk openly with your child's teacher?
- Do you feel that you can talk openly with your child's counselor?
- Do you feel that you can talk openly with the school principal?
- Are there any further comments that you would like to share?

5. Strategies to increase parent involvement.

Student-Parent-Teacher Compact

School Name _____

Student - Parent - Teacher Agreement

Partners In Learning

We know that students learn best at _____ School when everyone works together to encourage learning. This agreement is a promise to work together as a team to help _____ achieve in school.

Student	Parent/Caring Adult	Teacher
<p>It is important that I be successful in school. Therefore, I will do the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend school regularly and be on time. <input type="checkbox"/> Have a positive attitude towards self, others, school and learning. <input type="checkbox"/> Know and obey all school and class rules and be respectful to others. <input type="checkbox"/> Work as hard as I can on my school assignments. <input type="checkbox"/> Ask for help when I need help. <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Student's Signature</p> <p>_____</p> <p>Date _____ Grade _____</p>	<p>It is important that all children are successful in school. I will work with my child to impact his/her learning by doing the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> My child will attend school regularly and be on time. <input type="checkbox"/> Have high expectations for my child. <input type="checkbox"/> Support the school's efforts to maintain proper discipline. <input type="checkbox"/> Provide a place for my child to study and make sure that school work is done. <input type="checkbox"/> Talk and work with the school and teachers to support my child's learning. <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Parent's Signature</p> <p>_____</p> <p>Date _____</p>	<p>It is important that your child be successful in school. Therefore, I will do the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintain high expectations for each learner. <input type="checkbox"/> Respect and encourage each student. <input type="checkbox"/> Model Positive school behavior. <input type="checkbox"/> Provide motivating and interesting learning experience in my classroom to support student learning. <input type="checkbox"/> Establish communication with parents to discuss student progress, goals, and the grading system. <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p style="text-align: center;">Teacher's Signature</p> <p>_____</p> <p>Date _____</p>

6. Strategies to include teachers in decisions to improve student achievement.

Teacher Survey

Roosevelt teachers participated in identifying factors that might potentially impact student achievement in their classroom. The factors were sorted/classified to represent clusters/repeats of similar information. Results were analyzed and discussed both small group and whole staff; next steps are to identify solutions for reducing the impacts and for aligning the solutions to the SMART goals.

Staff was asked: What are the challenges that prevent our students from achieving their grade level norms in reading?

- HOME LIFE
 - Lack of parent support/involvement (10)
 - Home environment (2)
 - “Baggage” from home (1)
- STUDENT PHYSICAL/EMOTIONAL NEEDS
 - Health issues (1)
 - Trauma (1)
 - Medical issues (1)
 - Learning disabilities (1)
 - Unmotivated students (1)
 - Defeatest attitudes (1)
- CURRICULUM
 - Students not meeting standards (4)
 - Changing standards (1)
 - Access to appropriate books (1)
 - Too much to teach (1)
 - Need for vocabulary-rich environment (1)
 - Need for tier 2 words being taught in all content (1)
- INTERVENTIONS
 - Need for more reading/math support (4)
 - Need for before/after school tutoring (1)
 - Need for school-wide common intervention time (1)
 - for more intervention time (1)
 - Need for a reading specialist (1)
- ASSESSMENTS
 - Too much time testing (4)
 - Equity amongst teachers as to grading/expectations (2)
 - Need to develop/implement alternative assessments (1)

- Teaching
 - Large class sizes (3)
 - Not enough time in the day (2)
 - Too many interruptions (2)
 - Teachers unwilling to try new things (1)
 - Classroom behaviors (1)
 - Lack of common teaching goals (1)
 - Need for differentiation to promote growth (1)
 - Not enough planning time (1)

6. Strategies to include teachers in decisions to improve student achievement.

Annual Evaluation Process

Our Title 1 Plan is a part of the needs assessment and evaluation process. The Title 1 plan will be reviewed alongside our SMART and SLO goals. We will review this plan and its supporting parts three times a year school-wide. We will use data, both formal and informal, to assess our progress towards goals.

Roosevelt will use student achievement data as provided by WKCE, Badger Exam, PALS, and MAP to measure the effectiveness of integrating technology, literacy and numeracy strategies, and differentiation to meet the needs of all learners. At various points throughout the school year we will assess our reading and math test data.

Roosevelt staff will be monitoring MAP and PALS math and reading data three times this year. We will be using the reports to show students and their families each child's trend line to determine goals and incremental steps to get there.

We have two school wide parent/teacher conferences opportunities to meet with families in person to share academic progress. Roosevelt staff will share progress reports quarterly to help families monitor their child's academic progress; interim updates as requested or as needed. Staff members will be in contact with each child's parent on a quarterly basis if not more. Roosevelt invites new families to a special event to share expectations for the upcoming school year and assist families to learn about the school.

In May/June 2016 the Title I School wide Planning team will meet to review and update the plan based on student data from the 2015-2016 school year. Reform strategies that

have proven to be successful based on data will continue and less effective strategies will be modified or eliminated.

7. Plans to assist children in transition.

Supporting Parents with Successful Transition Opportunities

Currently, our school offers several programs for summer transition between grade levels including Getting Ready for Kindergarten, Getting Ready for 1st Grade, and Grades 1-4 remedial assistance in math and language arts. These students are chosen based on standardized test scores, teacher recommendation, and academic performance throughout the school year. These programs are designed to help students who have fallen behind in their grade level so that they may be prepared for the next grade level in the fall.

Our school will has Early Childhood/4 year-old Kindergarten program to help students who may need extra help or have special needs before they are required to attend regular Kindergarten classes. This program contains a Special Education teacher and a regular classroom teacher who teach students the basic skills they need in order to achieve success when they get to Kindergarten.

Roosevelt offers an Open House for all parents and families in the fall to welcome students to their new classrooms and teachers. The school counselor also visits and welcomes all students, new and returning, to a new school year. While visiting, the counselor talks about extra-curricular and community service projects available to students.

Within the first few days of school there is an all-school assembly in which all teachers and staff are introduced, students are made aware of our school expectations, and the Roosevelt motto is emphasized. Officer Friendly also visits our school and facilitates an all-school assembly focused on the Safety Patrol Program and student safety.