

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Rachel Kyncl
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Roosevelt Elementary School
(As it should appear in the official records)

School Mailing Address 2000 El Dorado Drive
(If address is P.O. Box, also include street address.)

City Stevensville State MI Zip Code+4 (9 digits total) 49127-8651

County Berrien County

Telephone (269) 428-1416 Fax _____

Web site/URL

https://www.lakeshorepublicschools.net E-mail rkyncl@lpslancer.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Greg Eding E-mail geding@lpslancer.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lakeshore School District (Berrien) Tel. (269) 428-1400

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Rachel Waide
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
- 5 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	72
1	61
2	56
3	71
4	73
5	71
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	404

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 3 % American Indian or Alaska Native
 - 5 % Asian
 - 2 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2021	430
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Portuguese, Ukranian, Teluga, Burmese, Indo European, Arabic, Marathi

English Language Learners (ELL) in the school: 6 %
23 Total number ELL

7. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 110

8. Students receiving special education services with an IEP: 0 %
Total number of students served 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>12</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>2</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>43</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	81%	96%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

At Roosevelt Elementary we are learning and growing with Courage, Knowledge and Relationships.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.lakeshorepublicschools.net/page/public-declarations>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

As soon as you walk through the doors of Roosevelt Elementary, you feel just how special our school is. Whether you are greeted by a bus driver, a staff member at our car line, bus entry, secretary, principal or teacher, you will surely be greeted with a friendly smile and feel welcome in our space. Roosevelt Elementary is one of three elementary schools within Lakeshore Public Schools and is an incredible place to be. When you walk through our halls you will hear learning taking place, see teachers and students hard at work, view the special projects on the walls and so much more. Our staff loves coming to school and you can see this in their positive attitudes and the way they interact with each other and with our students each day.

While each one of our elementary schools delivers the same rigorous curriculum, we are proud to say that each elementary is special in its own way. At Roosevelt Elementary, we focus on "Courage, Knowledge, and Relationships." These three words truly encompass all that we do here. Each morning on the announcements we recite our mission statement "At Roosevelt Elementary we are learning and growing with courage, knowledge, and relationships."

Like our students, our families feel that they are an important part of our school family and are active participants in many school activities. Families may be seen attending PTO meetings, taking part in planning and attending many events, reading with students in the hallways, and supporting teachers and staff in a variety of ways. This past year has been a very exciting time as we have been able to start reinstating many popular events after the COVID-19 Pandemic. During that time we worked hard to maintain those relationships with our families through our building/classroom newsletters and social media. It was important for us to ensure our parents that amazing things were still happening behind our walls, even when they couldn't be here in person.

Our families take great pride in their child's education. This is evident with our often greater than 98% participation rate at parent teacher conferences. Our staff and families know that it is extremely important to keep a strong partnership between school and home in order for our children to get the best education possible. The staff at Roosevelt Elementary continues to be committed to excellence and treat the students as "our kids." The staff not only focuses on the students in their own classroom, but supports all students in the building. It is so fun to see the staff celebrate the successes of our kids.

We strive to focus on the whole child and frequently talk about how school is so much more than just academics. We take great pride in the way we support our students socially, emotionally, and academically. We consider all parts of the child to be important, and we know that in order for our children to have success they need to have all of these things aligned and working together. We strive to give them the tools for success beginning at the very start of their academic career with us in kindergarten. Our school counselor is an integral part of our team and a huge part of the success of our students. She not only supports our students emotionally by giving them the tools to help manage their emotions, she also helps set them up for success by teaching them the learner behaviors they need to be successful throughout their education. Something you will hear her and our staff reference frequently is "Are your ears listening? Are your eyes watching? Body still? Voice quiet?" That learning comes from a program called "Second Step."

Roosevelt Elementary offers several different ways for our students to be leaders and active participants in our building. Our Roosy Leaders, similar to Student Council, work to raise funds for building projects, operate a school store, and positively impact our school culture. The Green Team works with our counselor on beautification projects and positively impacting our school climate and culture. We are most recently so excited about two new initiatives involving our therapy dog partnership with 4-H and providing "Lancer Lunches" on Fridays by partnering with Feeding America and a local church.

We continuously strive to serve our students and families in the best possible ways. We are very proud of all we do here at Roosevelt Elementary.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

At Roosevelt Elementary School, teachers and support staff follow the Common Core State Standards for Reading and English Language Arts. Staff is provided with the Lucy Calkins Units of Study for teaching Reading the Units of Study in Opinion, Information, and Narrative Writing. We believe in a balanced literacy approach which includes the use of read alouds, interactive read alouds, shared reading, writing about reading, phonics, spelling, and word study.

Lessons in reading and writing are taught using the workshop model. In reading students take part in a mini-lesson where a new skill is taught or introduced. Mini-lessons allow teachers to focus on a topic or skill that students need in order to become successful readers. Then, students move into independent reading time. As children read their self-selected reading materials, teachers meet with individuals or small groups in a reading conference. Teachers are able to differentiate instruction based on the needs of their students.

Teachers spend time assessing students using Fountas and Pinnell running records, allowing them to understand a child's reading abilities and needs as reading is happening. After listening to a child read, teachers are able to analyze each child's independent word reading habits, reading fluency, and comprehension. Based on findings and individual needs, students are placed in reading strategy groups. Students in kindergarten through grade five take part in intervention groups four days a week for 30 minutes. During this time instructors are able to provide targeted reading interventions.

Within Writer's Workshop students at each grade explore several writing units. As with Reading Workshop, teachers deliver mini-lessons that focus on necessary skills unique to the genre being taught. Students are given a choice regarding what they would like to write about as each unit of study is explored. Teachers meet with students as individuals and in small groups to give feedback on a day to day basis. This model allows for students to take ownership of their learning as they set goals with their teachers and work towards constant improvement. Later, after drafting, and revising students use a checklist to evaluate their own work as a writer. Teachers also use a rubric at the close of each unit of study to evaluate student writing progress.

All students in kindergarten through grade five-5 are assessed in the area of Language Arts using the NWEA MAP test. The test is given three times a year. The data from these assessment are used by educators to identify areas where support is needed.

Teachers in kindergarten to grade two also utilize the Units of Study in Phonics. The research based phonics curriculum includes five units. Teachers use units strategically as they connect well to the reading and writing units that are also being taught. Additionally, Kindergarten and 1st grade use Orton Gillingham and Heggerty to support additional phonics and phonemic awareness skills that are identified as necessary for early readers and writers. At Roosevelt teachers have also utilized technology components that enrich and supplement our daily literacy instruction. These include IXL, Khan Academy, EPIC, and Prodigy.

1b. Mathematics curriculum content, instruction, and assessment:

The Elementary teaching staff aligns daily mathematics instruction with the Michigan Common Core State Standards. Standards at each grade level focus on the areas of operations and algebraic thinking, number and operations, measurement and data and geometry. Teachers work in grade level teams to analyze lessons, determine essential standards and plan instruction and assessment. Additionally, grade level teams work in a vertical fashion. That way grade level teachers understand the lessons and standards that were taught the year before and recognize the standards that are necessary for students to be successful in the future. Teachers have grown to appreciate how our math program spirals the mathematical skills and standards from kindergarten through fifth grade. We are all invested in helping our students' understanding of math concepts as they progress through their elementary years and prepare for the middle school.

Roosevelt Elementary utilizes Bridges in Mathematics as our mathematical curriculum. Published by The Math Learning Center, Bridges is a researched-based, comprehensive PK-5 curriculum. Daily lessons offer a unique blend of problem solving and skill building. Lessons incorporate visual models, work with hands on manipulatives and sketching ideas to create pictures that help learners invent, understand and remember mathematical ideas.

Teachers use a combination of whole group and small group instruction to delivery math instruction. Children also enjoy taking part in Math Workplaces. These math stations often feel like games yet children are learning and reinforcing essential skills that have been taught during their whole-group instruction.

Roosevelt educators administer unit checkpoints as each math unit is delivered. These mid-unit assessments and checkpoints offer teachers a glimpse of student progress and help to identify areas of concern where intervention may be needed. At the close of each unit, a formative assessment is also given. Additionally, all students in kindergarten through grade five are assessed using the NWEA MAP test, which is given in the Fall, Winter, and Spring. Data from these assessments help us to gauge progress over the school year and offer us a snapshot of math growth during a child's career in elementary school.

1c. Science curriculum content, instruction, and assessment:

The creative teachers at Roosevelt Elementary do a great job of embedding science instruction into our daily academic activities. They work to connect their teaching to the Michigan K-12 Science Standards where each grade level focuses on four to five main concepts each year.

Roosevelt currently uses Mystery Science as our main science curriculum. Students are excited to explore the weekly mini-lessons offered by this program. At the close of the lesson, teachers can offer extensions and bonus activities where students may reflect on their learning. Mystery Science also offers units that are aligned with the Next Generation Science Standards. Units are designed for kindergarten through grade five. Within each unit, lessons are offered to students where they are able to dig deeper into their learning. Students are able to work through the scientific method where they work with their hands, make predictions, ask questions to further their understandings of learning targets and science concepts. Mystery Science offers optional assessments at the end of each unit. This engaging program is easy to use in classrooms. In addition, children also have the chance to access videos at home. Teachers in kindergarten through grade 3 also use Scholastic News in their classrooms as a way to connect science standards and concepts to reading. In the past, students were taught using the Cereal City Science Kits. Some teachers throughout our building continue to use components of this program based on the unit of study and necessary skills. Across the school teachers enjoy planning field trips where children can be in nature exploring the world around them and growing their understanding of science as they engage in a rich sensory experience.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

As with Science our staff does a great job of finding ways to weave social studies concepts into their daily teaching. In kindergarten to grade two, teachers use Scholastic News weekly in their classrooms. This magazine allows teachers to continue the growth of foundational reading skills, vocabulary acquisition, word study, and writing while addressing important grade-level social studies concepts and topics. Often, these magazines focus on U.S. History, Culture, U.S. Symbols, Government, Civics, Holidays, Economics, Geography, and Community. Students in the upper grades are able to use Social Studies Weekly as a student friendly avenue to understand these concepts. Like Scholastic News, these magazines allow teachers to enhance their teaching of writing, vocabulary, and identifying main idea and details while learning a Social Studies topic each week.

Our teachers do a great job of engaging students in learning opportunities that take students outside of a normal classroom setting. In third grade, students research a famous person and take part in a wax museum. Our fourth graders visit the State Capitol Building in Lansing, Michigan. Our fifth grade students look forward to a field trip to Chicago, Illinois where they have the chance to explore museums.

Our district adopted the TCI (Teacher's Curriculum Institute) Social Studies curriculum for lower elementary several years ago. Some teachers continue to use the textbooks, lessons, and materials that accompanied this program. In the upper elementary grades, some teachers have implemented online lessons that have been offered by Wayne RESA.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Roosevelt Elementary students receive a daily fifty minute block of non-core instruction. On a daily basis students rotate through physical education (PE), music, and art. The focus of elementary art is on creating art, understanding art and artists, talking about art, and responding to various aspects of art from different times and cultures. The students learn to use various art materials and visuals to create art and to explore ideas in design, painting, drawing, printing, clay , crafts, and sculpture. A certified art teacher furnishes students with opportunities for self-expression using a wide variety of tools, materials, and techniques. Each year student artwork is on display in a county side art program. Roosevelt's art teacher also offers an opportunity for an after-school painting class.

Our certified elementary music specialist works with students to help them develop a lifelong appreciation of music. Students have the opportunity for multiple instrumental and vocal experiences. Students in third through fifth grade learn how to play the recorder. More recently our building was able to purchase a set of ukuleles that our fourth and fifth graders have the chance to play. Students in grades one to five participate in a concert on stage at our high school.

2b. Physical education/health/nutrition

The goal of elementary physical education is to develop physically educated children who have the stepping stones of knowledge, skills, and confidence to continue to enjoy a lifetime of healthy physical activity. Music and Motion is a K-2 age appropriate class in our physical education program. The class focuses on body, space, and time awareness, personal space, learning locomotor and non-locomotor movements, social skills, sportsmanship, and steady beat. Steady beat is a consistent, repetitive pulse, felt in rhymes, songs, and musical selections. Research has shown that steady beat is very important in the development of many physical and academic skills. Jumping rope and dribbling a ball are both steady beat activities. The development of steady beat also affects speech-flow and reading comprehension. Physical education is a program for our third-fifth graders. PE that focuses on developing healthy habits, learning skills in common sport activities, sportsmanship, social skills, and improving fitness levels. A variety of activities are introduced in order to spark student interest in lifelong physical activity.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Students at Roosevelt Elementary visit the Media Center once each week. Class begins with a grade appropriate read aloud where students are exposed to different genres. The library paraprofessional teaches lessons regarding appropriate library behavior, book care, how to locate books and other research strategies

at each grade level. Students are encouraged to explore the library collection in order to find a book that they will enjoy. Each year, Roosevelt Elementary has a schoolwide theme and activities that excite children and staff during March as we celebrate Reading Month. Our students also look forward to the Scholastic Book Fair visiting our school a few times each year. It is our hope that students will build a lifelong love of reading during their academic career at Roosevelt.

2e. Any other interesting or innovative curriculum programs you would like to share

At Roosevelt Elementary, we are also fortunate to have a full-time counselor. She delivers a comprehensive and developmental school counseling program, including Tier 1 curriculums such as TRAILS to Wellness, Second Step, and Zones of Regulation. Twice a month she meets with every classroom for 30 minutes serving as a solid Tier 1 strategy. She also utilizes the DESSA and a Moods and Feelings Questionnaire to drive decision making around Tier 2 and Tier 3 interventions and data collection. With the help of a full-time Restorative Paraprofessional, they also focus on Restorative Practices during lunches and recess and conduct skill building groups for those needing additional support. Tier 3 supports often include a twice daily Check In, Check Out system customized for each student identified through the Child Study Team or through other data collection. Finally, the school counselor finds engaging and interactive ways to help teachers integrate key components of the curriculum into their rituals and routines within their classroom. This occurs through our School Improvement Process, professional development, monthly Social Emotional Learning Challenges, daily announcements, and 1:1 support as needed.

3. Academic Supports

3a. Students performing below grade level:

At Roosevelt Elementary, we tailor instruction, intervention, and assessments to meet the needs of our students. Students who are performing below grade level continue to have access to the general curriculum, while also having supports in place to support any learning gaps. They gain access to the general curriculum through Tier 1 instruction and we have thirty minute intervention blocks set up for each grade level four days per week. We use Lucy Calkins Units of Study and Bridges by Math Learning Center. We utilize the PLC process to determine which research-based intervention meets the needs of the student. These interventions are then progress monitored, have a scope and sequence, and are based on the specific skills needed. These interventions occur four days per week in 30 minute sessions for each grade level. These groups incorporate the entire grade level and do not take up core instruction time.

Reading interventions include phonics and decoding, fluency, Fountas and Pinnell Leveled Literacy Intervention, and comprehension. We have a reading interventionist who also helps to drive the decision making on which tools they will utilize for the students who are in the bottom five percent. Other intervention groups are led by the classroom teachers in each grade level and accompanied by our trained paraprofessional/intervention team. Math interventions include current curriculum practice as well as previous standards that may be impeding the students' ability to master any current content. These data, coupled with summative and formative assessments, help the classroom teachers to determine if a student has reached mastery of these skills and is ready to move on.

Progress monitoring, summative and formative assessments drive the decision the making throughout the school year in both reading and math intervention. Groups are constantly changing based on the needs of each individual student.

3b. Students performing above grade level:

At Roosevelt Elementary, we tailor instruction, intervention and assessments to meet the needs of all of our students. Students who are performing above grade level continue to have access to the general curriculum through Tier 1 instruction. This includes both the Lucy Calkins Units of Study and Bridges (Math Learning Center) curriculum. Our quality teaching staff utilizes Tier 1 instruction time to also include higher level questions and hold enriching discussions.

We utilize summative and formative assessments to guide our enrichment opportunities for students which also occur during the 30 minute blocks four times per week. The enrichment group(s) are led by a classroom teacher or trained paraprofessional/interventionist to ensure that we are meeting the needs of all students at all levels. Enrichment for reading may look like book clubs/book studies or the use of technology programs like IXL. Teachers often provide enrichment by utilizing number corner and the workplaces that are embedded in the curriculum. Bridges offers a great opportunity for enrichment for our students with the "beyond level" type questions and skills that extend their learning. They may also use online programs like IXL, Khan Academy, or Prodigy.

Students who are performing above grade level may also be seen pairing up with a student or group of students at a lower level during readers workshop or math groups/workplaces. These students may also be paired with a higher level group of students to help enrich all learning by digging for deeper understanding. This truly benefits all student learning.

3c. Students with disabilities:

At Roosevelt Elementary, we tailor instruction, intervention and assessments to meet the needs of all of our students. Despite the Tier 1 and Tier 2 classroom instructions provided, not all students make sufficient progress and are able to master the standards that are taught. Our Response to Intervention (RtI) process helps us to identify which students may need more intensive instruction. Roosevelt Elementary has a Child Study Team that includes the classroom teachers, counselor, principal, lead interventionist and often our special education teacher. This team meets as needed to discuss our students with ongoing struggles, despite the interventions that are in place. We may discuss the students' running records, NWEA Map test (reading and math), and unit assessments from reading and math to make potential recommendations for new instructional strategies to determine if there is appropriate grade level growth. Our plan of action may include bringing students forward for a special education evaluation.

Our special education students with an Individualized Education Plan (IEP) are provided Tier 1 instruction from the classroom teacher. In addition, these students also receive the same Tier 2 supports that general education students who are performing below grade level receive. These supports include our weekly intervention groups in reading, additional math support, small groups and one-on-one assistance. Our special education students also receive Tier 3 instruction as written in their IEP through their personal goals and objectives. The growth of all students is a high priority at Roosevelt Elementary.

3d. English Language Learners:

At Roosevelt Elementary we tailor instruction, intervention, and assessments to meet the needs of all our students. This includes our English Language Learners (ELL). Our English Language Learners receive Tier 1 instruction in the general education classroom and are supported by our ELL staff weekly. This staff includes two certified teachers and a paraprofessional. Our students in the ELL program take the WIDA screener/assessment (English Language Proficiency Assessment) to help determine the skills that they each need to fill in any learning gaps and determine what the focus of instruction should be. Additionally, our students in the ELL program receive the necessary support and accommodations on summative and formative assessments to ensure that the proper skills are being taught. This could include text to speech, translation and small group testing. As needed, based on any data collected, ELL students receive Tier 2 instruction during non-instructional times to help ensure grade level success is being achieved. Reading interventions could include vocabulary, phonics and decoding, fluency, Fountas and Pinnell Leveled Literacy Intervention and comprehension. Math interventions often include current curriculum practice as well as previous standards they may need to work on. This support continues throughout the school year and is revisited if the student displays proficiency on the WIDA.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The Roosevelt Elementary staff is deeply committed to creating a climate of safety and trust for not only our students, but our staff and families as well. We believe this is achieved through providing a "Tier Zero" approach to our learning environment. Tier Zero is a concept that is built on both the mindset and skill set of all educators in our building, as everyone serves as a leader. We work continuously to learn the practices of co-regulation and self-regulation so we are best equipped to serve our students. This trauma informed approach has taken place over several years to ensure the staff is continuing to practice their own regulation, and stay relevant to the current trends within the school each year. This, in turn, creates a solid foundation for people to practice being vulnerable, making mistakes, creating connections, and asking for help, the unspoken skills critical to learning and resilience.

There are several ways in which we do this work. Our school counselor will often lead our staff and students through whole class activities that can be used during transitions, before critical learning experiences, and when struggling with strong emotions. Teachers then are able to seamlessly integrate the ideas into the day to day workings of the classroom. Rather than adopting another curriculum, we weave these concepts into our morning meetings, buddy classroom activities, assemblies, etc. so students are integrating the skills they need all day long, rather than at a separate time. Additionally, we have extensive support throughout the school that allows 1:1 support and deescalation support as needed. This provides all stakeholders the time, space and support to not only regain self-regulation, but also practice needed skills and restore relationships so learning can again become the focus and students can maintain true, deep engagement with the academic content. This multi-tiered approach serves as a critical piece of fostering not only learning, but also resilience and post traumatic growth.

2. Engaging Families and Community:

At Roosevelt, we believe that parent participation is a vital piece of our social and academic success. Research shows that when a child's family is actively involved in school events, the better their success in school and throughout life. It is evident that our families also believe this, as we have approximately a 98% conference attendance rate each year. Through back to school night, meet and greet, attending extracurricular events and while providing consistent communication through newsletters and social media pages, our staff works extensively to build relationships with our families inside and outside of the school.

The Parent Teacher Organization has done an incredible job working with the Roosevelt staff to address the needs of the school, while encouraging families and staff to connect outside of the school day. They have co-hosted numerous events together including Family Movie Night, Popsicles in the Park, Holiday Hot Chocolate Bar, Pancake Breakfast, Donuts with Grown Ups, and giveback nights at local restaurants to name a few. We are also especially grateful for the community partnerships we have access to. The Lakeshore Excellence Foundation, Whirlpool Corporation, Lincoln Township Police, Lincoln Township Library, Lincoln Township Fire Department, Berrien County 4H, Martin's Grocery, and Hanson Logistics are just a few examples of major donors for field trips, professional development, staff grants for classroom libraries, and educational opportunities. We have also worked with several local small businesses and churches to provide Winter gear and clothing for students, Holiday gifts, Thanksgiving dinners, gas cards and food baskets to families struggling through one season of life or another. This year we were also able to bring back volunteers and other organizations into the school. Honor Credit Union, Girls on the Run, Lego League, Creative Canvas and other extracurricular opportunities provide support outside of the school day. In addition, a local resident brings her trained therapy dogs to provide opportunities for students to practice reading and self-regulation skills. Finally, former students and teachers often volunteer to support during special projects, to provide tutoring, or to serve as mentors to younger students, showcasing the long term relationships we seek to foster.

Roosevelt also believes in teaching students about service learning first hand. Students in fourth and fifth grades are invited to apply to be a part of our Roosy Leaders team and the Green Team, both centering on

empowering student voice and action. The Roosy Leaders often take on projects such as recycling, morning announcements, student-led videos, in addition to fundraising projects. Their current vision is to redesign our "Hello Hallway" to become a more welcoming and relaxing space for students and families. Working with a local fisheries and landscaping company, The Green Team also works to beautify our school. They are keeping current memorial gardens weeded, caring for our pond and wildlife, buying blankets for classrooms to read outside, and much more. They have also made several simple products to sell at events, then donated the money to an an alumni battling cancer. We also encourage the families of our teams to engage in projects outside of the school day. We believe leadership begins early, and we enjoy encouraging even our youngest students to work to change the world for the better.

3. Creating Professional Culture:

At Roosevelt Elementary, our mission is "Learning and Growing with Courage, Knowledge, and Relationships" which is as true for our staff as it is for our students. We believe that the culture we create as a staff is the single most important factor in student success, as students will always take their cues from the adults around them. Courage serves as the foundation for all other values, for without courage it is difficult to ask for help, admit mistakes or engage in difficult conversations. Knowledge, then, is a natural outpouring of repeated acts of courage. Relationships are the backbone of felt safety and vital to the learning experience. To support this learning endeavor, our school improvement work for the last several years has included the work of Dr. Stephen Porges (polyvagal theory), Dr. Brene Brown (shame resilience), and Stuart Shanker (self-regulation). This work consistently helps us to learn first about our own wellness so we are, in turn, best able to support our students in their own development. It also serves as a tool for reflection, ensuring our use of a trauma informed lens. Doing this work together also builds our sense of community with one another. We have built trust with one another, which allows us to have the brave and vulnerable conversations critical to true school improvement.

For us, a trauma informed lens expands far beyond the standard definition and begins to understand and navigate the invisible classroom that exists in the unspoken realm of connection. Learning about the autonomic nervous system, as it applies to the readiness and ability to learn, allows us to see the challenging behaviors as a means of communication, helping us to determine what skills or relationships may best support the specific individual. As we learn this information for ourselves, we are more able to apply this learning to our students, our classrooms and each other. High levels of compassion, support, and leadership abound in our building each and every day.

As we continuously attend to our relational trust with one another, working in groups such as professional learning communities, School Improvement Teams, and Child Study Teams flow efficiently and effectively to accomplish established goals and support students while also contributing to our sense of community and collaboration.

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4. School Leadership:

At Roosevelt Elementary the principal is the sole administrator in the building. The principal of Roosevelt Elementary listens to and builds consensus among staff members in an effort to make decisions based on what is best for the entire student body. They live out the school mission, support staff members with student behavior and parent communication, work to ensure that the environment is safe for all staff and students to learn in, and help students and staff achieve their highest potential. They work to ensure that all staff members feel empowered to make decisions to find solutions to the challenges that arise during the school year.

The Guiding Coalition at Roosevelt Elementary is leading the way through our Solution Tree work as we continue to grow our knowledge around professional learning communities. The Guiding Coalition is made up of a representative from each grade level along with the building principal. They attend planning meetings with the Solution Tree representative and bring the information back to their grade level teams and guide the work during the weekly PLC meetings. This team will continue to help with essential standards work, creating common formative assessments and guide their team in writing SMART goals for the upcoming school year.

We are also fortunate to have a full-time school counselor and restorative paraprofessional serving full-time in our building. Their presence is influential in the continued development of the climate and culture of the building through extended learning, the Child Study Process, and skill building among students and staff alike.

While the aforementioned leaders are certainly critical to the success of the building, we truly believe the most important leaders at Roosevelt Elementary are our teachers. Day in and day out they model what it means to be lifelong learners, build healthy relationships with their students and each other, persevere through challenges and empower their students to be leaders. Through customized classroom and schoolwide jobs, students learn to take ownership over their classroom and school by catching peers make helpful choices, beautifying the building and grounds, and engaging in random acts of kindness and encouragement. We believe this foundational level of leadership is key in building the climate and culture that defines our school.

5. Culturally Responsive Teaching and Learning:

Every morning as we wrap up the announcements at Roosevelt Elementary, our students and staff all recite our school mission statement: "At Roosevelt Elementary we are learning and growing with Courage, Knowledge, and Relationships." Reciting this mission together each day solidifies our collaborative commitment to making one another feel safe, respected, and encouraged to try our best. Then, within the classrooms, teachers lead daily morning meetings. These meetings help teachers to start the day on a positive note, give students a chance to share, ask questions and learn more about acceptance of and empathy towards their classmates. They also use this time to incorporate any SEL challenges they have for the month, including self-regulation strategies that they may be learning to use independently. We also use this time to expand our specific behavioral expectations for all students. To work this into our current school mission, the staff has worked to create a courage acronym: Caring, Ownership, Uniqueness, Respect, Acceptance, Growth, Effort. Each month classrooms focused on one component of the acronym and worked together to develop a better understanding of how each aspect looks and sounds in the classroom, on the playground, in the lunchroom and other places around the school. We built this acronym based on our "Portrait of a Graduate" work. During this work we compiled a list of skills that we wanted our students to leave Roosevelt with when they go to middle school.

Creating a culturally responsive community also requires establishing relationships with parents, so we are aware and supportive of any cultural considerations, familial beliefs, and customs we may want to integrate into our classroom lessons or school events. As we kick off a new school year teachers send home questionnaires in an effort to learn more about their students. They also take time to build community in their classrooms as they welcome a new group of students. Over the years our community has grown and welcomed families and children from across the world. As a staff we have worked hard to warmly welcome these children as they join not only a new classroom but also learn a new language and many new school customs. We are proud that as a staff we are committed to continuing to learn and grow ourselves so that we may better serve our students and their unique needs as they learn and grow as well.

PART VI - STRATEGY FOR EXCELLENCE

At Roosevelt Elementary our School Improvement Process has focused on understanding and implementing trauma informed practices for the past several years. This has worked to help us, as educators, deepen our understanding of our own experiences and the way it can manifest itself within the classroom. When all educators become well versed in the neuroscience behind student behaviors (and our own), we become more able to support students' individualized needs compassionately and proactively. While children experiencing the effects of chronic stress and trauma benefit the most from this approach, we also believe that this outlook is good for all stakeholders. Given the impact of the COVID-19 Pandemic and its residual effects on the development of our children, this work has proven timely and critical to our continued success in academic growth.

Possibly the most impactful outcome of this work is the establishment of a high level of relational trust among staff, administration and families. While trust in itself may not appear to directly affect student learning, it does foster an environment (socially and emotionally) for us to engage in the work of initiating and sustaining the growth necessary to make changes and improvements in curriculum and instruction. Being able to engage in collaborative teams requiring vulnerability is critical to school improvement, and when relational trust and felt safety are foundational, efforts and initiatives are more likely to succeed. Stakeholders become more interconnected and likely to form supportive relationships, while maintaining the imperative of accountability for all student achievement and respecting autonomy for individual efforts. Quite simply, it allows us to have the difficult and brave conversations needed to support our own growth, thereby allowing us to maintain high expectations and the continual pursuit of excellence. Trust is truly the glue that holds our school together, and pushes us to live out our mission of Learning and Growing with Courage, Knowledge and Relationships.