

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	17	38
K	26	26	52
1	33	30	63
2	33	44	77
3	39	33	72
4	35	38	73
5	45	42	87
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	232	230	462

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 13 % Black or African American
 - 28 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 49 % White
 - 8 % 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 2016 – 2017 school year: 10%

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, 2016 until the end of the 2016-2017 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1, 2016	472
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 11 %
53 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Chinese, Karen

7. Students eligible for free/reduced-priced meals: 55 %
Total number students who qualify: 252

8. Students receiving special education services: 9 %
43 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>3</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>16</u> Developmentally Delayed | <u>3</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	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.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. 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 26:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2017.

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%

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

Yes No

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

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

Create a community of thinkers and learners who strive for excellence by developing the knowledge and attitudes of productive, global citizens.

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

PART III – SUMMARY

Opened in 1928 and named in honor of our nation's 26th president, Roosevelt Elementary is a neighborhood school located in Kenosha, WI. Recently authorized as Kenosha's first International Baccalaureate (IB) World School, Roosevelt is an integral part of the area for which it serves. Not only are past students proud to send their own children to Roosevelt, but they often seek out employment opportunities at the school ranging from lunch supervisor to teaching staff. Roosevelt's current administrator, succeeds ten other highly qualified principals all dedicated to the success of each student enrolled into its learning community.

Roosevelt Elementary School mirrors a very unique and diverse community. Serving approximately 440-475 students each year since 2009, Roosevelt's 4K-5th grade population represents students with disabilities and those identified as economically disadvantaged. On average, about 49% of the student body categorize their race as white, and about 51% of students identify as minorities; roughly 30% of Roosevelt's minority population identify as Hispanics and as English Language Learners (ELLs). The educators of Roosevelt are passionate about finding ways for students to both learn and develop daily; teachers employ a variety of strategies to support and grow all students academically, emotionally, physically, socially, and culturally. Our school understands that we impact the success of the community around us, and one of our goals is to do our part so that parents are able and encouraged to do theirs. The community cannot thrive without the partnered success of both its school and its families.

Roosevelt celebrates many annual traditions to engage the boundary families. Their energetic Parent Teacher Organization (PTO) supports both staff and students while also providing ample opportunities for parents/guardians to be active participants in the positive development of their children. Whether through festival-themed events, movie nights, or the ever-popular Chat -n- Chew experiences, Roosevelt prides itself on the engagement and participation of all stakeholders in student learning. The impact of Roosevelt and its PTO, however, does not stop at the school doors nor does it end when the bell rings. Parents, teachers, and students are often participating in extracurricular activities to support local businesses, fundraising to improve the outer environment of school, or are setting goals for future action.

Being Kenosha Unified School District's (KUSD) first IB school, Roosevelt lives the mission of IB's Primary Years Programme (PYP) - "...to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect...by encouraging students across the world to become active, compassionate, and lifelong learners." IB's Learner Profile allows students to be recognized for their development and demonstration of the strong character traits which set the foundation for a positive, collaborative learning environment.

As part of KUSD, Roosevelt also supports the district mission to provide excellent, challenging learning opportunities and experiences that prepare each student for success. We envision our school to be the focal point for our students, their families, and the community around us. As a school, we are committed to achieving the highest results for ALL students, and we work diligently to develop meaningful connections with every student. Our culture is built on our pledge towards excellence, continuous growth, and celebrated success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Like all schools in KUSD, the curricular benchmarks for student achievement at Roosevelt are driven by the Common Core State Standards (CCSS). The CCSS provide the key learning goals for student achievement at Roosevelt Elementary. Divided into two parts, the standards for student proficiency are based on college-and-career readiness standards which address what a student needs to know and understand by the time they graduate high school, and the K-12 standards which address expectations for elementary proficiency. The standards establish what students need to learn, but they do not dictate how teachers should teach.

In the area of literacy, students are exposed to stories and literature, as well as more complex texts that provide facts and background knowledge in other content areas such as science and social studies. One of the main focuses of ELA is text dependent analysis in which students are challenged and asked questions that push them to refer back to what they've read; a need to find the evidence to support their thinking. Many of the taught strategies stress critical-thinking, problem-solving, and analytical skills; at Roosevelt we expect students to learn to read, write, speak, listen, and use language effectively in all content areas. Students are expected to read and comprehend complex literature and informational texts independently and proficiently. Roosevelt focuses on essential standards to teach students to identify key ideas and details, analyze text for craft and structure, and to compare text for synthesis of knowledge.

Writing standards expect students to write for a variety of purposes including arguments that support claims using reasoning and text evidence, informative pieces that explain complex ideas using voice and organization, and narratives that develop real or imagined experiences using specific details and sequences. Students are expected to learn and apply research skills in order to gather information, produce clear and concise thoughts, and publish well-written pieces of writing.

Standards for numeracy include focus on the mathematical practices of the CCSS. Teachers implement practices that support the “processes and proficiencies” of math instruction through problem solving, reasoning and proof, connection, and representation. Students are taught adaptive reasoning, conceptual understanding as it relates to mathematical concepts, operations, and relations, procedural fluency, and productive disposition that allows students to see mathematics as sensible, useful, and worthwhile. Teachers focus on a continuum of skill building knowing that a student’s ability to be successful in mathematics depends on what was taught and learned prior. Standards progression includes counting and cardinality in kindergarten (a student’s understanding of numbers and sequence) built upon through the teaching of representing and solving problems using operations, understanding place value, applying the concept of measurement to time, money, and estimation, and reasoning to identify and describe various shapes and dimensions.

Social Studies instruction includes standards for learning around geography, history, political science, and economics. Students study the relationships between people, places, and environments, and examine changes over time through the history of Wisconsin, the United States, and the world. Learning is centered around acquiring knowledge of the political system by studying uses of power, authority, and governance. Students also learn about production, usage, exchange, and consumption as it applies to making informed economic decisions. Roosevelt’s standards and curriculum around social studies align seamlessly to our goals as an IB school to grow productive, worldly citizens able to thrive in a global economy.

Science instruction for Roosevelt students is based on a combination of Next Generation Science Standards and Wisconsin Standards for Science. Our main standard for science is to teach students to use science and engineering practices to make sense of and solve problems. Instruction incorporates understanding of patterns, cause and effect relationships, energy and matter, structure and function, and stability and change to deeply analyze a problem in order to teach students to ask questions and define problems, to develop and use models, and to plan and carry out investigations. Students have multiple opportunities to collect and analyze data, and use mathematical and computational thinking while constructing and designing explanations and solutions.

Roosevelt supports early education through a prekindergarten program consisting of students aged three to five years. Our collaborative PreK classroom is inclusive of special needs students in a four year old kindergarten learning environment. Our program's curriculum follows the Wisconsin Model Early Learning Standards (WMELS), and teaches to five core areas including health and physical development, social and emotional development, language development and communication, approaches to learning and cognition and general knowledge. The curriculum is a continuum that provides for all children from birth through age six, thus providing learning opportunities that promote growth of the whole child.

2. Other Curriculum Areas:

At Roosevelt Elementary, as a focus on the whole child, K-5 students receive instruction in the areas of music, physical and health education, visual arts, library and media, and foreign language. Students participate in each area once a week for 45 minutes; Spanish instruction is 20 minutes every other week for PreK students, 30 minutes for students in kindergarten through second grade, and 45 minutes for students in grades three through five. Special area teachers integrate their department standards into the standards and practices of the International Baccalaureate program to enhance the learning experiences for all children. As a team, Roosevelt specialists collaborate to create field trips, performances, and activities centered around the inclusion of all arts as a way of reaching the learning preferences of all students.

Music instruction affords students the opportunity to explore their musical interests. The curriculum focuses on multicultural music history, music literacy, and performance through acting, singing, and dancing. Each grade level participates in an annual performance for parents, families, and other community members. Additionally, students in 4th and 5th grade have extra curricular choices in choir, orchestra, and/or band. Students who choose to partake in extra curricular music activities also have the opportunity to perform in district-wide concerts, festivals, and other unique special events.

The physical education program blends physical education standards along with health and nutrition benchmarks. All grade levels engage in development of lifelong fitness habits, movement skills, team building, sportsmanship, and cooperation; students are able to exercise and further develop these skills an additional 75-90 minutes per week at recess. Various grade levels partner with the University of Wisconsin Extension Program to give students more specific information in making healthier nutritional choices. Extra curricular activities available to students include after school intramurals, school-wide activities dedicated to fitness, and family-friendly events promoting health and exercise for the whole family. Health education opportunities include events focusing on drug and alcohol awareness, child development, and overall safety.

Roosevelt students learn ways of expressing themselves creatively through visual arts instruction including hands-on experiences in painting, sketching, drawing, and sculpture. Through these medias students learn creativity, self-expression, art analysis, and aesthetic perception. Art history and arts culture are an embedded focus of each art unit, further developing the whole child. Students may be chosen to have their work displayed throughout the building, showcased as the Artist of the Month, or as an entry in the Kenosha Unified District-wide Art Show. Extra curricular activities include Art Club and Garden Club for fourth and fifth grade students; these clubs create and provide props for school-wide performances and maintain the school's four garden beds.

Through media and library resource, learners engage in active inquiry and exploration of current events, culture, traditions, geography, and social studies. The use of resources includes iPads, chromebooks, laptops, research materials, puzzles, and games. Extra curricular activities such as Battle of the Books and various bees (local versions of the Scripps Spelling Bee and National Geography Bee) provide students the opportunity to foster their love for learning. Roosevelt students have abundant access to technology; computer labs, computer carts on wheels, active tables, and interactive smart boards allow for additional development of academic skills through technology. The library media center is also beginning to implement maker spaces to further tap into the learning preferences of more students through the engineering process.

Unique to Roosevelt as an IB school in Kenosha, prekindergarten through 5th grade students receive foreign

language instruction. Students learn to speak and write in the Spanish language. In addition, they are taught about the multiple cultures that represent the students and their families. Whether through evening events for the whole family or through weekly instruction, parents, teachers, and students enjoy celebrating and learning about various heritages and traditions. Foreign language instruction extends its reach through a word of the week in Spanish, school-wide announcements in English and Spanish, and opportunities for students to learn about the practices of other countries as they learn about their own.

3. Instructional Methods, Interventions, and Assessments:

In working towards minimizing the achievement gap, Roosevelt utilizes the three tier approach to learning. At the level of universal instruction (tier 1), teachers utilize formative data to form flexible groups in order to reinforce learning targets. Observational and written evidence, collected from universal instruction, are used to identify students in need of additional exposure to specific standards (tier 2). At this level of instruction, Roosevelt utilizes PAW time (a daily 30 minute intervention block three to four days a week) to further student understanding and application of essential skills. Students still struggling, after instruction at both tier 1 and tier 2, are often part of a Collaborative Student Intervention (CSI) team to more deeply assess and identify significant weaknesses in learning acquisition. All students, no matter how they perform academically, partake in district and state required assessments three times a year; standardized assessments are usually administered in the fall, winter, and spring.

Literacy instruction utilizes many techniques to promote the development of lifelong readers and writers at all grade levels and ability levels. Structured around the workshop model, teachers incorporate literature circles with novel studies at the upper grades, while lower grades focus on small group instruction through guided reading. The core resources for English Language Arts instruction are Journeys (published by Houghton Mifflin) and (Lucy Calkins) Units of Study (published by Heinemann); teachers also share tried-and-true activities and methods among grade level teams. Essential key skills and learning targets are delivered through daily focus lessons to the whole group, while a more personalized approach to learning is addressed through differentiated daily small groups. At Roosevelt, we use flexible groups purposefully and specifically to hone in on the skills and strategies that need more practice before achieving mastery. Independent learning, a key component of teaching the whole child, is promoted through Achieve 3000 (a computer-based program that matches current events and nonfiction text at each student's individual lexile reading level allowing all learners to have a knowledgeable voice in whole group discussions).

Numeracy instruction in KUSD aims to prepare all students as future employees in a global workplace. High quality mathematics instruction prompts our teachers to utilize a variety of instructional strategies and resources to engage students in meaningful tasks. Driven by the CCSS using Everyday Math as the core curricular resource, Roosevelt works towards developing students as problem solvers and critical thinkers. Daily lesson delivery includes activating foundational skills with mental math, practice through interactive flipcharts (hands-on activities used in conjunction with SMART boards), and application through word problems, math games, and real-life situations. As is with literacy, independent learning is valued and accessible using online programs such as Xtra Math, IXL, and Moby Max; all chosen to advance academic achievement for all students through differentiated activities.

Roosevelt uses Amplify Science (published by Amplify) as its core curricular resource to provide instruction based on the Next Generation Science Standards (NGSS). As with many subject areas, the goal is to move away from sit-and-get memorization and more towards active engagement and hands-on application. Students receive information in various ways through Amplify; instructional materials include literacy texts that provide in-depth knowledge about the subject being studied, simulations provided through technology allow students to experiment and test hypotheses, and many hands-on activities provide opportunities to engage students at differentiated levels.

Social Studies curriculum at Roosevelt Elementary is based on content standards chosen to promote and develop civic competency in each student. The main curricular resource, My World (published by Pearson), is designed to teach students to know and understand democratic values, the impact of past events on history, and rights and responsibilities of citizens. Roosevelt believes that social studies that are meaningful, integrative, value-based, challenging, and active provide students the best potential of acquiring the

attributes of being civically competent. In addition to the core resources, Roosevelt students enjoy exposure and access to National Geographic, Time For Kids, and Learn 360 to further solidify their understanding of key concepts and essential benchmarks. At Roosevelt Elementary we focus on learning while recognizing the diversity, growth, and development of each individual student.

The district provides the scope and sequence of core curricular areas through LiveBinders. This program allows for teachers to access current teaching strategies and lists of accessible materials that are research-based methods for delivering and assessing instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The vision of Roosevelt Elementary School, combined with our mission as an International Baccalaureate World School, is to create a community of thinkers and learners who strive for excellence by developing the knowledge and attitudes of productive, global citizens. At Roosevelt you will find a nurturing environment that exemplifies dedicated, loving and principled staff members training our youth to create a better and more peaceful world through intercultural understanding and respect. Students embrace the idea that “It is my job to do my best, to be a world learner, creative thinker, and an encouraging person who has empathy for others and can help change the world in a positive and impactful manner.”

Roosevelt promotes its vision and mission through monthly focus on one of the nine Learner Profiles of IB. Students are nominated by their parents and/or teachers for possessing the attributes of inquirers, thinkers, knowledgeable, caring, open-minded, communicators, principled, balanced, risk takers, and reflective. These character traits encourage students to embrace their whole self learning that academic proficiency is not the only way for them to achieve personal success. Roosevelt’s emphasis on community and culture, through the IB program, teaches students to think for themselves and to be responsible for their own behavior and academic choices, and to respect themselves and others through their actions and learning applications.

Roosevelt engages and motivates students in various ways utilizing Positive Behavioral Intervention and Supports (PBIS). This system allows us to recognize students for positive actions related to adherence of our BEAR motto (Be responsible, Everyone’s respectful, Always safe, Ready to learn). Students are given positive feedback through the earning of BEAR Bucks recognition of being Terrific Teddy (chosen for exemplary citizenship in every classroom each week), and by leading the school in the Pledge of Allegiance during school-wide announcements. In addition to classroom teachers, all staff have a supply of BEAR Bucks to recognize students in the hallways, in special area classes, and on the playground. Each quarter, students that followed the BEAR motto are eligible to participate in special PAWSOME Parties at which they might dance, play games, or enjoy guest performers.

Roosevelt creates an environment that supports the social and emotional growth of its students by further development of the whole student. Fourth grade students participate in Youth Power by working on service projects for the community and writing grants for special projects to benefit Kenosha. Roosevelt has a student council that consists of 4th and 5th graders doing great things for our school community; things like helping with our annual Veteran’s Day program, leading spirit weeks, and creating and implementing projects to beautify the school environment. Our guidance counselor teaches classroom lessons, facilitates social skills lunch groups, and makes referrals to outside programs for families and students as needed; our health information clerk communicates regularly with families regarding student medical concerns and health plans. Many students also benefit from a mentor program in which volunteers meet weekly with students identified as needing positive role models and individualized attention.

In addition to student recognition and growth, Roosevelt proudly celebrates its staff members. Members of the academic team meet with grade levels each week to support teacher needs including student concerns, resource requests, and problem solving situations. Our leader cares about the input of all staff regarding how to move Roosevelt from great to exceptional, and often solicits diverse opinions when making decisions impacting the school climate. All teachers and staff nominate one another each week as demonstrating the learner profile attributes; Roosevelt believes that happy teachers can change the world.

2. Engaging Families and Community:

In the continued interest of student achievement, Roosevelt Elementary adopts many strategies to communicate information to our families and to the surrounding community. The main forms of communication are our school website, social media pages, monthly newsletters, and the principal’s “one-minute drill” (a phone call home to parents each Friday). On Roosevelt’s school website page, parents

have access to a plethora of information - a yearly calendar of school events, staff contact information, communications regarding involvement with the Parent Teacher Organization (PTO), details about the International Baccalaureate (IB) program, and even links to school-supported educational websites for after-school learning opportunities. Roosevelt's social media page offers some of the same general information, but mostly the page celebrates student learning and highlights our IB program. Monthly newsletters - available in both English and Spanish - are emailed home around the first of each month; paper copies are available for families that prefer paper communication. The weekly "one-minute drill" calls each home at the end of the week recapping recent highlights in learning and reminding of upcoming events.

Other strategies to promote more individualized communication between the teachers and the families might include classroom newsletters, regular behavior updates (as part of the PBIS program), daily emails to summarize learning, and highlights of the day sent via Class Dojo (an online behavior tracker that parents can log into from any digital device). Roosevelt offers parents a chance to meet regularly with staff members through the scheduling of parent-teacher meetings and twice-a-year conferences to discuss their child's education. Monthly after school activities - funded by our school district and often presented by Roosevelt staff - offer family learning opportunities in the areas of reading, STEM (science, technology, engineering, and math), and international culture. Families and students are invited at the beginning of each school year to Roosevelt's annual Open House; this event is an opportunity for teachers, parents, and teachers to begin development of the classroom community.

Parents are encouraged to participate in Roosevelt's PTO by volunteering their time or serving on a committee. The group meets monthly to discuss what students are learning and how parents can stay actively involved in their child's education. Roosevelt has a large Spanish speaking community; the meetings and communications have interpreters and translations for parents who need them. For parents with a busy schedule, Roosevelt also offers opportunities to volunteer from home by sharpening pencils or working on fundraisers. Family events have been very successful at Roosevelt - each event, such as Fall Festival or the Color Run, averages in the hundreds for participant counts; generations of students and their families love to return year after year to experience again some of their favorite activities.

The surrounding Kenosha community plays an important role in student learning and Roosevelt's overall success. Students, families, and neighbors of Roosevelt are invited to participate in drives and activities to help fill identified needs. Various drives have solicited much needed items such as winter coats for disadvantaged children, pet supplies to donate to local animal shelters, and canned goods to stock the shelves of the homeless shelter. Favorite activities have been a water walk-a-thon to raise money for wells in Africa, a penny war to adopt animals at our local zoo, and a fitness contest to raise money to support the American Heart Association.

3. Professional Development:

Professional development is a central focus at Roosevelt Elementary that is ever-evolving in its forms. All professional development is designed to address school-wide learning targets as outlined in our school improvement plan. Roosevelt's professional development is delivered with the goal of increasing the capacity of all teachers to meet the social-emotional, academic, and behavioral needs of all students.

Staff has access to professional development opportunities at both the school and district level in areas including, but not limited to, literacy, math, and technology. Our staff has had many opportunities to attend numerous conferences on a variety of topics; upon return, participation in a conference requires attendees to present to staff the most essential takeaways. Although both teachers and the administrator attend workshops, leadership is shared among teams so that all levels of implementation are considered.

A main focus of professional development has been on implementing the IB units of study/unit planners; Roosevelt staff uses built-in professional development time (provided during weekly student early release) to write, reflect on, and rewrite these six interdisciplinary units of study per grade level. Additional time is utilized to create provocations for each planner, and to reflect as a team on each planner upon completion. All Roosevelt staff participate in official IB training before the end of their second year of employment.

Categories of training might include the written curriculum, teaching through inquiry, and the exhibition. In addition to attending IB training, Roosevelt participates in IB roundtables annually, and hosts IB roundtables once every 3 years for all IB Wisconsin schools. The roundtables provide an opportunity for IB trained teachers from other IB schools statewide to have access to one another, promoting the sharing of ideas and resources to be used in development or refinement of school IB programs.

As changes in the ways our district structures professional learning time impacts our opportunities to collaborate, the leadership team at Roosevelt is continuously faced with the challenge of finding creative ways to embed collaboration time. One way that Roosevelt embeds opportunities for teacher growth and increased student achievement has been through coaching cycles. The instructional coach combines professional development with best strategies for student learning by using coaching cycles to analyze student data, classroom time to co-teach and model with the classroom teacher, and grade-level collaboration time to reflect on student progress and plan for next steps in instruction.

4. School Leadership:

Roosevelt Elementary has one principal and one district-provided instructional coach; the principal's position is administration and the coach's role is to support the teachers. The principal is head of four separate school-wide committees that focus on student achievement and closing the achievement gap for identified student groups. The four committees include International Baccalaureate, Response to Intervention/Instruction (RtI), Title I, and Positive Behavior Interventions and Supports (PBIS). In addition to the principal, the school instructional coach also serves on each of the teams; all remaining members including teachers, parents, educational aides and secretarial staff are split among all teams. Each of the teams focus on our mission, "to create a community of thinkers and learners who strive for excellence by developing the knowledge and attitudes of productive, global citizens," through data analysis, academic discussion, and school strengths and weaknesses. The committee agendas are centered around the learning targets of the school improvement plan, and additional points for discussion are provided by any staff member with questions or concerns.

Our current principal leads through a servant leadership lens and utilizes systems thinking to implement change. Roosevelt's principal puts his staff, students, and families first and intentionally communicates with all stakeholders in a child's education as a means to support, problem solve, and remove barriers in a child's education. The principal believes that "happy teachers will change the world." Our principal strives to meet the needs of our staff through ensuring we are focused on our mission and moving together in the right direction. There is an intentional focus on understanding "why" we are getting the results we get and "what" teachers need (resources, skills, training, incentives, strategies and detailed action plans to map out our path to success). The principal's vision is, "Roosevelt Elementary is committed to achieving the highest results for ALL students. Roosevelt's staff, families and the community will work diligently to develop meaningful connections with every student to ensure individual success for each student. The culture of Roosevelt is built on a commitment to excellence, continuous growth, and celebrating our success."

One of the principal's goals is to implement the use of the Plan, Do, Study, Act model (PDSA) for each of the four teams to continue to development and reflect on the school improvement plan. The PDSA model closely mirrors the RtI process and allows our teachers to have a deep understanding of how to move the students forward. The plan for Roosevelt includes an intentional focus on moving the school forward by enriching our above grade level students, providing specific and purposeful strategies and resources to "bump" students teetering on the line of proficiency, and to intervene intensively with students struggling to meet basic grade level expectations. As a result of a sustained, intentional leadership focus at Roosevelt, the school has been the number one performing K-5 elementary school in the 3rd largest district in Wisconsin for the past three years, scoring a rating of "Significantly Exceeds Expectations" as awarded by the Wisconsin Department of Public Instruction. Roosevelt has also been recognized for its success in reducing the percentage of students performing at minimum proficiency on state assessments from 19% to 4.8% in reading and from 18.5% to 10% in math.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

While Roosevelt has long been a strong community school, our recent journey to becoming an authorized International Baccalaureate school has significantly increased student achievement (as measured by state assessments). Roosevelt Elementary School is the first IB School in KUSD. The school's implementation of the IB Primary Years Programme (PYP) has significantly impacted the school's framework of instruction, therefore influencing student achievement. Focusing on the standards and practices of an IB education, Roosevelt's utilization of the IB programme allows the entire school community to embrace students as a whole by encompassing their academic, social, physical, personal, and emotional needs through inquiry, transdisciplinary instruction, and learner profile attributes.

The instructional framework of the PYP programme contains transdisciplinary units of inquiry taught from pre-K through fifth grade. These units of inquiry are taught under six transdisciplinary themes, and were written with the integration of Common Core and district-required curriculum and assessments. The transdisciplinary themes allow for content integration in areas of literacy, science, social studies, the arts, physical education, language, and math. Creating connections across multiple content areas allows students to develop deeper understandings of central ideas, and establishes an appreciation of the concepts that transcend disciplinary boundaries. The inquiry-based instruction allows students to engage authentically with content, invest their personal interests into their learning, and reflect on their acquired knowledge.

The heart of Roosevelt's instructional program is the development of the ten learner profile attributes to create internationally-minded global citizens. The learner profile attributes contain traits that IB believes all successful global citizens embody. These ten attributes encompass a range of human ability and extend beyond academic achievement which allows Roosevelt to recognize all students for their successes. The units of inquiry address human commonality and multiple perspectives. Additionally, all students at Roosevelt are involved in learning a second language, as IB requires this essential component to overall development of a global thinker.

Roosevelt encourages student engagement through active participation in one's own learning by fostering responsibility and developing independence. All units of inquiry have an action component which encourages students to apply their learning and act on making a difference in the world - locally or globally. The culmination of a Roosevelt education occurs in 5th grade when all students participate in Exhibition, a student-led project in which all fifth grade students research current global issues, brainstorm solutions, and take specific action. The PYP implementation at Roosevelt has allowed students to continually achieve success due to the equally placed importance on teaching and learning; the students are engaged as thinkers and learners, the teaching and learning builds on what the students know and can do, and both students and teachers are motivated to become actively responsible for their own learning and development.