

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Keri Petersen
(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 MacArthur Road
(If address is P.O. Box, also include street address.)

City Hays State KS Zip Code+4 (9 digits total) 67601-2542

County Ellis County

Telephone (785) 623-2520 Fax (785) 623-2526

Web site/URL https://www.usd489.com/o/roosevelt E-mail kpetersen@usd489.com

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.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Ron Wilson E-mail rwilson@usd489.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hays Unified School District 489 Tel. (785) 623-2400

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.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Tammy Wellbrock
(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.

Date _____

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

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 electronic signature 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 2021 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 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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. 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 current school year (2020-2021) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools.)

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not 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 as of October 1, 2020 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 Males	# of Females	Grade Total
PreK	0	0	0
K	38	34	72
1	35	32	67
2	36	29	65
3	38	28	66
4	45	27	72
5	36	30	66
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	228	180	408

*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):
- 0 % American Indian or Alaska Native
 - 0.3 % Asian
 - 1.5 % Black or African American
 - 7.8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 7.4 % 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 2019 - 2020 school year: 8%

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, 2019 until the end of the 2019-2020 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1, 2019	408
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish, Chinese

English Language Learners (ELL) in the school: 3 %
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 147

8. Students receiving special education services: 26 %

107 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>16</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>6</u> Other Health Impaired
<u>30</u> Developmental Delay	<u>23</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</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 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.	19
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.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	16

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 22:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	96%	97%	96%
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 2020.

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.

Our mission is to actively support our students' overall development as they pursue their fullest potential academically and socially-emotionally.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Roosevelt has been operating on-site during all of the 2020-2021 school year. All grades, K-5, adhere to the same COVID protocols and guidelines.

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

PART III - SUMMARY

Centrally located, Roosevelt is nestled in the heart of Hays, Kansas. Most students who attend Roosevelt live within a few blocks of the school. However, due to the school district's open enrollment policy and Roosevelt's reputation of excellence, Roosevelt draws students throughout the community and several smaller surrounding communities. Roosevelt is a school with growing multicultural and socioeconomic diversity mirroring the community in recent years. Our families and stakeholders become invested in most aspects of the school community. Roosevelt begins building relationships through community and parental involvement when students enter Kindergarten. We have a fantastic group of parents who lead our Home and School Committee. Teachers spend a great deal of time communicating with parents via SeeSaw sharing daily posts with student accomplishments and, more importantly, building relationships of caring and trust. Roosevelt's entire staff is genuinely all about meeting the varied needs of our students.

Roosevelt began recognizing student LEADERS during the 2018-2019 school year to highlight students who go above and beyond to be respectfuL, HonEst, compAssionate, inDependent, motivatEd Roadrunners. We previously recognized these students monthly with a special lunch for students chosen by staff in each classroom, grades K-5, and the principal. The luncheon recognition was in place through March 2020. The recognition process looks different this year due to COVID and the inability to mix cohorts. Due to time restrictions and how we are required to manage the cafeteria this year due to social distancing requirements, we continue to recognize these outstanding students with a monthly celebration for each cohort along with a schoolwide announcement to recognize our LEADERS each month.

USD 489 implemented CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) in 2017 to place focus on Positive Behavior Intervention Supports throughout the district. At the elementary level this year, all buildings began implementing the Second Step curriculum. This social-emotional curriculum falls in line with our LEADERS recognition. Additionally, Roosevelt is the sole elementary building in the West Central Kansas Special Education Cooperative, housing a program geared specifically to low-incidence K-5 students. We call this program STAR or Systemic Teaching with Adaptations and Reinforcement. STAR students are included in the regular education classrooms as much as possible throughout the school day. STAR has positively impacted the entire school community and, most notably, our traditional education students who learn empathy, patience, and compassion through interaction with students who do not have the same academic or physical abilities they do. Educators at the middle school often say they can easily recognize a Roosevelt Roadrunner due to their comfort level and interaction with the special needs population.

Roosevelt has been fortunate to be on-site with students during the entire 2020-2021 school year. Our district protocol and guidelines in dealing with COVID were clearly outlined before school beginning this year. Something as simple as seating in the cafeteria became much more complex and time-consuming due to social distancing and close contact requirements. We had to double the number of seats available within the lunchroom. However, our custodial and nutrition staff took it all in stride and were simply happy to see and feed students. In the first semester of the year, the teaching team handled numerous learning disruptions for individual students quarantined due to close contact exposure outside of school. During the first semester, a few classrooms were placed in modified quarantines. The modified quarantine model allowed students to be on-site but arrive and depart later than the rest of the building students to keep additional close contacts to a minimum. They ate lunch in their classroom and participated in specials such as art, music, PE, and technology. Staff handled each one of the modified learning situations with grace and positivity. The students continued to remain our primary focus.

Fortunately, our staff rose to each learning and teaching challenge while continuing to provide an environment where our goal remained on teaching every student every day. At times, what it looked like was unique and challenging as teachers would be Zooming with students while simultaneously teaching students in the classroom. Roosevelt is fortunate to have students, teachers, and families willing to be creative and forward-thinking to keep our focus on the students, their learning, and social-emotional needs.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Thankfully, Roosevelt's operating schedule has remained on-site throughout the 20-21 school year. However, due to COVID, teachers were compelled to be creative in their teaching styles learning new methods to teach content to students who were not on-site due to school closures in 2020. Although the initial school closure was unsettling for our school community, there were some positive takeaways in how teachers developed new ways to share and teach lessons and curriculum to students. Teachers now utilize SeeSaw frequently for parent communication as well as sharing assignments digitally when students are absent. SeeSaw has also been a terrific way for teachers to share student work with parents. An additional positive effect of adapting to the restraints COVID has put on many aspects of teaching and learning is that teachers who were not necessarily comfortable educating in a non-traditional way through technology discovered it is a great way to engage students.

Assessments look the same this year as they have in the past because we have been on site all year. However, this year teachers have been willing to learn more about the difference between accommodations and modifications and how incorporating both allows us to meet every student's needs best. Teachers are learning how to differentiate lessons for all learners. Next year, we will officially implement MTSS (Multi-Tiered Systems of Support) and tiered interventions schoolwide. Each learning standard within the core curriculum has been taken into consideration by a district-level curriculum team. The Reading, Math, Science and Social Studies curriculum in our building is the same curriculum vetted and chosen for all elementary students in the school district. Teachers districtwide are required to follow the scope and sequence for each core subject area. Following each grade level's scope and sequence is beneficial for our building and district-level professional learning communities. This year has brought about significant systemic changes to the assessments we will begin using in April 2021. Our district and building have previously utilized STAR Math and Reading assessments to gather data to drive instruction. Before the 20-21 school year, STAR assessments were required to be given three times each year within the regular education classroom. The assessment data allowed teachers to monitor student growth or lack of, which would flag students as possibly requiring more explicit or tiered instruction to meet their learning ability and needs. As we prepare for the upcoming school year, the school district will no longer utilize the STAR assessment. Instead, we will collect our initial data from the FastBridge assessments our students will begin taking in mid-April. Roosevelt certified staff would use the initial assessment data gathered from FastBridge this year as a baseline for each current student as they start the 21-22 school year. The school administrator and teachers have begun to meet twice each month during grade level professional learning community time to discuss the importance of data and why it is necessary to use it to drive instruction.

Roosevelt is fortunate to have Title and Reading Recovery teachers who deliver explicit reading instruction in small groups to below grade level readers at Roosevelt. We utilize one-to-one technology building-wide with iPads. The use of technology in K-5 grades has allowed teachers endless possibilities in creating a learning environment with access to unlimited resources and hands-on opportunities that engage every learner, regardless of ability level.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

Fortunately, our school has been on-site the entire school year with minimal interruptions. Students at Roosevelt participate in each special curriculum area a minimum of twice per week for thirty minutes. Our upper grade's participation is once per week for a full hour. The specials we have on-site for K-5 students

include art, vocal music, physical education, technology, and the library. Schedules have remained the same as in previous years. Protocol this year within our building has required minimal to no mixing of cohorts and classes. Due to this, we have not been able to have schoolwide concerts or activities due to restrictions on mass gatherings.

Thankfully, there have been few interruptions to how our specials classes are taught. In art this year, students were given their own set of supplies for projects to avoid any surface transmission of the COVID virus. Any items the teacher must use for an entire class are sanitized between uses. Regardless of the additional cleaning protocols and safety measures we have had to adhere to this year, art class is still a wonderful place for our students to explore their creativity. Vocal music class focuses on different areas of the music curriculum dependent upon grade levels. As with other items shared by students within the building, instruments are sanitized between classes to lower any possible transmission of COVID. Students K-5 are required to wear their masks in music. Sadly, we have been unable to participate in schoolwide concerts this year. However, earlier this year, we were able to socially distance an entire grade level in our gymnasium to record our students singing patriotic songs for our traditional Veterans Day event. This event has always been an important part of Roosevelt and is very near and dear to our Physical Education teacher's heart. Our Veterans Day event involves cross-curricular building-wide participation. In years past, students in fifth grade hosted a dinner and concert at Roosevelt for any veteran within the community who wanted to attend. This year, we were unable to have an event involving a mass gathering. Instead, students sang patriotic songs while being video recorded as a whole group. Then, the "concert" was placed on a CD for each veteran invited to participate in the parade. The Veterans Day parade video was also shared on Roosevelt's social media accounts. The parade took place outside, encompassing the entire block surrounding our school. Each class building-wide was able to socially distance while veterans drove their vehicles through the parade route. Students held American flags and thanked each of the veterans as they drove by, and the veterans thanked all of our students for recognizing their service. Finally, physical education is the only class in the building where students can remove their masks while participating. Roosevelt's physical education teacher's passion for her area of the curriculum is evident in the relationships she builds with all students at Roosevelt. When the weather cooperates, physical education will often take place outside.

Technology is offered to each grade level a minimum of twice per week. Thankfully, each student has their own device to use for projects. The technology teacher travels to instruct students in their homeroom classroom. The technology teacher collaborates with the regular classroom teacher to provide learning experiences with technology, incorporating the curriculum areas currently being taught. During the technology teacher's time in the classroom, she can incorporate MTSS strategies to provide explicit targeted instruction for students below grade in specific subject areas and enrichment for students whose academic ability level is at or above grade level. The district has purchased numerous programs students can access with their iPads. Lexia, IXL, and Splash Math are a few of the most utilized apps targeting specific independent skill practice.

All grade levels began teaching the district adopted social-emotional curriculum, Second Step. Each grade is required to devote a minimum of 30 minutes weekly sharing lessons outlined within the curriculum. The benefit of students learning social skills and managing and being mindful of their emotions has been a positive experience this year. Data shows discipline referrals are lower this year than in past years. The lesson topics within Second Step and the actual time spent on each lesson vary by grade level. The benefit of whole-class or tier 1 instruction focusing on the social-emotional curriculum and the conversations taking place within the classroom and school community has been priceless.

3. Academic Supports:

Below grade level students are progress monitored weekly by the classroom teacher. Data is collected, and a determination is made concerning student growth or lack of. If the interventions in place targeting skill deficits are not working and growth is not seen, a teacher referral is made to the Student Intervention Team. The team then meets with the classroom teacher to discuss academic and social-emotional concerns for the individual student. The team typically requires a minimum of 4 weeks' use of an intervention and the accompanying data to determine if the

intervention positively impacts the students' learning. If the interventions in place positively impact the students learning, the team will meet quarterly with the classroom teacher to share data and make any necessary adjustments to the interventions used to support the students learning. If additional interventions need to be utilized, the team collaborates with the classroom teacher to decide on specific interventions.

For students who are performing above grade level, data is collected by the classroom teacher to determine academic ability at and above grade level. If the teacher believes the student would be a candidate for gifted, special education services, the first step is to refer to the SIT team. The team considers several factors, including social-emotional, and academic ability, before referring students for gifted testing. If interventions have been put in place to challenge the student with higher-level thinking activities, and the student continues to require additional enrichment and higher-level learning tasks, the SIT team will refer the student for testing to determine qualifications for gifted services.

Special Education students at Roosevelt receive specific targeted instruction tailored to their academic needs and ability level. Each student placed on an Individual Education Plan has received testing to determine cognitive ability to qualify for academic support with a special education teacher. Roosevelt has three resources or what we refer to as LEAD (Leveled Education with Accommodations and Differentiation) teachers. The LEAD teachers are grade-specific. We have a K-1, 2-3, and 4-5 LEAD teacher. Each teacher oversees paraprofessionals who help the teacher meet the specified time students have inclusion within their regular education classrooms. The special education teachers within Roosevelt do an amazing job differentiating learning with specific interventions geared toward each student's deficit area. If you want to observe true differentiation and interventions being utilized daily, you need to visit a LEAD classroom at Roosevelt.

ELL learners at Roosevelt are provided support services throughout the week with a designated ELL teacher and paraprofessional. As with other students who require additional support within the classroom, ELL staff work closely with the classroom teacher to determine if the core curriculum should be differentiated and/or modified to meet the ELL student's needs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As much as everyone was saddened by school closures in 2020 and frightened by the impending pandemic's unknowns, there were positive changes implemented due to teachers and staff's need to rethink how we delivered instruction and communication from now on. During the remainder of the 2020 school year, staff created videos to share with students and families to communicate and provide positivity to an otherwise negative situation. The staff realized that Zoom was a great tool for educators in enabling continuous learning and communication with our students. This year, Zoom has allowed staff to meet with one another in large groups to collaborate. More importantly, Zoom has enabled educators to meet individually with students who were learning remotely due to COVID. Mental Health care providers who work with individual students have been able to continue to provide services for our students during shutdowns and closures. Zoom has changed how staff conducted parent/teacher conferences this year since no one other than staff and students have been allowed inside our school due to COVID restrictions during the 20-21 school year. Thankfully, due to teachers' persistence, our school had 100% participation during parent-teacher conferences this year. The school district purchased SeeSaw for teachers with the expectation SeeSaw would be used to communicate and build relationships with parents and families. Teachers have also used SeeSaw as a method to share student work and assignments while in quarantine. Although having a conversation in person and instructing students in person is preferred over a screen or digital delivery, it has had a positive impact on students and staff in our building who would not otherwise be able to teach or learn during necessary absences or lengthy quarantines.

2. Engaging Families and Community:

Roosevelt has been fortunate to have had in place before COVID, a solid and successful Home and School organization. This committee is comprised of teachers, parents, and the building administrator. The parents within the organization have gone above and beyond to provide many needs and desires that our school budget cannot supply. The fundraising our Home and School involves the entire school and community in is truly amazing. It has afforded our school several pieces of new playground equipment this spring. This group of parents pulled together their resources to independently remove the older pieces of equipment and install the new equipment with no additional expense to the school's budget. The new equipment will allow inclusion for many of our special needs students who would not otherwise be able to join friends while at recess.

The new playground has also introduced several new businesses Roosevelt will partner with in the future. Home and School raised enough money through local business donations to pay cash for all aspects of the new playground. Home and School also provide gift cards to all classroom teachers to use for their classroom and student needs at the beginning of the school year. They have even provided snow-cones directly from the snow-cone bus parked in the school parking lot because they know kids love snow-cones! They have been a blessing to our school and school community.

Our school community and Hays' community are overflowing with people who are continually willing to help others, especially children within the community. Several staff members were born and raised in the community and never cease to seek additional assistance for students by reaching out to community members and local churches to request school-related items, food for families, clothing for students, money to help families who are less fortunate during the holiday season, etc. Our local Dillon's store delivers food every Tuesday for families in need of assistance. The counselor and office staff contact families who need to pick up any items that will benefit their family for the week.

Parent communication has increased with access to digital forms of communication in recent years. Every parent can access SeeSaw, which allows them to directly communicate with the teacher through messaging when necessary or requested. Although staff prefers to meet in person, Zoom and Google Meets have been positive additions to our teacher's toolboxes to utilize when communicating with parents, families, and each

other. Roosevelt's parents and guardians can now meet with staff regarding their child's education throughout the school day.

3. Creating Professional Culture:

Roosevelt and USD 489 have created a workplace and learning environment that encourages staff to develop new skills and mindsets through professional development via digital delivery and access. 489 FLEX is a professional learning model for Hays USD 489 certified staff members. It provides research-based, flexible learning experiences that are personalized, meaningful, collaborative, and actionable and can be completed from any device, in any location, at any time. Flex currently offers multiple areas for certified staff to learn from, including technology integration, classroom management, instructional practices, social-emotional learning, training for Educlimber, and miscellaneous topics related to education.

Roosevelt's first-class staff are essential to the learning that takes place schoolwide at Roosevelt. It is essential to have a team mentality when doing the necessary work of educating students. Roosevelt most definitely has a supportive group of educators, office staff, nutrition staff, custodial staff, and a building leader who clearly make student needs the number one priority. The school district has done an exceptional job of working diligently to put professional development opportunities centered on new initiatives by providing training to all staff required to implement the new tools in their classrooms with students beginning this spring.

The school district has a Wellness Committee comprised of certified and classified staff from each school and the district office. This committee has been creative in working to meet the social-emotional and physical needs of staff. They have provided lunches from local restaurants for certified staff. They have also purchased items for staff lounge areas to show our school and district's appreciation to all employees.

4. School Leadership:

At Roosevelt, the leadership philosophy is one of developing a positive, team-centered culture for students, staff, and stakeholders. This positive culture involves building relationships within the school community centered on trust and communication. This year the building leader put together a team of educators to attend training on implementing a more student-focused SIT team. The SIT process currently looks much different than what it has looked like in the past. In recent years, the SIT team seemed to be an avenue for academically below grade level students who would eventually be placed on Individual Education Plans. The building leader's "once you know better, you do better" approach to implementing effective and positive change directed at student achievement has benefitted teachers' involvement within the SIT team. One teacher has made positive changes to her own teaching. She has become much better at collaborating with support staff who serve students within her classroom. This same teacher has begun to differentiate lessons for her students because she now understands its positive impact on student achievement and social-emotional learning. With a pro-active mindset in place for the SIT team, the hope is this same mindset will carry over to any classroom teachers who have been reluctant to utilize the data gathered throughout the school year to implement effective change for their students who can function well with the appropriate interventions in place. Creating a passion for student learning and achievement is a school-wide goal the building leader at Roosevelt strives to accomplish.

District-level administration has overseen creating the guidelines and protocols for how our schools handle COVID situations when they arise. We have one building leader who manages all aspects related to the school and staff. We do not currently have an assistant principal. Our building leader has made it evident this year that students and their learning are the primary focus. At times, the principal's role had to shift in the event a classroom teacher was absent and a substitute teacher was unavailable. The principal would fill in and teach students when needed and handle administrative duties after the school day ended.

Roosevelt's Stakeholders have been instrumental in how successful this school year has been. Without a team of invested stakeholders, it is doubtful our students would have been able to remain on-site this year. It does take a village to keep a school focused on all students' safety and learning in attendance. Staff, parent, and community involvement directly affect student academic achievement. Roosevelt has an abundance of

stakeholder support which directly correlates to our school's overall success. Our Home and School organization and our Site Council have teamed to create positive collaboration with staff, parents, and community members. We believe this collaboration has directly and, more importantly, positively impacted student achievement at Roosevelt.

5. Culturally Responsive Teaching and Learning:

Roosevelt has a mix of students from varied socio-economic backgrounds and cultures. However, still today, our community does not mirror the diversity that many similar-sized communities do. To increase schoolwide positive behavior supports and ensure respect and equity schoolwide, a Foundations Team was created to put in place and encourage schoolwide positive behavior interventions and supports to curb discipline. Less discipline equals more learning for all students, and a natural consequence of learning has been higher student achievement schoolwide. Roosevelt's Foundations Team comprises regular and special education teachers, classified staff, the school psychologist, the building counselor, and the building leader who regularly collaborate and implement positive support systems schoolwide.

The staff know and understand the most important component to student and school success, and learning directly correlates to collective teacher efficacy. Roosevelt's teachers work together to create a learning environment for students that is one of equity and respect. The staff understands the importance of building positive and supportive relationships with students. One of our KESA goals is centered on relationships. Staff work to build positive relationships with students and their families because positive relationships will ultimately create a learning environment of trust between the school and home. We believe these positive relationships have directly affected student achievement and overall school achievement at Roosevelt. Roosevelt's staff work to meet all students' needs regardless of socio-economic status, culture, or ethnicity. Our teaching practices have become more intentional centered on success for all students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has made Roosevelt successful has been the staff's willingness to adapt to the never-ending changes and redirects due to COVID beginning in March 2020. The closing of schools last spring left teachers scrambling to learn new and innovative ways to reach and teach their students. Not only did Roosevelt's teachers do just that, but they also began to employ teaching methods they were not necessarily familiar with because they care about their students. Teachers who were once uncomfortable using Zoom and other online platforms suddenly learned to appreciate these platforms' value. They were able to communicate with students and check in with families whose well-being they were concerned about.

Roosevelt's teacher's determination to not give up on kids and their learning when schools were shut down directly impacted the increase in parent and community involvement at Roosevelt this year. Theodore Roosevelt once said, "People don't care how much you know until they know how much you care." We believe this quote is the best way to explain the increase in parent and community involvement. The increase in involvement and communication has helped create and maintain a successful school year for everyone at Roosevelt.

This year, the school community, the community of Hays, and our students' families have most definitely had a positive impact on our students and the school's overall well-being and success. Due to staff continuing to forge through the unfortunate part of last year's school closure by keeping their focus on our students and their families, Roosevelt gained advocates who have helped to promote our students' successes. Roosevelt has also gained numerous business partnerships this year. These partners have donated money and willingly invested their time in creating a school environment our students and staff are extremely proud of. Increased pride correlates with increased confidence and success for students. Our school has observed firsthand when educators, parents, and community members join forces within a school community; it directly and positively impacts students' lives and well-being.