

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 Mr. Wade Meschke
(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 305 10th Avenue NW
(If address is P.O. Box, also include street address.)

City Mandan State ND Zip Code+4 (9 digits total) 58554-2549

County Morton County

Telephone (701) 751-6507 Fax (701) 751-6680

Web site/URL https://ro.mandan.k12.nd.us/ E-mail wade.meschke@msd1.org

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* Dr. Mike Bitz E-mail mike.bitz@msd1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Mandan School District 1 Tel. (701) 751-6500

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 Dr. Tim Rector
(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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	32	29	61
1	25	22	47
2	27	28	55
3	25	19	44
4	21	23	44
5	27	23	50
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	157	144	301

*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):
- 8.2 % American Indian or Alaska Native
 - 0.3 % Asian
 - 3.9 % Black or African American
 - 6.2 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 80.9 % White
 - 0.2 % 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: 14%

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	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2019	263
(5) Total transferred students in row (3) divided by total students in row (4)	0.14
(6) Amount in row (5) multiplied by 100	14

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

Spanish, Pashto

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

7. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 85

8. Students receiving special education services: 13 %
38 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>1</u> Autism | <u>6</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>7</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 9
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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	16
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 23:1

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	96%	95%	97%	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.

The Mission of Mandan Public Schools is to provide students rigorous and personalized learning experiences and to help them develop the social and emotional skills to become productive citizens.

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 Elementary has operated full-time, face-to-face, from the first day of school. Safety measures were implemented to help reduce the risk of COVID-19 spread. Families did have an option to attend virtually, but most chose to send their children to school in person.

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

Roosevelt Elementary School is located in Mandan, North Dakota, and is part of the Mandan Public School District. The City of Mandan has approximately 22,000 residents, and it is part of the Bismarck-Mandan metro area, which has approximately 96,000 residents. The Mandan Public School District is the seventh-largest employer in the Bismarck-Mandan metro area, with 600 staff members providing educational services to over 3,700 students. The district consists of six elementary schools, a middle school, and a high school. Mandan is proud of its hometown atmosphere and rich history.

Currently, Roosevelt Elementary operates as a schoolwide Title I school with 306 students in grades K-5. Roosevelt Elementary is a school that mainly serves its neighborhood families, but also serves numerous rural students who are bussed from outside the city limits of Mandan. Roosevelt Elementary serves students with disabilities in Early Childhood, Specific Learning Disabilities, Speech-Language Disabilities, and Intellectual Disabilities. It is the goal of Roosevelt Elementary to develop resourceful, respectful, and responsible citizens by providing a safe, caring, and healthy learning environment for all students. Roosevelt Elementary believes that, "Our school will be a respectable, caring, and an enjoyable place."

Additionally, Roosevelt Elementary has always been a welcoming school for students and parents. Many current parents attended Roosevelt Elementary as students and have made their home within the attendance boundaries or have requested to send their children from other schools. Before COVID-19, Roosevelt Elementary was a school filled with parents and grandparents talking with teachers, paraprofessionals, custodians, and administration. Parental involvement and support have been crucial to Roosevelt Elementary's success. Roosevelt Elementary schedules two family nights each year, which provide educational resources for parents, as well as valuable bonding time with their child within the school setting. Family nights also allow family members time to interact with most of the Roosevelt Elementary staff.

Fortunately, Roosevelt Elementary has dedicated staff that will see that every student learns and sees success from their efforts. Hallway conversations are student-based, and problem-solving is the norm. Roosevelt Elementary creates lasting relationships with its students and will do whatever it takes for every student to succeed; excuses and blame are not part of Roosevelt Elementary's nomenclature. The staff contributes to the wellness of Roosevelt Elementary's students by being a part of their social, emotional, and academic lives.

In 2015, Roosevelt Elementary underwent systematic changes to convert from a teacher referral process for assistance to a Response to Intervention Model to intervene with a larger number of students who needed academic assistance. Scheduling committees developed schedules that revolved around student needs, diagnostic assessments were implemented, and targeted/intense interventions were deployed. These interventions resulted in specialists and paraprofessionals becoming more involved in the academic lives of students through Tier I instruction and interventions. Roosevelt Elementary's scheduling committee implemented a protected 90-minute literacy block for each classroom, and intervention/enrichment time was added to meet all students where they were at academically. As part of the systematic changes, teachers were involved in high-quality professional development. All certified teachers were trained in the Professional Learning Community (PLC) process, and schedules were crafted to give grade-level teachers and specialists 45 minutes per day to collaborate and improve their pedagogy while reflecting on data.

With all the systematic changes, it became apparent that students also needed to be recognized for their academic efforts, behaviors, and growth. Numerous awards and recognitions were developed to promote and reward students with more focus on growth and effort. Students were recognized at school assemblies, via social media and school newsletters, and plaques were put on public display. Students also received certificates for their growth and efforts. All the positive changes have led to teacher buy-in, increased student success, and a system that has withstood numerous retirements, increasing enrollment, and more economic and cultural diversity.

COVID-19 has been a challenge for all schools in Mandan. Mandan Public Schools decided to send all elementary students back full-time on a daily basis in the fall of 2020. Most families decided to send their

students back into the classroom with several safety precautions in place. A small percentage of students chose to learn virtually, but many have returned to school. One of the biggest challenges at Roosevelt Elementary has been absorbing students back into the school that have been virtual for several months. With dedicated staff and systems in place, Roosevelt Elementary is able to serve any student wherever they may be academically.

To help diminish the academic gap and to help students cope with their social/emotional issues caused by COVID-19, Roosevelt Elementary will be implementing a Social Emotional Learning (SEL) program in the fall of 2021. Staff will receive professional development and will begin using the Caring School Community program to address social and emotional needs. Roosevelt Elementary intends to reestablish/strengthen relationships with students after the trauma experienced during COVID-19. Roosevelt Elementary's scheduling committee has already dedicated the time needed to effectively implement the SEL curriculum into the normal, daily curriculum delivery process.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

At Roosevelt Elementary, reading/English Language Arts (ELA), science, social studies, and math are essential pieces of the core curriculum. In reading/ELA, the primary instructional approach is the Daily 5 Literacy Framework, which guides the tiered instructional process. The Daily 5 Literacy Framework is a 90-minute block that is split into focus lessons and practice rounds for students. During the practice rounds, students are able to choose a Daily 5 task to complete such as: read to self, work on writing, read to someone, word work, or listen to reading. Daily 5: fosters independent behaviors, creates a classroom culture for highly engaged readers, learners, and writers; and supplies teachers with a structure and time to meet the needs of all students. In Roosevelt Elementary's science and social studies curricula, each grade level has a unique method of integration. Kindergarten through second grade classrooms integrate the science and social studies curricula into their ELA and math block. Third grade through fifth grade classrooms have a dedicated block within their schedule for science and social studies. Roosevelt Elementary's math is a two-part block, with 30 minutes in each section. During the first section, teachers engage students in whole group lessons, partner activities, and individual tasks. The second section of the math block allows teachers to have an extended period of time to differentiate instruction based on students' needs.

Within each content area, Roosevelt Elementary teachers capitalize on every opportunity to provide differentiated instruction. Throughout each grade level and subject, teachers are given the opportunity to use multiple unique methods of differentiated instruction. Some examples include: leveled books within teacher classrooms and the school library, individualized reading levels drawn from the Fountas and Pinnell Benchmark Assessment System (BAS); and technological tools that can be used by not only the teachers but the students as well. Some of the technological tools available to the teachers and students are Compass Learning, Splash Math, and a plethora of other math and reading applications. Another way that the teachers at Roosevelt Elementary are providing differentiated instruction is within their classroom environments. By using flexible seating, teachers provide multiple seating options for students. Some of the flexible seating options that are given include: tall chairs, rocking chairs, stools, and padded cushions. Many of the classrooms also have tables at different heights, allowing students the opportunity to stand up, sit down, or have movement breaks throughout the day.

In response to COVID-19, Roosevelt Elementary has adapted its curriculum, instruction, and assessment practices by implementing the use of Canvas, which is an online learning platform. Initially, Canvas was introduced as a districtwide K-5 curriculum tool when COVID-19 caused Mandan Public Schools to transition to virtual/distance instruction. Now, many teachers utilize Canvas for both in-person instruction and for delivering content to online learners who may be quarantined due to COVID-19. Teachers are able to reach students through this platform, and the flexibility of Canvas allows any device or operating system to access course materials through an application or web browser. Through Canvas, Roosevelt Elementary teachers have the ability to create engaging modules that include multiple components such as formative/summative assessments, peer activities, discussion posts, one-on-one communication with students, and video chat capabilities to teach face-to-face lessons without being in the classroom. All teachers in the Mandan Public School District, including Roosevelt Elementary teachers, are able to share resources, lessons, and ideas via Canvas Commons, which is a private or public content-sharing feature of Canvas.

To guide data-driven decision making, Roosevelt Elementary teachers use an array of assessments. Teachers use formative assessments to guide instruction within the classroom, whereas summative assessment data is gathered and analyzed to help teachers improve overall student performance. Teachers utilize a variety of formative assessments to gauge a student's understanding during instruction, such as quick checks and levels of understanding. In the classroom, Roosevelt Elementary teachers conduct assessments using Mastery Connect, which is a learning-based platform that has been used districtwide for six years. As part of the Mandan Public School District, teachers from each grade level at Roosevelt Elementary participate in quarterly committee meetings. These grade level committees gather to choose essential learning standards that will be assessed on Mastery Connect. Within the classroom, students can use their one-to-one iPads to

access the Mastery Connect app to take the assessments. The assessments are focused on learning standards for reading, mathematics, science, and social studies. Mastery Connect also helps classroom teachers assess students' levels of understanding based on each learning standard, identify students who would benefit from intervention services, and inform teachers about content topics which may require further instruction. At Roosevelt Elementary, assessment data is extracted from Mastery Connect, Northwest Evaluation Association (NWEA) assessments, aimswebPLUS, and the Benchmark Assessment System (BAS). These assessments, when used in conjunction with one another, help determine what course of action is most beneficial for each individual student, especially when an intervention becomes necessary.

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:

Roosevelt Elementary classroom teachers are responsible for visual arts instruction. Every grade level completes one or more projects per month, utilizing a variety of mediums to stimulate students. The projects range from static designs, which inspire creativity and expression, to content topics or current events, which deepen knowledge of the information within core instructional areas.

Each week, students receive 90 minutes of music and physical education (PE)/health instruction. In music, a variety of curriculum resources guide students through the content, while simultaneously developing three essential life skills: discipline, communication, and self-expression. In PE/health, students gain knowledge and practice the skills that will help them live and maintain a healthy lifestyle. Both courses engage students through hands-on, kinesthetic, and collaborative activities, which foster teamwork among students and help them become mature and responsible leaders. Additionally, students receive 30 minutes of instruction from Roosevelt Elementary's library/media team every week. The lessons expose students to topics such as technology, coding, and digital citizenship. Students also learn about safe research practices, participate in Science, Technology, Engineering, and Math (STEM) activities, listen to a story, and check out books.

Throughout the school year, each classroom has 12 sessions of instruction focused on character and life skills with Roosevelt Elementary's guidance counselor. The counseling program provides education, prevention, and intervention activities on a variety of topics including: emotions, self-regulation, problem solving, likes and dislikes, healthy choices, empathy, respect, gratitude, and interpersonal skills. This instruction helps every student acquire the foundational skills needed for academic, career, and social/emotional success in life.

In addition to these schoolwide curriculum areas, Roosevelt Elementary also has a social-emotional curriculum in the kindergarten classrooms, a Science, Technology, Engineering, Arts, and Math (STEAM)/coding program for the first graders, and two grade-level nutrition programs. Roosevelt Elementary's kindergarten teachers embed their social-emotional curriculum across daily instruction and routines to help students develop better listening skills, effective communication, tactics to resolve conflicts, and other important life lessons. The first grade STEAM/coding time occurs once per week, and it engages students in project-based learning, hands-on exploration, and real-world problem solving opportunities. Nutrition is incorporated in the first-grade classrooms with the MyPlate standards during daily snack time and science as appropriate. The second-grade classrooms emphasize nutrition during a 6-week program led by the Morton County Extension Agency. Both nutrition programs guide students in making informed decisions about their daily food choices and explain how nutrition can promote better concentration, increased memory/recall, higher academic scores, and mature social skills.

In response to COVID-19, Roosevelt Elementary modified a variety of practices and procedures for all non-core curriculum areas. Fortunately, Roosevelt Elementary School has iPads for every student enrolled.

Those devices allowed teachers and specialists to provide asynchronous resources while the school was closed in Spring 2020, and the iPads have continued to provide opportunities for safe instruction and assessment while teaching in-person since the start of the 2020-2021 school year. In addition to technology, Roosevelt Elementary has implemented social distancing, mask requirements, and the use of sanitizer for all high-contact surfaces and individuals. Lastly, Roosevelt Elementary has altered the schedule and locations of PE and music classes to keep cohorts together and to allow the opportunity for greater social distance.

3. Academic Supports:

Roosevelt Elementary utilizes a Multi-Tiered System of Supports (MTSS) to identify students experiencing academic difficulty and provide appropriate support services in order to close the achievement gap within all subgroups. The master schedule has a dedicated 30-minute Intervention/Enrichment (IE) period for each grade level. During this time, students receiving Tier 2 and Tier 3 interventions are pulled out to work with a Title 1 teacher or paraprofessional. The students remaining in the classroom will work on enrichment or review activities. Instruction is differentiated in all academic areas to meet all students' needs. Within the classroom, teachers use data from summative and formative assessments within Mastery Connect to guide instruction. Benchmark assessments are administered three times a year for all students in reading, math, and language, which also guide instruction.

Every month, the MTSS team meets to determine student eligibility for Tier 2 and Tier 3 supports through the triangulation of data and teacher recommendation. This data is used to determine the student's skill deficit and the best-fit intervention. Tier 2 students receive a 20-minute intervention 4 days per week and are progress-monitored on the 5th day. Tier 3 students receive a 30-minute intervention 4 days per week and are progress-monitored on the 5th day. Intervention membership is fluid based on successful demonstration of the skills taught. The interventions used are research-based and norm-referenced. Strategic monitoring occurs bi-weekly for students who do not qualify for Tier 2, but may need intervention.

Along with MTSS, Special Education Learning Support is provided through the special education department, which consists of a Learning Disabled (LD) program, Intellectually Disabled (ID) program, Speech and Language services, and Occupational Therapy/Physical Therapy (OT/PT) services. Caseloads are determined annually based on the number of students with an Individualized Education Plan (IEP) in each grade level. Learning support teachers address students' needs by first looking at their strengths and interests, then determine individualized supports and services required to maximize their educational experiences. In the general education classroom, special education students are taught the curriculum at their own level and pace, which is driven by their IEP. Paraprofessionals are available to aid in instruction. Modifications and accommodations are made to meet the individualized needs of learners, and assistive technology is available where needed.

Additionally, all English Language Learners (ELLs) may qualify for the English Language (EL) program. The student is placed on an Individualized Learning Plan (ILP) and will receive pull-out language acquisition instruction by an EL instructor. EL instruction incorporates the domains of reading, writing, speaking, and listening. The number of days and the length of time is determined by the student's language proficiency. Progress is measured by the ACCESS 2.0 assessment. Modifications and accommodations are made to meet the individualized needs of learners, and language technology is available.

Starting March of 2020, all students were remote learners due to COVID-19. Students used Canvas, an online learning platform, for all their learning. Within this platform, teachers uploaded their lesson plans for the week within a universal template and conducted live meetings twice a

day. Teachers set up office hours, specialists reached out to families and provided services through Canvas, and music and physical education set up tasks within Canvas for students to complete.

In August 2020, Roosevelt Elementary began school face-to-face with all students, every day, but remote learning was still an option due to COVID-19. Remote learners use a program called Edmentum through a partnership with Arizona State University Digital Prep for all their learning. Exact Path is also used for diagnostic testing and building classroom interventions. Certified teachers were hired to oversee the remote learners. Within the face-to-face model, students can still participate in learning through Canvas if they must remain home.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Prior to COVID-19, Roosevelt Elementary held a celebration every month in the gymnasium for student celebrations. Each teacher chose 1-2 students who showed academic growth in reading or math, class effort on keeping cubbies organized, and class effort in both music and physical education classes. Students were recognized in front of the entire school, given a certificate or trophy to display for the month, and photographs were taken to display on Roosevelt Elementary's school Facebook Page, as well as the monthly newsletter. Additionally, every trimester one student was chosen for the prestigious Roughrider Award. This award does not just focus on academics but also on being a good role model to peers, being a good friend, and someone who proudly represents Roosevelt Elementary. Students being recognized have their picture posted in the monthly newsletter, the student's parents are called, and their pictures are framed and displayed in Roosevelt Elementary's hallway.

When COVID-19 sent students and staff home, Roosevelt Elementary quickly rose to the occasion and implemented a distance learning model to keep students engaged. Roosevelt Elementary felt it was important to see the students, so teachers decided to put on a teacher parade to convey to students how much they were missed. Teachers also took turns recording videos reading their favorite books.

Currently, during COVID-19, students at Roosevelt Elementary still get to celebrate their successes with Donuts with the Principal in the classroom. Students can also receive Teddy Grams. This is given to a student who is caught being kind or doing something good. The student's act is recognized by Roosevelt Elementary's principal and their peers. A note gets sent home to the student's parents, and the student also gets to enjoy a bag of Teddy Gram crackers.

Also, every classroom has their own personal touch when engaging students. Some teachers give "teacher bucks" for answering questions correctly in the classroom. These are awarded by the teacher to promote participation. The student with the most "bucks" at the end of the week gets to choose a prize. Another example of a classroom reward, is "brownie points." The class works together to earn points to go towards a pajama day. The students can earn points several ways: being good listeners, lining up appropriately, and being quiet in the hallway.

Additionally, one student per classroom in grades 3 through 5 have the opportunity to run for Student Council. The chosen students have monthly meetings with Roosevelt Elementary's principal to discuss events and fundraisers within the school, help collect recycling, decorate for events, and provide their input on the school. In turn, this helps the students to take ownership and pride in their school environment.

2. Engaging Families and Community:

Roosevelt Elementary promotes connections and relationships with the community that foster involvement in and share responsibility for student success and school improvement. Every year, Roosevelt Elementary holds two family nights which are educational events that give parents tips and suggestions in the different subject areas of reading, writing, math, science, and art, while providing valuable bonding time with their child within the school setting. Roosevelt Elementary provides families a meal from a local pizza parlor, a fun and engaging activity, and several door prizes. Some of the events have consisted of local businesses coming to the school to work with the students, such as Gateway to Science and Art from the Heart. These nights have a successful turnout. They allow family members time to interact with most of Roosevelt Elementary staff due to several teachers volunteering their time to help make these nights successful.

Also, parents are encouraged to join the Parent Teacher Organization (PTO) committee. The PTO is an organization that works closely with teachers and is another way for parents to be more involved with their children's education. This committee provides a lot of support to Roosevelt Elementary's teachers and students. A few examples include: providing each teacher with funds twice a year, purchasing donuts for Donuts with the Principal, helping organize fundraisers, and providing flexible seating for classrooms.

These examples help teachers maximize student engagement and choice.

Additionally, Roosevelt Elementary provides continuous communication through the school website, Facebook page, and monthly newsletter that is distributed to all of Roosevelt Elementary's families. Teachers also connect with parents using the Remind app, email, and phone calls to provide updates and guidance on how to assist their child throughout the school year.

With regard to outreach within the community, Roosevelt Elementary collaborates closely with the Mandan Police Department to provide a safe and positive school environment for students and staff. The school's police officer is often seen in the hallways communicating with the students. Additionally, Roosevelt has partnered with the local AAA baseball team, the Bismarck Larks, to help encourage reading within the home. The spokesman and his mascot, Clark the Lark, have visited the school to give a presentation to the students. The students completed a reading challenge with the potential of earning prizes, with the grand prize of attending a Bismarck Lark's baseball game. In addition to the Larks, Roosevelt Elementary has had the Bismarck Bobcat hockey players as guest readers in the classroom. Partnering with these teams allows students to discuss the importance of reading, which helps motivate students to read at home and can foster an interest in reading.

3. Creating Professional Culture:

Roosevelt Elementary creates a professional culture by providing an inviting school environment, consistent and mindful methods of communication, and ongoing opportunities for professional development. A key factor in maintaining continuous and effective discussions for all staff is a strong principal. Roosevelt Elementary's principal provides scheduled opportunities for staff to share their voice and be heard. School committees are in place and meet regularly to address the needs of staff and students. Staff input is welcomed through surveys, one-on-one visits, emails, or phone calls. Roosevelt Elementary hosts monthly schoolwide meetings and bi-weekly certified and classified meetings.

Currently, the staff contributes to Roosevelt Elementary's schoolwide plan and the steps taken to make Roosevelt Elementary a supportive and productive working environment. The schoolwide team consists of parents, teachers, paraprofessionals, specialists, the instructional coach, and principal. The schoolwide team develops and initiates program strategies to enhance learning. Programs developed and/or monitored by the team include assessments, a Multi-Tiered System of Supports, schedules, Daily 5/CAFÉ literacy blocks, one-to-one technology integration, library, music, physical education, professional learning communities, and professional development. The team serves as the communication and management hub for all educational endeavors.

Furthermore, teachers are provided protected collaboration and planning time with the implementation of Roosevelt Elementary's block schedule. The block schedule is adjusted each school year to address both staff and student needs. Music, physical education, and library are scheduled so teachers have 45 minutes of uninterrupted planning time. Professional Learning Communities (PLCs) meet regularly for teachers to analyze data and determine instructional strategies that address enrichment and intervention needs. Also, this time builds consistency in the content areas among grade-level teams and provides opportunities to discuss the social and emotional needs of students.

Also, professional development benefits all stakeholders. At Roosevelt Elementary, teachers are encouraged to actively take part in continuing education opportunities. Certified staff at Roosevelt Elementary have attended or are currently attending training with the Fountas & Pinnell Benchmark Assessment System, Daily 5/CAFE, Daily 3/math, and PLCs at Work. Reading specialists and the school's literacy coach have received training with the Fountas & Pinnell Leveled Literacy Intervention.

In the spring of 2020, Roosevelt Elementary's staff faced the challenges of COVID-19 and quickly responded to the obstacles. Teachers were eager to provide learning opportunities online. Daily communication was provided from Mandan Public School's assistant superintendent and Roosevelt Elementary's principal. In the fall of 2020, Roosevelt Elementary staff was provided online training and a building technology specialist to support the digital learning environment on Canvas. Roosevelt

Elementary's instructional coach was also available to provide resources and instructional support for both online and on-site instruction.

4. School Leadership:

Roosevelt Elementary's leadership philosophy is one that ensures all members of the school community have access to information concerning student achievement. Roosevelt Elementary's principal provides communication of important information through various platforms and media. The first form of communication is staff meetings for both teachers and paraprofessionals. The teachers have at least two meetings every month; the paraprofessionals usually meet once every month. Additionally, Roosevelt Elementary's principal publishes weekly bulletins that list various activities, meetings, and other items of interest to all staff members. Roosevelt Elementary's principal also coordinates safety drills in the school (fire, tornado, intruder). During COVID-19, Roosevelt Elementary's principal continued communicating with staff using Google Meet. Furthermore, Roosevelt Elementary's principal coordinated all aspects of distance learning opportunities that were available to students. The teachers received timely updates about everything concerning the student online learning platform, Canvas. All of the principals, in addition to the superintendent and assistant superintendent, met regularly to discuss any new issues that needed to be addressed by teachers.

Within the school setting, Roosevelt Elementary's principal attends the Roosevelt Elementary Multi-Tiered System Support (MTSS) meetings for all grade levels, which occur monthly. In addition to the MTSS meetings, Roosevelt Elementary's principal or designee, the instructional coach, attends all IEP meetings. Furthermore, the principal or designee participates in all assessment planning meetings for initial referrals and three-year re-evaluations. The Schoolwide Improvement Team, which consists of Roosevelt Elementary's principal, teachers, specialists, paraprofessionals, parents, and the instructional coach, determines curricular needs, processes, and interventions that need to be improved upon. In the past, reading and math have been the main focus of this team; however, a social-emotional component has been added to the school improvement process. Roosevelt Elementary's principal coordinates strategic themes and critical initiatives that provide opportunities for all students to meet state academic standards. Within the entire student body, the various subgroups have access to instructional strategies that strengthen the entire academic program. Furthermore, Roosevelt Elementary's principal ensures that all students have access to a well-rounded educational experience.

Also, stakeholders (parents, teachers, specialists, and students) can participate in parent-teacher conferences either face-to-face or through virtual meetings (ex. Google Meet). Stakeholders receive information about school achievement and activities through the school website and Facebook page. Roosevelt Elementary's principal chairs the Parent Involvement Committee that coordinates two parent nights. In addition to the parent night activities, the Schoolwide Improvement Team asks for parent opinions through the use of online surveys. The information compiled from the survey is shared with school personnel and incorporated into the Schoolwide Improvement Plan.

5. Culturally Responsive Teaching and Learning:

Roosevelt Elementary's teachers have the understanding that each student brings unique experiences, strengths, and ideas to the classroom. Teachers strive to find different ways to help students of all diverse backgrounds, so they may shine and feel included in their school environment. Roosevelt Elementary's teachers stress the importance of being respectful and kind to everyone, regardless of race, age, gender, etc.

Currently, teachers at all levels provide culturally diverse and timely teaching units that cover various holidays and events, such as Martin Luther King Jr. Day, presidential elections, Black History Month, and Women's History Month. Within the classrooms, teachers incorporate culturally diverse books, bulletin boards, posters, and flyers. Teachers also have several reading memberships such as Raz Kids and Epic, which have new books added monthly that address current events and include books that are in different languages. These reading memberships have

been especially beneficial to Roosevelt Elementary's bilingual students.

In relation to bilingual students, Roosevelt Elementary provides an English Language Learner (ELL) program to all students who are learning English in addition to their native language. The ELL program incorporates classroom vocabulary and other content area information into daily lessons to assist students with any language barriers that they may experience. Teachers are mindful of the challenges that these students face and provide them with tools to succeed.

Also, Roosevelt Elementary's fourth-grade teachers teach a North Dakota Studies unit that incorporates instruction regarding the Native American tribes of the state. In addition to this, Roosevelt Elementary has access to a cultural liaison who aids in communication between the school and Native American families. Also, the director of the ND Indian Affairs Commission comes to the third-grade classrooms to present a lesson on Native American culture.

Additionally, the school guidance counselor provides monthly lessons within each classroom. These lessons consist of, but are not limited to, showing kindness to others, how to be a good friend, emotions of others, and acceptance of all. The guidance counselor also meets with students one-on-one when needed and organizes social groups for students who may need additional support.

Moreover, Roosevelt Elementary's classrooms also incorporate all students with disabilities. Currently, Roosevelt Elementary has a classroom set aside for students with intellectual disabilities. These students have this classroom for when it is needed but are in the regular education classrooms as much as possible. The students are embraced within their grade level and are encouraged to interact with others to the best of their ability.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to Roosevelt Elementary's success is the implementation of Multi-Tiered Systems of Support (MTSS). MTSS is a 3-tiered framework that was developed to aid in providing targeted support to struggling students. Tier 1 encompasses the entire school with core instruction and basic/universal interventions. Tier 2 offers small group and one-on-one interventions. Tier 3 offers more intensive support for those who are not making adequate gains within Tier 2.

Currently, MTSS teams are broken down by grade level and include teachers, grade-level paraprofessionals, specialists, the principal, the instructional coach, and the school psychologist. Each team meets once a month for 45 minutes. Teachers refer students based off data from Northwest Evaluation Association (NWEA) assessment, aimswebPLUS, and Benchmark Assessment System (BAS); MTSS teams also look at summative and formative data in Mastery Connect. Each team then decides which tier to place the student in and what areas need intervention.

In order to identify which intervention is the best fit, a flowchart is used. The student is progress-monitored weekly. The team discusses the student's progress and makes decisions about continuation, change, or dismissal. The intervention is continued if the student is making adequate progress; if not, the team will decide what needs to be changed. If the student has 3 data points above their trend line or has met their year-end goal, the team can decide to dismiss. The student may then be strategically monitored bi-weekly. If the student has had at least two Tier 3 interventions for a term of 20 days each and continues to fall farther behind, they may be recommended for testing for a learning disability. In the domain of reading, if the student has scored below the 10th percentile on all benchmarks, they can be placed directly into the Specific Learning Disability (SLD) program without testing. In the spring of the year, decisions are made about the highest risk students for fall placement.

Even through school closures due to COVID-19, Roosevelt Elementary's MTSS process has continued. The 2020-2021 school year began with every day, face-to-face instruction as an option for all students. Benchmark assessments were given to determine the needs of the student population. It was discovered there was a higher population of students needing interventions. To meet the needs of this higher population, Roosevelt Elementary's instructional coach, music and PE teachers, and Extended School Program Site Coordinator were used to assist with Tier 1 instruction. They pushed into a classroom for 30 minutes a day during Daily 5 instruction. Also, Tier 1 instruction was available face-to-face and virtually to all students. In order to intervene with more students, most interventions were given in a small group setting rather than individually. Lastly, data was used to ensure those with the highest needs were placed first.