

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Philip Johnson

Official School Name: Roosevelt Elementary School

School Mailing Address:
215 East Forest Avenue
Neenah, WI 54956-2797

County: Winnebago State School Code Number*: 3892

Telephone: (920) 751-6970 Fax: (920) 751-6861

Web site/URL: www.neenah.k12.wi.us/ro/ E-mail: pjohnson@neenah.k12.wi.us

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jerry Schutz

District Name: Neenah Joint School District Tel: (920) 751-6800

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Scott Thompson

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 10 | Elementary schools |
| 2 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 13 | TOTAL |
2. District Per Pupil Expenditure: 10536

Average State Per Pupil Expenditure: 11413

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 1 Number of years the principal has been in her/his position at this school.

1 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	16	8	24	8			0
1	6	10	16	9			0
2	10	12	22	10			0
3	10	15	25	11			0
4	6	10	16	12			0
5	7	7	14	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							117

6. Racial/ethnic composition of the school:
- | | |
|-------------------|---|
| <u>1</u> | % American Indian or Alaska Native |
| <u>4</u> | % Asian |
| <u>6</u> | % Black or African American |
| <u>10</u> | % Hispanic or Latino |
| <u> </u> | % Native Hawaiian or Other Pacific Islander |
| <u>79</u> | % White |
| <u> </u> | % Two or more races |
| <u>100</u> | % Total |

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 7 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1.	121
(5)	Total transferred students in row (3) divided by total students in row (4).	0.066
(6)	Amount in row (5) multiplied by 100.	6.612

8. Limited English proficient students in the school: 9 %

Total number limited English proficient 10

Number of languages represented: 3

Specify languages:

Hmong, Spanish, Tamil

9. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 41

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 17

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u>5</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>9</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	96%	96%	96%	97%
Daily teacher attendance	97%	96%	98%	98%	97%
Teacher turnover rate	0%	14%	0%	0%	0%

Please provide all explanations below.

2006-2007 teacher turnover rate of 14% was due to 1 classroom teacher moving to a middle school teaching position.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Roosevelt Elementary, a classic red brick schoolhouse, was constructed in 1923. It serves the students and families living on historic Doty Island in Neenah, Wisconsin. Roosevelt has been truly shaped by its island location. The student body has always been small; the community proud and independent. The students range from those living in the historic homes of former paper barons to those in subsidized rental properties. All children live within walking distance of school.

Roosevelt's mission is consistent with and supportive of the mission statement of the Neenah Joint School District. "We, the Roosevelt Elementary School Community, are committed to educating all children so they will attain their maximum potential. We will prepare our students to lead productive, fulfilling, and successful lives in a rapidly changing world. We will promote a passion for excellence in all aspects of the educational program. We share this responsibility with each student, family, and community member." This mission statement comes to life in our strategic focus, as well as our day to day interactions and relationships with our school community.

The strategic focus for Roosevelt Elementary is three-pronged: to foster a sense of belonging, to impart 21st century skills, and to relentlessly pursue improvement. Instruction is data driven, based on the yearly Data Retreat findings of Roosevelt's staff. Gaps in student performance are determined and work is ongoing to eliminate them. Strategies, areas of emphasis, and individual student weaknesses are identified and addressed to ensure the specific needs of all students are met. All instruction prepares students to be productive members of the 21st century. Roosevelt students feel they belong and are valued, a direct result of our strategic focus.

The students, parents, and staff at Roosevelt have a history of community involvement. They actively pursue avenues to support not only the island community, but the greater community as well. The annual Soupster is a popular and much anticipated island tradition. This fall fundraiser is a Parent/Teacher Organization (PTO) sponsored event. It offers at least 30 soups, for sample or sale, made by local businesses and residents. The proceeds help defray the costs of educational field trips. The PTO's Holiday Home Tour fundraiser shares the joy and traditions of the holidays with the entire Fox River Valley metropolitan area. Classes make weekly visits to a local retirement center, sharing books and stories with the residents. They also spread holiday cheer to neighborhood homes by making and delivering colorful poinsettias and cheerful messages each December. Students and staff support the greater community in efforts such as raising funds for the troops in Iraq, donating school supplies for Iraqi children, collecting items through a "Giving Tree" for those less fortunate, and helping children with leukemia via the "Pennies for Patients" project. Roosevelt Student Council activities help to build civic responsibility, enhance school spirit, and provide leadership opportunities for students.

In addition to efforts of support and involvement in the community, Roosevelt has a strong academic focus. Many opportunities for staff to be professionally innovative to enhance student learning are provided. Through a Balanced Literacy approach to reading instruction, students are routinely assessed on their levels of performance and instruction is geared to the individual needs. Roosevelt staff members have presented the school-wide Writers' Workshop program at both the State and National School Board Conventions. It was also showcased on television's Public Broadcasting System's program, "Get Real".

Roosevelt teachers aggressively work to ensure that individual student needs are met in a variety of ways. "Homework Help," held during teacher lunch periods, keeps students on target for success and provides just-in-time assistance. Classes pair up as "Reading Buddies," serving to reinforce oral reading skills as well as promoting positive relationships between grades. The Reading is Fundamental (RIF) program, financed by the PTO, gives each child the gift of a book three times per year. A newly created program, initiated by the staff, is a partnership between Roosevelt School and its neighbors, Theda Clark Regional Medical Center and Children's Hospital-Fox Valley. This collaboration not only promotes the health, wellness, and civic responsibility of all students, but 25-30 individual students benefit directly from a mentoring partnership christened, "Backyard

Buddies". The students involved in these mentorships have been identified through the Data Retreat process and are paired with volunteers from partnering businesses. "Backyard Buddies" has gained attention in the district, as well as across the Fox River Valley, and serves as a template for other schools forming partnerships with local businesses.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The standardized test used to compare and evaluate the achievement of all elementary schools in Wisconsin is the Wisconsin Knowledge and Concepts Examination (WKCE), administered in grades 3, 4, and 5. Students in grades 3 and 5 are assessed in reading and mathematics, while students in grade 4 are assessed in reading, language arts, math, science, and social studies. Students with a Proficient or Advanced score are considered as meeting the academic standards. More information on the Wisconsin Student Assessment System may be found at <http://www.dpi.state.wi.us>. Listed below are the performance levels:

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.

Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE.

Basic: Demonstrates some academic knowledge and skills tested on WKCE.

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE.

Roosevelt Elementary School students have historically performed well on the WKCE. We believe this is directly correlated to early intervention, a curriculum aligned to state standards, and teachers who are committed to student success. Students in grades 3 and 5 initially took the WKCE in math and reading in the Fall of 2005, therefore, we have three years of test data on these children. Students in grade 4 have been assessed on the WKCE since the Fall of 2003. We have 5 years of test data on these students.

A longitudinal analysis of Roosevelt's WKCE results show an interesting trend. Students are not being compared to another group of students; rather, they are being compared to themselves over a three year period. During the 2005-2006 school year, 93% of Roosevelt 3rd graders scored at the Proficient or Advanced level in reading. That same group of students, as 4th graders in 2006-2007, scored 100% at the Proficient or Advanced level in the same skill area. As 5th graders in 2007-2008, 100% of these students scored Proficient or Advanced in reading. This shows not only improvement in test performance, but also maintenance at the highest level.

When comparing these same students in the area of math, we see a similar trend. During the 2005-2006 school year, Roosevelt 3rd graders scored 86% Proficient or Advanced. In their fourth grade year, 2006-2007, that group of students scored 100% Proficient or Advanced and 100% Proficient or Advanced in 2007-2008 as 5th graders.

Roosevelt students compare favorably with the Neenah Joint School District elementary population. The 2007-2008 district WKCE average for fourth grade reading was 89% Proficient or Advanced, while Roosevelt scored at 100% Proficient or Advanced. In the area of math, the district average was 83% Proficient or Advanced. Roosevelt fourth graders scored at 100% Proficient or Advanced. The same can be said for 5th grade reading where Roosevelt students scored at 100% Proficient or Advanced on the 2007-2008 WKCE, compared with the district average of 91%.

There is one noticeable drop in scores on the WKCE. In 2003-2004, Roosevelt 4th graders scored 94% Proficient or Advanced on the math portion of the examination. In 2004-2005, Roosevelt 4th graders scored 82% Proficient or Advanced on the WKCE. It is difficult to know all attributing factors, but they may include the small number of 4th grade students assessed in 2004-2005 (11) compared to 4th grade students assessed in 2003-2004 (17), as well as the individual characteristics of the classes assessed each year. Roosevelt 4th graders improved to 87% Proficient or Advanced in 2005-2006, and improved to 100% Proficient or Advanced in 2006-2007 and 2007-2008.

2. Using Assessment Results:

In addition to Roosevelt teachers using such assessment tools as running records, Bench Mark tests, and pre and post-tests in their individual classrooms; they have taken steps to analyze the data provided by the WKCE to better understand the achievement of the entire student population.

For two years, Roosevelt Elementary School's Improvement Team (reading teacher, supportive math teacher, 3 classroom teachers, and the principal) has taken part in a district data retreat. The task of this activity is to analyze scores on the 3rd, 4th, and 5th grade WKCE to identify student achievement gaps. In addition, the School Improvement Team engages in open discussion regarding the overall educational experience at Roosevelt. Discussions range from how differentiated instruction is currently being utilized to how the staff can create and improve in creating a climate of learning and collaboration among the staff, students, and our parent community.

Along with examining the effectiveness of our current programs in relation to our identified achievement gaps, we also engage in brainstorming sessions. During these sessions we look at new ways to use school resources in order to meet the needs of the entire student population. For example, during this summer's retreat, the team identified an achievement gap in math and reading between the 3rd, 4th, and 5th grade students who have been at Roosevelt School for two or more years and those who have transferred to Roosevelt in the last two years. In response, we have increased the time our teachers spend with these students after school, established noon hour help sessions staffed by teachers, and entered into a partnership with a nearby hospital to supply our struggling students with positive mentors.

3. Communicating Assessment Results:

Roosevelt Elementary is one of ten elementary schools, two middle schools and one high school that make up the Neenah Joint School District. As a district, student performance on standardized tests is published on a district website. Parents and community members are invited and encouraged to view these assessment results. In addition, a School Performance Report is published and sent via US mail to every household in the district. This report includes test results broken down nationally, statewide, and locally for grades 3-8 and 10. It also includes statistics on Advanced Placement testing, graduation requirements and rates, truancy, suspensions, and retentions.

Another means to communicate student performance to parents is via a weekly newsletter sent out to every Roosevelt family. Many teachers also have their own newsletters which are specific to their classrooms. They include important happenings in the Roosevelt community, as well as information concerning student achievement on a classroom and school-wide basis.

Lastly, information is communicated to parents by means of parent-teacher conferences, held two times per year, as well as grade reports sent home four times per year. Standardized testing occurs in the fall of each school year, with results available in early spring. At this time, teachers review the results, mail each child's results to their parents, and discuss the results with parents at conference time.

4. Sharing Success:

All of us at Roosevelt Elementary take pride in sharing our success with other schools and colleagues in the district. Our achievements continue to motivate us to be the best we can be and to offer an outstanding educational program for the children at Roosevelt.

Over the years, our staff has earned a reputation as leaders in the movement to stay abreast of new curricular techniques and strategies, most specifically in the best practices of teaching reading and spelling. Staff members have presented current best practices in the area of Balanced Literacy at district grade level meetings. We have

enthusiastically shared these programs, proven successful by some of our teachers. Staff members have taught an upper elementary reading class provided to other teachers within the district through our Teachers Teaching Teachers program, a podcasting class, and a technology class. We have also posted ideas in our grade level mailboxes available to all district faculty.

News of our successes reach the community and our parents through our weekly school newsletter. We keep the district aware of the many activities happening at Roosevelt such as our partnership with the neighboring hospital community and our use of the district's "Connections" –a forum disseminated each Friday through our school district website. The community receives events updates via printed copies of the Community Connections pamphlet compiled by our superintendent.

We are conscientious about preparing weekly press releases to our local paper, the "News Record". Special emphasis is placed on submitting articles for publication in the regional newspaper, the "Post Crescent". A very complimentary article was most recently published regarding our successful partnership promoting mentoring in cooperation with our neighbor, Theda Clark Regional Medical Center.

In our efforts to promote the Balanced Literacy program, proven very successful for us, we have invited other teachers within the district to visit. Binders of proven methods compiled by a Roosevelt staff member have been shared throughout the district and have been well received. We are very proud of our efforts to offer the best practices in the latest teaching methods. Our success has been best demonstrated by the learning accomplishments of our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum for Roosevelt Elementary School is the approved curriculum for the Neenah Joint School District. The curriculum, available to staff as well as parents on line via the Internet (www.neenah.k12.wi.us/fmi/xsl/curriculum/home.xml), is aligned with the Wisconsin State Standards. Teacher representatives from Roosevelt serve on district curriculum committees that revise and update student learning objectives in every academic area.

Reading/Language Arts: The Balanced Literacy comprehensive approach to reading focuses on reading, writing, and word work individualized to meet all students' needs. The Roosevelt Staff also incorporates Rebecca Sitton's spelling program to aide in the growth of our students as readers. Guided reading and independent reading opportunity is provided daily and students are continually assessed to monitor progress.

Mathematics: Roosevelt Elementary School's math curriculum is guided by a combination of NCTM Curriculum Focal Points and the Wisconsin State Standards. Kindergarten utilizes the Everyday Math series, while grades 1-5 use Math Expressions, along with Mastering Math Facts, an individualized, leveled, basic math fact program. Students get daily opportunities to practice and demonstrate fact knowledge, understanding, and fluency.

Writing: Writing becomes an essential part of our students' classroom experience beginning in Kindergarten with journal writing and Project Read. Students are taught the intricacies of the writing process by learning and improving upon the 6 Traits of Writing. Immersed in writing through strategies consistent with Lucy Caulkin's Unit of Study, Writers' Workshop, students fully use writing as a tool to practice, understand, communicate, and demonstrate concepts and knowledge obtained from the other areas of our curriculum.

Science: The recent 2008 district adoption of science materials further promotes Roosevelt's mission to present science education using the scientific method in a hands-on, problem solving, active process. In presenting science concepts through a variety of inquiry-based experiences, we make science accessible and interactive for our children. Our teachers seek out the latest approaches to foster science understanding through attendance at academies focusing on science methods, as well as through the newest technological methodologies such as using an interactive white board. Planned field trips each year for each level provide environmental education to complement our science instruction.

Social Studies: Social studies covers history, economics, geography, government, culture, and current events. Roosevelt teachers incorporate all of these disciplines in various ways, linking social studies across the curriculum. Classes recognize and celebrate holidays honoring people and events, focusing points of pride within our country's historical tapestry. Desk maps, globes, and atlases provide a hands-on approach to studying geography. Interactive white boards bring places and people to life. Our goals are to instill good citizenship and help students become informed and responsible decision makers.

Media/Technology: Roosevelt's media center, the library, and adjacent 30-computer lab is staffed by a full-time library/media specialist (LMS). We also have a 30-laptop wireless mobile lab. Each classroom teacher has a laptop computer, and several have interactive white boards, to seamlessly integrate technology into the school day. Teachers and the LMS collaborate to integrate media/technology into classroom curriculum. Minimally, students spend two periods per week meeting district information technology literacy objectives.

Music: General music is taught to all grades and teaches musical concepts and styles through singing, movement, learning about music from other cultures, musical games and playing classroom instruments. The students present an annual concert for parents and other community members. Students in grades 3-5 also have

the opportunity to play a band or orchestra instrument. Suzuki strings begins in grade 3, traditional strings begins in grade 4, and band begins in grade 5.

Art: At Roosevelt Elementary, visual art classes provide meaningful self-expression of all students. Students are exposed to art-related vocabularies as well as artists and art history. Students are given the opportunity to demonstrate these learned concepts. Students are expected to exhibit their competence of various concepts in visual, oral, and written form. Student work is displayed in our schools, community, and at various district art shows.

Physical Education: The mission is to promote and provide successful physical education experiences for all children, helping them to develop healthy lifestyles and build foundations for lifelong physical activity. Through physical education students gain knowledge, physical fitness, motor and social skills, sportsmanship, and positive attitudes. Students utilize pedometers, heart rate monitors, and Polar TriFIT fitness assessment software. These measure body composition, muscular fitness, flexibility, and cardiovascular fitness. Students receive personalized health and fitness portfolios are used longitudinally through every student's school career.

Health and Wellness: Roosevelt is in the third year of a wellness initiative designed to foster healthy lifestyles in all students and staff. We have focused on taking care of ourselves physically and emotionally. Students have learned about proper nutrition, personal care, and fitness. RACERS, a collaborative after school running and walking program for students, staff, and parents, has been a very popular and successful part of our initiative. We have focused on respecting ourselves and those around us. Our students have learned that by giving back to the community, they become part of that community and in turn receive many intrinsic benefits.

2a. (Elementary Schools) Reading:

One goal of our school is to develop lifelong readers and to instill a love of reading in all students. Students are taught with a Balanced Literacy approach. Each classroom incorporates guided, shared, and independent reading, writing, and word work. The needs of each student are met using leveled trade books from different genres. We incorporate a systematic phonetic "chunk" approach to familiarize children with the word families that they encounter while reading.

Roosevelt focuses on making connections, visualizing, synthesizing, analyzing data, and making inferences with fiction and nonfiction text to improve student comprehension. We teach the difference between fiction and nonfiction text by stressing the unique qualities of text layout. Each grade level scaffolds reading strategies to meet the next grade level's expectations.

Teachers conduct ongoing curriculum based assessments to drive daily reading instruction. Each student's progress is monitored to determine individual needs. We use the Rigby Benchmark Kit, Developmental Reading Assessment, Fountas and Pinnell Assessment Kit, teacher observations, anecdotal records and running records to assess students.

Supportive reading services, provided to struggling readers on a daily basis, serve to raise reading skills to what are expected at each grade level. Our reading specialist provides personalized instruction to address areas of reading deficit for each student in the supportive reading program. These small flexible groups are in addition to and coordinated with classroom reading instruction, providing students with supplemental reading services to expedite their progress.

Students take guided reading books home nightly to practice reading with parents. The practice and support the students are receiving at home enhances the Balanced Literacy program at school. Students also participate in the Accelerated Reading program and school wide reading incentive programs. These programs have families and schools working together to facilitate student progress.

3. Additional Curriculum Area:

Roosevelt Elementary teachers fully integrate information literacy and technology skills with its core classroom curriculum. Our mission statement: (We will prepare our youth to lead productive, fulfilling, and successful lives in a rapidly changing world) and our adoption of the Framework for 21st Century Learning (developed by the Partnership for 21st Century Skills) have charged us with a great responsibility. Our students are immersed in information literacy in keeping with both of these expectations.

Our full-time library/media specialist collaborates with classroom teachers in order to plan, execute, and assess lessons integrating curriculum and information literacy/technology. Classroom teachers and the library/media specialist present these lessons cooperatively. The skills and content serve to enhance, enrich, and extend the classroom curriculum. They also promote students' awareness, understanding, and ability to navigate our ever-changing information rich world. We teach not only methods and sources of information gathering, but the assessment of that information for reliability and validity. We guide our students in reaching authentic audiences, providing added incentives for high quality processes and products.

We weave 21st century interdisciplinary themes into core subjects in various ways. Our students are becoming more economically and financially literate by working with our Parent/Teacher Organization to earn funding for interactive white boards in classrooms, fostering economic responsibility. The interactive white boards we presently have in the first, fourth, and fifth grades are used continually throughout the day. Our students have connected globally by producing and publishing podcasts on various topics, from electricity to reading strategies. They have used technology to design and deliver messages of hope to patients at our community partner, Theda Clark Regional Medical Center. Additionally, we have established regular communication with students in an inner city school, thereby broadening mutual understanding. Our belief in melding information literacy/technology and curriculum content ensures that our students are well-prepared for life in the 21st century.

4. Instructional Methods:

Roosevelt Elementary strives to meet the learning needs of its diverse population by differentiating instruction for all ability levels and in all curriculum areas. Our school offers one-on-one English Language Learner (ELL) instruction. We have a gifted and talented program for our higher ability students. Students with speech/language delays receive services according to their Individual Educational Plans (IEP's).

Roosevelt Elementary has a reading specialist who provides content support to teachers and instructional support to students. Our Balanced Literacy program lends itself to meeting a child's individual needs and style of learning. Each child progresses through the instructional reading levels at their own pace. Flexible, guided reading groups are used to focus attention on a specific reading strategy for specific students. One of our school's goals is to formally assess a child's reading level twice each year. This assessment information makes it possible to tailor our teaching methods and content to each student's skill level.

We incorporate Writers' Workshop and other forms of written expression at each grade level into the daily routine. Mini lessons and conferences are provided to meet the needs of students and to further develop the craft of writing.

In the area of math, our school uses hands-on activities to actively involve all students in their learning. Our school uses a program nicknamed, "Rocket Math" (Mastering Math Facts, by Donald B. Crawford, PhD.). This program utilizes leveled sets of the basic facts which assist children to progress in learning at their own rate and allows them to be more successful with math challenges. As with reading, we have a math specialist who is available to provide support and materials to enhance the struggling students' math program.

5. Professional Development:

Roosevelt School teachers participate in professional development activities in keeping with the school district's vision and yearly data results. We are involved in district inservice programs both as teachers and learners. All teachers have been involved in comprehensive Balanced Literacy training since 2003. Our implementation of this approach has resulted in an increase in our students' WKCE scores. Other district inservice topics have ranged from technology to poverty awareness to health and wellness. Roosevelt's staff members have been instructors for several of these programs. We also meet monthly, on a district level, with grade or departmental peers for professional growth, discussion, and training.

In addition to district inservices, our staff takes advantage of personal/professional growth opportunities suggested in their individual annual assessments. We are engaged in yearly data retreats where staff teams analyze test data and set goals to improve student learning. This has had a positive impact on our students' math achievement in grades 4 and 5. We, as a community of learners, engage in professional collaboration detailing motivational and instructional strategies. One successful method of motivating our students to develop quality processes and products is teaching them podcast production.

Our staff regularly engages in professional development opportunities outside of our district. We attend professional conferences, such as the Wisconsin Educational Media Technology Association Conference, on a yearly basis returning not only to implement, but to teach other staff, what we've learned. The district relies on members of our staff for district training. Yearly, our library/media specialist trains new elementary staff in technology and has taught district classes on WebQuests, digital photography, and the use of story mapping software. Several of our staff members trained others on the use of interactive white boards in the classroom and how to design and publish podcasts. Currently a Roosevelt teacher is serving as an adjunct professor, teaching Regie Routman's Reading/Writing Connections to district staff. Our dedication to professional growth ensures our students have access to innovative and effective teaching methods.

6. School Leadership:

The leadership at Roosevelt is a team approach. The principal position has been in a state of transition for the last several years due to changing demographics in the Neenah administrative team as well as budget constraints. Currently Roosevelt has a half-time principal who works closely with a teacher-in-charge. The teacher-in-charge position has been filled by the same person for the last six years. Roosevelt's principal supports the educational program and manages the school, seeing to the needs of the teachers and facilitating relations with the parent community. The teacher-in-charge supports staff by dealing with discipline issues and other concerns when the principal is not available.

An autonomous leadership structure, shaped by the staff, has been a driving force of Roosevelt Elementary. Respect and trust among staff members have created a cohesive team that has laid the groundwork for new ideas and avenues for change. It is a tribute to the consistency of the teaching staff that Roosevelt has shown improvement in student learning and achievement. Teachers take ownership and acknowledge that they are responsible for the effectiveness of the school. The staff has worked diligently to move Roosevelt forward, keeping the learning environment vibrant.

An example of team leadership was the creation of Roosevelt's partnership with Theda Clark Regional Medical Center and Children's Hospital-Fox Valley. The idea for this partnership was formed during a brainstorming session, attended by all teaching staff, to determine avenues for Roosevelt students to connect with the surrounding community. The idea was an inspiration of one teacher, expanded by others, supported by the PTO, and given life with the assistance of the principal. The results of this partnership provide many educational and enrichment opportunities. The team leadership approach continues to shape the educational future of Roosevelt's students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Math
 Edition/Publication Year: 2004 Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient and Advanced	60	62	86		
Advanced	27	31	14		
Number of students tested	15	13	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Racial Ethnic Group (Black)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Racial Ethnic Group (Hispanic)					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No test data is available for third grade prior to 2005-2006.

Subject: Reading

Grade: 3

Test: Reading

Edition/Publication Year: 2004

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient and Advanced	80	92	93		
Advanced	53	54	50		
Number of students tested	15	13	14		
Percent of total students tested	100	100	100		
Number of students alternatively assessed			1		
Percent of students alternatively assessed			7		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Racial Ethnic Group (Black)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Racial Ethnic Group (Hispanic)					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No test data is available for third grade prior to 2005-2006.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 4 Test: Mathematics
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	100	100	87	81	94
Advanced	73	73	53	55	59
Number of students tested	11	11	15	11	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Racial Ethnic Group (Asian)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Racial Ethnic Group (Black)					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Racial Ethnic Group (Hispanic) 2 students tested in 2007-2008, 1 student tested in 2006-2007, 2 students tested in 2005-2006, 1 student tested in 2004-2005, and 0 students tested in 2003-2004.

Subject: Reading
Edition/Publication Year: 2004

Grade: 4 Test: Reading
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Proficient and Advanced	100	100	93	100	88
Advanced	64	100	60	45	59
Number of students tested	11	11	15	11	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			7		
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Racial Ethnic Group (Asian)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Racial Ethnic Group (Black)					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Racial Ethnic Group (Hispanic) 2 students tested in 2007-2008, 1 student tested in 2006-2007, 2 students tested in 2005-2006, 1 student tested in 2004-2005, and 0 students tested in 2003-2004.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 5 Test: Mathematics
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient and Advanced	100	93	92		
Advanced	85	33	15		
Number of students tested	13	15	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Racial Ethnic Group (Asian)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Racial Ethnic Group (Black)					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No test data is available prior to 2005-2006.

Racial Ethnic Group (Hispanic) 1 student tested in 2007-2008, 2 students tested in 2006-2007, 2 students tested in 2005-2006.

Subject: Reading
Edition/Publication Year: 2004

Grade: 5 Test: Reading
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES					
Proficient and Advanced	100	93	92		
Advanced	85	33	15		
Number of students tested	13	15	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Racial/Ethnic Group (specify subgroup): American Indian					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup): Racial Ethnic Group (Asian)					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup): Racial Ethnic Group (Black)					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

No test data is available prior to 2005-2006

Racial Ethnic Group (Hispanic) 1 student tested in 2007-2008, 2 students tested in 2006-2007, 2 students tested in 2005-2006.