

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Justin Callahan

Official School Name: Roosevelt Elementary School

School Mailing Address: 1040 Forster Street
 Farmington, MO 63640-2604

County: St. Francois State School Code Number: 094-078

Telephone: (573) 701-1345 E-mail: jcallahan@farmington.k12.mo.us

Fax: (573) 701-1348 Web URL: www.farmington.k12.mo.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.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Natalie Thomas Superintendent e-mail: nthomas@farmington.k12.mo.us

District Name: Farmington R-VII District Phone: (573) 701-1300

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.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Larry Sebastian

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.

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
 (per district designation) 1 Middle/Junior high schools
1 High schools
1 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 7905

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	57	66	123		8	0	0	0
2	58	54	112		9	0	0	0
3	47	54	101		10	0	0	0
4	52	48	100		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								436

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
0 % Two or more races
100 % 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 2009-2010 school year: 12%

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, 2009 until the end of the school year.	24
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	25
(3)	Total of all transferred students [sum of rows (1) and (2)].	49
(4)	Total number of students in the school as of October 1, 2009	405
(5)	Total transferred students in row (3) divided by total students in row (4).	0.12
(6)	Amount in row (5) multiplied by 100.	12

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 57%
 Total number of students who qualify: 244

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%
 Total number of students served: 52

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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>6</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>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>4</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>8</u>	<u>3</u>
Total number	<u>42</u>	<u>8</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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	6%	6%	6%	6%	12%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Roosevelt Elementary School is one of three elementary schools located in the rural community of Farmington, Missouri, which lies approximately 70 miles south of St. Louis. Roosevelt Elementary is dedicated to the lives of 435 students in grades first through fourth. In keeping with the tradition of the other elementary schools in the Farmington R-7 School System naming their schools after presidents, Roosevelt Elementary was proudly named after Theodore Roosevelt. Steeped deep in its Mid-Western beliefs and values, Roosevelt Elementary School has the unwavering dedication to put children first. Roosevelt Elementary is a reflection of the axiom 'Every Child Counts'. Roosevelt Elementary teachers and staff have high expectations for all students demonstrating their commitment to all learners. This includes both academics and behavior. The PBS (Positive Behavior Support) committee meets regularly to examine ways to insure that every student comes to school feeling safe, in a warm, caring environment.

The Roosevelt Elementary School was built in 2002 as one of the first total E-MINTS schools in Missouri. Teachers were trained to integrate technology and Balanced Literacy techniques to enhance academic performance. Through the years, Roosevelt transitioned away from the E-MINTS model, but the use of technology still plays a major role in every classroom. In addition to technology and Balanced Literacy, teachers implement instructional methods to scaffold student learning. Differentiated instruction is used on a daily basis in all classrooms. Differentiation has been particularly successful in serving advanced as well as special needs students within the regular classroom. Implementing RTI (Response to Intervention) has helped with insuring that the individual needs of each student are met.

Drive by Roosevelt Elementary School any evening or weekend day and you will observe teachers who are committing extra hours to systematically design and scaffold instructional techniques and practices to address and reach the wide and diverse needs of its young learners. Teachers continually stay abreast of current trends and issues in education through professional development. Each year the principal leads a book study to promote research-based instructional strategies that assist teachers in implementing curriculum to ensure children meet rigorous academic standards. Due to strong district instruction and professional development leadership, the Farmington School District received the 2007 Commissioner's Award for Excellence in Professional Development. Instructional Curriculum Coordinators (ICCs) are an additional curriculum resource for teachers and administrators. The ICCs coordinate horizontal and vertical alignment of the curriculum and analyze data to drive instruction. They meet with curriculum committees to discuss and change if needed our ongoing curriculum maps, as well as our common formative and summative assessments. They also create and help administer common benchmark assessments. Through best practices, professional development, and passion for educational success, teachers ensure that 'every child counts' and succeeds at Roosevelt.

Roosevelt has received numerous honors including: The Distinguished in Performance Award for six years, AYP since the inception of the No Child Left-Behind Act, the MSBA District Show Me Best Practice Reading Award in 2006, and has ranked as one of the Top 10 Schools for 3rd and 4th Grade math on the MAP test. In 2009, Roosevelt was designated a Missouri Gold Star School.

If you were to take a walk through Roosevelt on any given day, you would catch a glimpse of a truly remarkable occurrence. Students have captured the wonder of literature and reading! However, just to say that the children love reading is an understatement. Roosevelt students can be found with their noses in a book during free moments in class, while walking through the halls, waiting for their bus, and in the lunch line. To witness the appetite for the written word and a tantalizing story is, in itself, awe inspiring. As a result, Roosevelt students have combined for over 100,000 Reading Counts points for three straight years. This affection for reading is reflective of the student's desire to attend school every day which is proven by a 96% attendance rate. The students at Roosevelt Elementary take great pride in their school and are inspired to be worthy of the potential that the staff recognizes they are capable of.

The parental and public support from the community enables Roosevelt to provide commitment to its diverse and individual learners. Parents are invested in helping students, teachers, and staff in a multitude of ways from tutoring small groups of students to greeting students as they enter the building each morning. The Parent Teacher Group provides educational opportunities paired with family oriented activities to strengthen home/school relationships.

Roosevelt staff collaborated to create a vision statement that has a clear sense of the goals that we wish to achieve. Roosevelt's vision for the future is to create students who will contribute to the community in which they will become citizens. Roosevelt Elementary is an exemplary school which provides:

- a warm, inviting climate that enables students to enjoy their elementary experience and develop a sense of pride in their school
- personnel committed to the school's vision and values and has high expectations for student success
- a common core curriculum that defines the outcomes and monitors each student's individual progress
- partnerships in the community to participate in the life of the school and teach our students the principles of citizenship
- assessment of students' conduct, character, and achievement

Farmington R-7 District's mission and Roosevelt Elementary school's vision is a partnership between families and community to provide a progressive learning environment that fosters quality and excellence for all students. This assures students an opportunity to become literate, skilled, creative, confident, healthy and caring individuals prepared for life, work, citizenship and change.

1. Assessment Results:

The Missouri Assessment Program (MAP) is the statewide assessment required under the No Child Left Behind law. The MAP is given to students at grades 3-8 in reading and mathematics. It is given in science to 5th grade and 8th grade students. The achievement levels are aligned with NAEP levels of below basic, basic, proficient, and advanced. The MAP achievement level indicates how well a student has mastered the standards in communication arts, mathematics, and science. For example, a student who scores at the advanced level in communication arts can read above grade level and evaluate complex text. A student who scores at the advanced level in mathematics can solve multi-step problems and demonstrate mastery of mathematical reasoning.

The MAP test is both a criterion and norm referenced test. The criterion referenced portion of the test is written by Missouri educators and is aligned to the Missouri Grade Level Expectations (GLEs) which are based on the Missouri Show-Me Standards, both of which were developed by Missouri educators and stakeholders. The nationally norm referenced portion of the test is the TerraNova, developed by CTB/McGraw-Hill and has also been aligned to the GLEs. The TerraNova results allow for parents and educators to compare their students to students across the nation. More information about the MAP can be found at: <http://www.dese.mo.gov/divimprove/assess/index.html>

Examining the third grade mathematics MAP data from 2006-2010 at Roosevelt Elementary, one can see that the students have shown positive growth and are well prepared. The percentage of third grade students that performed in the proficient or advanced range from 2006-2010 has been 71%, 72%, 89%, 92% and 86%. The IEP population has percentages of 38%, 79%, 85%, 87%, and 92% for the last five years. Finally, the Free and Reduced Lunch population had scores of 62%, 55%, 95%, 88%, and 85% over the last five years. These numbers indicate a strong math program.

The communication arts scores for third grade have been very good also, but have not been as consistent as the mathematics scores. The total population of third graders had percentages of 73%, 69%, 65%, 89%, and 69% during the last five consecutive years. The IEP data reveals a very similar pattern. The percentages of proficient and advanced students the last five years are 38%, 55%, 39%, 87%, and 67%. The Free and Reduced Lunch data again shows some variance in communication arts during the last five years. The percentages have been 67%, 44%, 57%, 81%, and 76%. Specifically, areas of concern for our third grade were “in written text, use standard spelling and classroom resource, including dictionary, to edit for correct spelling” and “identify and explain examples of sensory details and figurative language in text along with literary techniques previously introduced.”

The fourth grade has been able to consistently display positive growth in the area of mathematics, which is definitely an area of strength. In 2010, 95% of the fourth graders achieved at the proficient or advanced level. Since 2006 the scores were 74%, 81%, 80%, 86%, and 95%. The IEP population for the same time frame has consistently achieved at very high levels, 85%, 77%, 93%, 86%, and 100%. The Free and Reduced Lunch data for the last five years shows 74%, 76%, 69%, 80%, and 92% of the students achieving at the proficient or advanced levels. This again shows a consistent pattern of growth.

The fourth grade communication arts scores for the last five years indicate 65%, 70%, 57%, 86%, and 84% of the students achieving at the proficient or advanced level. The IEP population had percentages of 39%, 62%, 33%, 79%, and 75% of the students performing at the proficient or advanced levels the last five years. The Free and Reduced Lunch percentages for the last five years were 58%, 67%, 40%, 81%, and 77%. This data indicates that from 2007 to 2008 there was a serious decrease, but since that time the scores have rebounded, and are now headed in the right direction. As with the third grade, specific areas of concern that need improvement are “in written text, use standard spelling and classroom resource,

including dictionary, to edit for correct spelling” and “identify and explain examples of sensory details and figurative language in text along with literary techniques previously introduced.”

By looking at the data, it is easy to see that Roosevelt Elementary is committed to meeting the annual AYP goals set forth by No Child Left Behind. The data indicates that Roosevelt is doing what it can to help all students achieve. When looking at the total population, IEP students, and Free and Reduced Lunch students, their scores have been relatively close in all areas through the years.

2. Using Assessment Results:

Roosevelt Elementary implements the shared approach to accountability for student achievement. Our District-wide curriculum and assessments are aligned with the Missouri Grade Level Expectations. The assessment results drive curriculum and instruction to enhance student performance and to meet the needs of all students. Data is disaggregated and the sub-population results are examined to find any areas of weakness. The data analysis process includes data from the MAP, district-wide assessments, Rigby, Scholastic Reading Inventory (SRI), Pathways To Reading (PTR), and AIMS web Programs. By using the Rigby and SRI data, individual student reading comprehension strengths and weaknesses are analyzed. Phonemic awareness is assessed by the PTR program.

In keeping with our innovative mindset and to address Response to Intervention (RTI) needs, Roosevelt Elementary has most recently implemented the AIMS web system. AIMS web is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention. AIMS web builds on the data collected from Rigby, SRI, and PTR assessments to develop the grade level tertiary groups. District-wide summative assessment results reveal how well students have mastered quarterly curricular objectives. Teachers use this data to make informed decisions on educational strategies including re-teaching, intervention groups, enrichment and remediation of the given objectives. Data from all of these sources also aid teachers in the placement of students in corresponding flexible groups.

The Elementary Level Instructional and Curriculum Coordinator (ICC), along with the Roosevelt Principal, facilitate the analysis of assessment data. The principal and entire staff actively participates in the process and analyzes the reports at each of the following levels: building, grade, classroom, and individual student. The analyzed results are used to enhance and differentiate instruction. Instructional Teams collaborate on a weekly basis to review assessment data and modify instruction and materials. Teachers use the data to determine how well students have mastered specific curricular objectives and whether or not re-teaching is necessary. Teachers also use the results of the assessments to drive additional learning opportunities during and after school. Data-driven decision-making using an RTI approach is an ongoing process embraced by the staff at Roosevelt Elementary to maximize student performance. On a bigger scale, data may reveal the need to update the curriculum map for a particular subject, district wide.

3. Communicating Assessment Results:

Roosevelt Elementary prides itself on communicating students’ performance to parents, students and the community. Roosevelt staff communicates with parents through parent-teacher conferences, mid-quarter progress reports, weekly teacher newsletters, monthly building newsletters, student-parent-teacher goal setting sheets and daily phone calls and e-mails. Classroom teachers also communicate daily with parents through student planners.

During the first quarter of school, the MAP results are explained and reviewed in detail during the parent/teacher conferences. The district testing coordinator also schedules an evening meeting to answer any questions that parents may have regarding the MAP results.

Roosevelt staff is also very thorough in monitoring and communicating students' reading progress. Parents receive student Rigby reading levels and Scholastic Reading Inventory reading assessment results throughout the year. The Roosevelt librarian fosters an outstanding Reading Counts Program where she monitors student reading progress by tracking every student's independent reading. Students are recognized as they meet Reading Counts goals by weekly prizes given by the librarian. A student progress report is shared with the parent during parent/teacher conferences. Over the past 3 years the total number of Reading Counts points earned by students has surpassed 100,000 points each year. Roosevelt's motto is "Readers Are Leaders".

To meet the needs of at-risk readers, Title I and IEP parent meetings are held to promote greater parent involvement in promoting successful readers. For example, teachers twice a week send book bags home with the students. Parents know that they are to take time to read with their child using the book from the book bag. This helps insure that the parents are involved in reading with their children.

Celebrations, such as MAP Awards assembly, and signing of the Wall of Fame designate outstanding student achievement. Parents assist staff in organizing and planning all celebrations.

Roosevelt staff is in constant communication with the local web master for the district, the high school's Black Knight TV, the local newspapers, and the radio station. These media outlets are used to share information and spotlight student achievement. For example, a second grade teacher and students presented a program on a writer's workshop on the radio stations. Students were recognized for outstanding writing.

The district provides a high school student to be a liaison between school and the community. Teachers and students are interviewed by the high school student as she prepares articles for the paper. Roosevelt staff and students appear on a regular basis in the local newspaper highlighting accomplishments.

4. Sharing Lessons Learned:

Teachers at Roosevelt Elementary share a commitment to educating young people that transpires through their munificence and generous sharing of educational strategies that benefit every child's capacity to learn.

Roosevelt's continued movement away from traditional textbooks and paper pencil instruction to more authentic teaching practices has accentuated their sharing of educational resources and instructional strategies. Every Roosevelt teacher is a member of a district curriculum committee. Each committee meets throughout the year to collaborate on their common curriculum and summative assessments that are shared via the district's website. Equally important are their shared resources and teaching strategies that have been collectively organized into binders by subject and distributed to all teachers in the district. Teachers also share resources and strategies that they use on the Moodle site.

Roosevelt teachers have led numerous district-wide professional development meetings, sharing teaching strategies used to provide differentiated student-centered instruction and the expanded use of technology. Two teachers from Roosevelt were the initial teachers in the district to receive Pathways to Reading training. Their belief and dedication to Pathways was instrumental in the district-wide implementation of the program virtually impacting every student in the district's reading success. The Speech/Language teacher was honored by having a game that she developed to teach reading skills titled "Lids and Lizards," which was published in 2010. Four Roosevelt teachers participated in a three year American History Teaching Grant along with 30 teachers in Southeast Missouri. The grant provided them with numerous opportunities to share instructional strategies and resources with teachers in and out of district.

Roosevelt teachers have provided professional development to schools both in and out of the district sharing their innovative use of flexible groups to provide differentiated student instruction, integrating subjects, and communication arts and math strategies. Roosevelt teachers have formed a partnership with

area parochial schools to provide affordable professional development covering topics that include the Six-Trait Writing program, math manipulatives, technology, and library resources. Roosevelt has led the district in using the most innovative advancements in educational technology and effective teaching practices. For example, they have shared with teachers from other buildings how they use quizzes on their Moodle site to get immediate feedback on student performance.

Roosevelt's classroom doors are always open to visitors. Roosevelt teachers are willing to share instructional strategies, assessment tools, and methods of collecting and organizing data with other schools. St. James and Potosi are two of many school districts that have developed and implemented instructional programs that reflect ideas observed at Roosevelt. Roosevelt teachers' passion for teaching and dedication to the success of all children is readily conveyed to all visitors of the school.

1. Curriculum:

The content in Roosevelt's core curriculum not only meets, but exceeds the grade level expectations as outlined in Missouri's state standards. Communication arts, mathematics, science and social studies curriculums have been vertically and horizontally aligned with the support from teachers. Curriculum subjects are integrated as often as possible. Roosevelt's curriculum is not structured by textbooks or specific educational programs. Students are engaged in the curriculum using higher-order thinking and analysis, problem solving, critical thinking, creativity, and synthesis. Engagement in learning the curriculum includes inquiry-based approaches, research and discovery learning, authentic demonstrations, reflective journaling, and self-assessments. An emphasis is placed on higher-order questions and responses. Often, thinking is driven by peer verbal interactions that include collaborative or cooperative learning, peer tutoring, debate, questioning, and analysis.

The Pathways to Reading program enhances phonemic awareness and builds language/word skills that promote students' construction of shared meaning and knowledge of texts. The Reader's and Writer's Workshop design showcases independent and guided reading and writing, and literature across the genres and content areas. Guided reading provides efficient, organized instruction to help students develop the strategies needed to read for understanding. Independent reading and writing provides students with opportunities to read and write about topics they have chosen. Thousands of books and hundreds of literature sets available to all classrooms are an essential part of Roosevelt's literacy framework. The writing process, the art and the craft, are supported by the Six-Traits of Writing. Flexible grouping and differentiated instruction for 2 ½ hours a day for all students is based on reading level inventories, state and national tests, district summative and benchmark assessments. Reading for meaning is the goal of every reading lesson taught at Roosevelt. When students learn to understand what they read, they develop a love for reading that is applicable to all other areas of their learning.

The mathematics program at Roosevelt outlines related ideas, concepts, skills, and procedures that form the foundation for understanding mathematics. Mathematic instruction is taught in context and supports problem-solving, reasoning, communication, making connections, and designing and analyzing representations. Real-life mathematical situations are the focus of the mathematics curricula at Roosevelt. Number sense is essential to understanding many areas of mathematics and in developing fluency of basic facts. Algebraic relationships are used to solve mathematical situations involving patterns, models, and analyzing change. Students learn to apply concepts of geometric and spatial relationships in everyday situations. The concepts of measuring, time, and money are developed and applied to situations in daily life. Finally, students learn how to formulate questions that can be addressed with data. Data is collected, analyzed, and represented in charts and graphs. Most importantly, students learn to relate and apply concepts of mathematics to their everyday lives.

The scope and sequence of the science curriculum is arranged to support the development of conceptual understanding. Scientific inquiry, technology, and human activity are integrated in units of study covering matter and energy, force and motion, living organisms, ecology, Earth's systems, and the universe.

The ideas, concepts, skills, and procedures outlined in the Social Studies curriculum form the foundation for understanding and learning social studies. Students study constitutional democracy, principles and processes of governance systems, Missouri, United States, and world history, elements of geography, and relationships of individuals and groups to institutions and traditions. These essential content areas are addressed in contexts that promote analyzing and applying information, communication, problem-solving, and making decisions as responsible members of society.

Fine arts are an integral component of the curriculum. Emphasis is placed on skill refinement and increasing control of each media and/or skill. Students are expected to grow in their ability to select art

materials and which are best suited for creatively communicating their own ideas. Many Roosevelt students participate in the Mineral Area Council of Arts Show for area artists. Students develop singing and instrumental music skills that they use to perform and communicate. Students participate in at least one musical presentation with their class led by the music teacher during each school year. Roosevelt's highly qualified fine arts teachers collaborate with classroom teachers to integrate art, drama, and music into all areas of the curriculum.

The objectives that comprise the physical education and health curriculum are never taught in isolation. Rather, they are bundled together when possible into well-planned, sequential, and targeted lessons. Students participate in the Presidential Fitness Program. The National Wellness policy has been implemented into the health curriculum emphasizing weight control, exercise, and healthy eating. Community health consultants work with students to develop sound nutritional practices for healthy living. The University of Missouri Extension program presents the "Body Walk" for Roosevelt students. This hands-on experience has proven invaluable in providing students with the basics of health and nutrition. Students receive a minimum of 50 minutes of art, music, health, and physical education instruction each week.

2. Reading/English:

Roosevelt Elementary has an educational foundation that is based upon the integration of meaningful reading instruction embedded throughout the curriculum. Our faculty fosters the knowledge and understanding required to select and employ successful reading methods to develop life-long learning capabilities in all students.

The fundamentals of literacy are established in our early grades through the utilization of the Pathways to Reading Program and Response to Intervention (RTI). Through the daily implementation of Pathways to Reading students develop phonemic awareness and phonics knowledge, which increases their skills in encoding and decoding. Empowering students with this knowledge grants our students the ability to increase their reading fluency and self-confidence. Guided reading groups are developed using the data from Rigby reading assessments, AIMS web benchmark testing, integrated theme tests, and end of the year Mastery Testing. Response to Intervention (RTI) allows opportunities for teachers to identify students' strengths and weaknesses in order to provide a responsive classroom. Our responsive classrooms present students with research based instructional practices.

As the students mature in the reading process, their needs are met with advanced instructional practices. Teachers collaborate in order to develop lessons that differentiate learning and provide a wide variety of high-interest and meaningful reading experiences. These lessons target the areas of direct vocabulary instruction, fluency, comprehension, and written expression.

Flexible reading groups are thoughtfully considered based on student performance on district wide tests, state achievement tests, and reading inventories. Progress monitoring of students is administered at established intervals which allow student movement among the intervention tiers.

Strategic interventions for the struggling reader include small group instruction from highly qualified reading specialists, special service teachers, classroom teachers, and special area teachers (art, music, library). This is accomplished through before and after school tutoring or throughout the school day.

Students realize the importance of reading through rewards given for their individual progress with the Scholastic Reading Counts program. Classroom teachers, the librarian, principal, and the community are involved in an annual celebration with students in the spring to recognize student success.

Roosevelt consistently scores above the state expectations for reading achievement which is an indicator of the effectiveness of the reading program. It is not one practice alone that molds (readers, but the culminating benefits of all methods fostered within a safe, successful, reading environment.

3. Mathematics:

Roosevelt's math curriculum ensures that students meet Grade Level Expectations and State Standards while providing opportunities for students to exceed grade-level expectations. Problem solving and critical thinking is the central focus of our mathematics curriculum. These key skills are important to succeed in modern society and lay the foundation for continued growth and understanding of mathematical skills and concepts.

Teachers differentiate in response to students' readiness, interests, and learning styles. Assessment results are used to guide instruction and intervention. Teachers meet with Instructional Coordinator (ICC) to review results of Benchmark Assessments and develop plans for students not meeting grade level expectations. Flexible groups are formed based on current individual instructional needs. These flex groups ensure students performing below and above grade level reach maximum levels of achievement. Tutoring is provided after school for students who have not met grade level expectations. Math teams are also formed to provide enrichment opportunities for advanced students who wish to excel. Math Team students compete in local and state competitions.

Teachers scaffold student learning in small groups to provide support they need to move from initial acquisition of a math concept/skill toward independent performance of the skill. This is accomplished through the use of manipulatives, repeated modeling and guided practice. Immediate and specific feedback, both corrective feedback and positive reinforcement, is provided.

Students are provided opportunities to communicate about math through Math Journals and student led discussion groups. Journal entries allow opportunities for individuals to self-assess what was learned while providing teachers valuable information about the students' level of understanding.

Math is integrated into all areas of our curriculum allowing students to see mathematics in the real world. Students' ability to apply math concepts is essential in understanding the world around them. At Roosevelt, we strive to instill positive attitudes toward mathematics in all students.

4. Additional Curriculum Area:

The science curriculum at Roosevelt Elementary School is designed to support active, experiential learning. It fosters critical and independent thinking in our students, as well as creates a sense of wonder and curiosity for the world around them. This is accomplished by providing concrete learning experiences on an appropriate level based on each grade level curriculum, content area reading strategies, and the use of teacher collaboration to develop state of the art science lessons.

At every grade level, students are involved in hands on science experiments based on the curriculum. The curriculum has been written using the Grade Level Expectations (GLE's) as defined by the state of Missouri, and additional skills the teachers feel are essential for students to know. Roosevelt teachers have resources at each grade level for their use with science lessons and experiments. Teacher created science kits contain tools, manipulatives, videos, and a large collection of science trade books that are available to every teacher in each grade level to teach science skills.

Roosevelt teachers are especially adept at using content area reading strategies in science. Students learn different ways to read nonfiction material and use a variety of graphic organizers to help break apart science knowledge. Teachers frequently teach nonfiction reading skills using groups of trade books. Reading Counts books are ordered on a yearly basis addressing science skills at the appropriate grade level. The number of science based literacy books has increased dramatically within the past five years. Having these science books, combined with teaching content area reading strategies, plays a huge role in the academic success of Roosevelt students.

Roosevelt teachers are given ample professional development opportunities to learn content area reading strategies for use in teaching science. They also collaborate and plan science units using the vast

resources they have available to them. The Instructional Curriculum Coordinator (ICC) is able to find additional resources for skills that may be difficult to teach. The ICC also helps teachers with the development and scoring of common science assessments used district wide. Roosevelt teachers are then able to use the results from these common assessments to drive their instruction with students.

Promoting literacy in science, using content area reading strategies, and using professional development time to collaborate with colleagues and the ICC make the Roosevelt Elementary science curriculum strong. Roosevelt Elementary students are well prepared to enjoy and learn about the wonders of our world.

5. Instructional Methods:

Roosevelt Elementary staff actively participates in current educational trends that prove to increase student achievement. In every classroom there is an emphasis on reading, problem solving, writing and life skills. Differentiated instruction is a powerful tool used to affirm student achievement. The classrooms are a print rich environment. Technology is used to enhance student achievement in the areas of reading, writing and problem solving. Roosevelt Elementary staff feels that all students are able to learn and become productive citizens using varied instructional methods.

In every classroom there is the use of rigorous reading components such as: independent reading, guided reading, whole group reading, and literature study. Through the knowledge of Pathways, AIMS web, Reading Counts, and Study Island, students are able to develop phonemic awareness, decode unfamiliar text, build fluency, strengthen comprehension, understand new vocabulary, thus creating a love for reading. Writing is used daily in each classroom. The Six-Traits of Writing and Four Block are emphasized to promote classrooms of creative writers.

Problem Solving is used daily in every classroom. Students are taught strategies to successfully solve problems in all subject areas. Math word walls, journaling, manipulatives, and calendar math are utilized in building a strong foundation for problem solving. The scientific method is also used as guided support in solving student questions and predictions.

Differentiated instruction is used as an individual-based tool to meet each student's academic needs. To guide instruction, the teachers use testing tools such as benchmark tests, summative assessments, MAP results, AIMS web benchmarking, Scholastic Reading Inventory results, daily work, and teacher observation. Inquiry-based learning and scaffolding are used in each classroom setting to guide the students to reach higher levels of learning. The PAGES program insures that gifted students have the appropriate rigor, and that their individual needs are met. One day a week, the gifted students meet with the PAGES teacher instead of going to their regularly scheduled class.

Technology is incorporated into each classroom. Classrooms are equipped with a Smartboard and/or Mobi, projector, and a pod of computers. Some classrooms utilize the hand held CPS devices and also use Moodle as an interactive based instructional tool. Through the use of technology, teachers enhance lessons to differentiate instruction.

The Roosevelt Elementary staff provides unique instruction through a variety of methods. Each student is given the opportunity to be successful due to flexible grouping and inclusion in the classroom. The various instructional methods used enable student achievement in all areas.

6. Professional Development:

Roosevelt Elementary professional development activities are developed based on a constant focus of student learning. The faculty focuses on knowing what is expected of students and analyzing data from student assessments to drive instruction.

Roosevelt faculty uses the following strategies to implement professional development activities:

- Classroom teachers, Title 1 teachers, and special services teachers make up collaborative teams which meet on a weekly basis during common collaboration times. The instructional leader at Roosevelt Elementary has used creative scheduling to provide common collaboration time for teacher teams. Collaborative teams also meet on professional development days and some professional development funds are used for hiring substitute teachers for half days to provide teams with collaboration time. During this time teachers often develop lessons designed to improve student learning. Recently teachers spent their collaboration time designing Depth of Knowledge questions at Level 3, to go along with their students' lessons, as well.
- Roosevelt faculty has the services of an instructional Curriculum Coordinator (ICC) available to them. This ICC provides valuable curriculum support and research based strategies to meet the needs of teachers and students. ICC's observe teacher lessons, model lessons and provide support which is easily accessed. She meets with individual teachers for reflection and works with the collaborative teams.
- The Farmington R-7 school district has formed a partnership with a nearby university which enables faculty members to take college credit courses at a reduced rate. The courses offered are developed by the professional development committee based on the needs of the faculty and students. Presently 69% of Roosevelt's faculty has obtained a Master's Degree while the remaining staff is working towards that goal. Roosevelt faculty is involved in yearly book studies which are offered as college credit courses through the university/professional development partnership. Past book studies have been What Great Teachers Do Differently, Classroom Instruction That Works, Reading with Meaning: Teaching Comprehension, Fulfilling the Promise of the Differentiated Classroom, The Fred Factor, and The Difficult Child.
- Many of the professional development activities that take place occur during the professional development days and early-out days that are built into the school calendar. There are three full days and three early-out days scattered throughout the school year for this purpose. Each of the activities that take place on these days are tied to the district CSIP and building improvement plan, based on student data, staff surveys, and needs assessments. My Learning Plan is used to keep track of the documentation of the professional development activities, including the list of course offerings both at the district level and the state level by the Regional Professional Development Committees.

The professional development at Roosevelt Elementary is ongoing and researched based which has enabled the faculty to make informed decisions regarding instruction and assessment. There is an established curriculum that is challenging, rigorous and student-centered. Roosevelt Elementary faculty has been able to respond to educational issues that improve our student's learning and increase their academic achievement through the effective use of professional development.

7. School Leadership:

The current principal is in his first year at Roosevelt. He was previously an assistant principal at another elementary building in the district for six years. The previous principal was at Roosevelt for six years, before retiring at the end of the 2009-2010 school year. The current principal continues many of the practices of the previous principal that made Roosevelt so successful. He works collectively with all staff to assure resources and support necessary to bring about the mission of achievement for all students. He fosters a culture in which "Failure is Not an Option." He is seen by faculty as a strong instructional leader and spends a great deal of time in classrooms observing teachers and students. He performs walkthroughs to provide feedback to the teachers. Recently, he participated in the research based IPI (Instructional Practices Inventory) to further high order thinking across the building using walkthrough data. Leadership responsibility is also shared by the staff through an advisory team and individual leadership roles in specific programs and activities.

The advisory team uses data to guide the decision making process to promote a successful learning community. The advisory team is comprised of grade level leaders and resource teachers who promote a culture of trust and respect that permit open and willing sharing of ideas and respect for different approaches and teaching styles.

The grade level leaders then engage their peers in meaningful collaboration to foster high achievement in their grade level. Grade level teams make decisions about teaching and learning, and share effective instructional strategies so that all students reach goals and master curriculum objectives. Grade level teams meet with the principal each month to discuss projection charts which identify goals for each student and the progress that students have made toward their goals. The principal also reviews assessment data from summative assessment, benchmarks and reading assessments with grade level teams.

Teachers also take on leadership roles of teaching others. Teachers are recognized as content area specialists and model lessons in peer classrooms as well as serving as curriculum leader in that area and on that content district committee. They also teach courses in the school to implement new programs (Pathways Reading Program). Another example would be the recently implemented Positive Behavior Support program in the building. A fourth grade teacher and the building counselor chaired a committee of teachers who organized and implemented this program building wide. The committee meets monthly to examine data, and problem solve. Students are included in leadership roles through participation in Safety Patrol and Student Council. It is evident that the responsibility for success is held by the entire learning community at Roosevelt Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	86	92	89	72	71
Advanced	30	38	38	18	15
Number of students tested	98	95	88	89	85
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	85	88	95	55	62
Advanced	26	35	38	13	19
Number of students tested	58	43	37	40	42
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	92	87	85	79	38
Advanced	25	47	23	21	13
Number of students tested	12	15	13	19	8
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Missouri Assessment Program

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	69	89	65	69	73
Advanced	22	53	28	29	28
Number of students tested	98	94	88	90	85
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	1	0	1	1
Percent of students alternatively assessed	0	1	0	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	76	81	57	44	67
Advanced	21	43	19	17	26
Number of students tested	58	42	37	41	42
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	67	87	39	55	38
Advanced	25	67	8	40	0
Number of students tested	12	15	13	20	8
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	95	86	80	81	74
Advanced	42	44	33	25	35
Number of students tested	100	98	92	97	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	2	0
Percent of students alternatively assessed	2	0	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	92	80	69	76	74
Advanced	35	28	31	27	30
Number of students tested	48	51	35	49	43
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	100	86	93	77	85
Advanced	35	43	53	39	23
Number of students tested	20	14	15	13	13
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Missouri Assessment Program

Edition/Publication Year: Current Publisher: CTB/McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	84	86	57	70	65
Advanced	39	21	19	31	25
Number of students tested	100	98	92	97	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	1	2	0
Percent of students alternatively assessed	2	0	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	77	80	40	67	58
Advanced	29	8	6	35	12
Number of students tested	48	51	35	49	43
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	75	79	33	62	39
Advanced	25	0	13	39	8
Number of students tested	20	14	15	13	13
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	90	89	84	77	73
Advanced	36	41	35	22	26
Number of students tested	198	193	180	186	186
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	1	1	3	1
Percent of students alternatively assessed	1	1	1	2	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	88	84	82	66	68
Advanced	30	31	35	20	25
Number of students tested	106	94	72	89	85
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	97	86	89	78	67
Advanced	31	45	39	28	19
Number of students tested	32	29	28	32	21
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient & Advanced	77	87	61	70	69
Advanced	31	37	23	30	26
Number of students tested	198	193	180	187	186
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	2	1	1	3	0
Percent of students alternatively assessed	1	1	1	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient & Advanced	76	81	49	57	62
Advanced	25	24	13	27	19
Number of students tested	106	93	72	90	85
2. African American Students					
Proficient & Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient & Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient & Advanced	72	83	36	58	38
Advanced	25	34	11	39	5
Number of students tested	32	29	28	33	21
5. English Language Learner Students					
Proficient & Advanced					
Advanced					
Number of students tested					
6.					
Proficient & Advanced					
Advanced					
Number of students tested					
NOTES:					

11MO1