

Roosevelt Elementary School **Comprehensive Needs Assessment** **May 2023**

School Profile

Roosevelt Elementary School is one of the Bismarck Public School District's sixteen elementary schools and is located in the central part of Bismarck. In 1923, when the School Board proposed the site for a new school in Bismarck (Anderson Street between West Avenue A and B), some people objected, saying it would be too far out of town. The school board went ahead anyway and constructed Roosevelt School for a total cost of \$81,000. The original Roosevelt School had 4 classes: 1st grade, 2nd and 3rd combined, 4th grade, and 5th and 6th combined. On April 14th, 1931, an early morning fire swept through the upper part of the building causing \$12,000 damage to that story and the roof. In 1958 a new addition was added to the building. In 1975, the old Roosevelt School was demolished as a new Roosevelt was built. The new Roosevelt faced the opposite direction--613 West Avenue B and the site of the original school became the new playground. Cost for the new building was \$800,000. Improvements to the interior of Roosevelt since 1975 include building walls to partition off classrooms.

Roosevelt Elementary School is currently a school wide Title I building with 34% of the 116 student body population who qualify for free and/or reduced meals. This is an increase from the 2019-20 school which was 36%. Presently, 23.3% of Roosevelt's students have an active Individual Education Plan (IEP), 7.8% receive Gifted and Talented services, and 1% are recognized as students in transition. The population of Roosevelt consists of about 82% white, 5% American Indian, 2% Asian, 1% African American, and 10% Hispanic.

Roosevelt Elementary team members consist of 6 highly qualified classroom teachers, 100% special education teacher, 50% speech, 100% reading specialist, 50% social worker, and 50% counselor. Roosevelt also has the following part time staff, music and orchestra, library media specialist, and physical education and instructional coach. All professional team members have a Bachelor degree and five have Master's degrees. Teaching experience at Roosevelt Elementary ranges from a seventh-year teacher to teachers who have been in the district for over 20 years. The support team consists of seven instructional aides all of which are highly qualified, one Title I aide, and a library assistant. Our team members have many opportunities to attend literacy and math professional development within the district.

Demographic Data

Enrollment

This year we had 116 students enrolled at Roosevelt. Roosevelt's enrollment over the past 5 years has remained steady around 120 students. Our projection for next school year is 115.

2018-19	2019-20	2020-21	2021-22	2022-23
120	121	123	126	116

Attendance:

Roosevelt’s average daily attendance is tracked by PowerSchool and reviewed weekly by the Student Success Team which is comprised of the school Social Worker, the school Counselor, the building Principal, and other specialists. A series of letters and interventions are put in place to address concerns of attendance. Interventions include phone calls home, home visits, school meetings, and attendance plans identifying barriers to regular school attendance. Roosevelt will continue to follow district guidelines regarding student attendance.

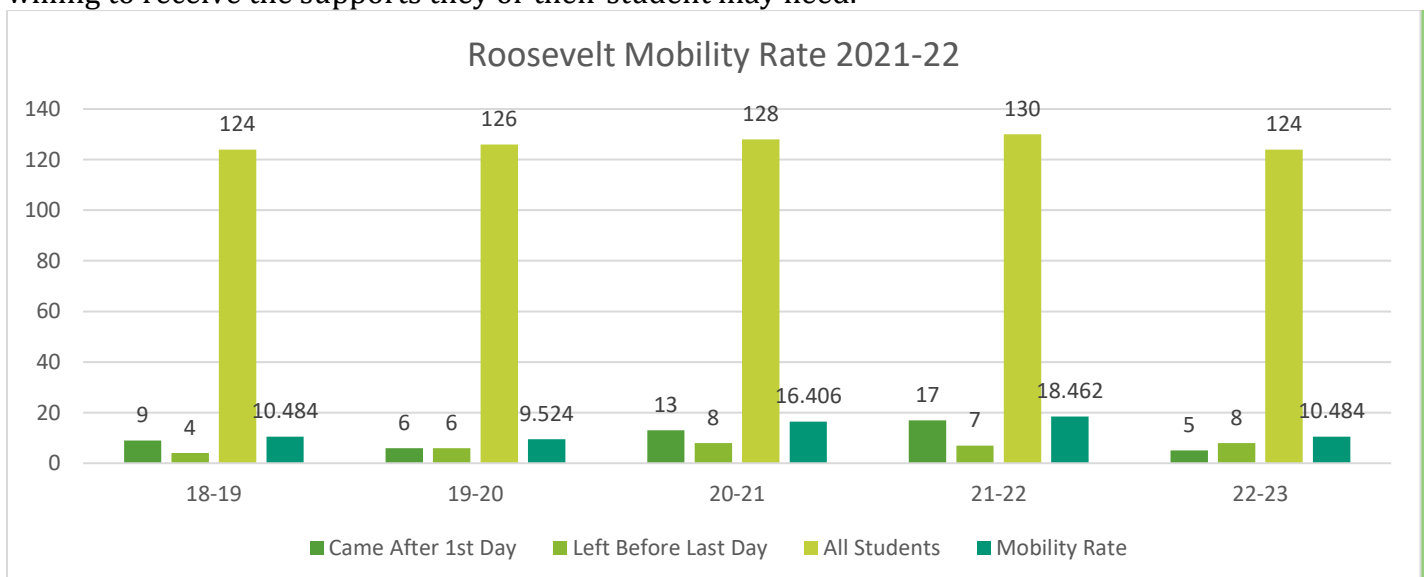
Roosevelt’s average yearly attendance for the 2022-23 school year was 95.2% and overall, the students that missed only 0-4 days increased. The chart below shows some historical data. This year’s data shows that nearly 40% of the students missed 5 to 9 days and nearly 20% missed 10 to 14 days. Our number of students that missed over 20 days decreased significantly this year.

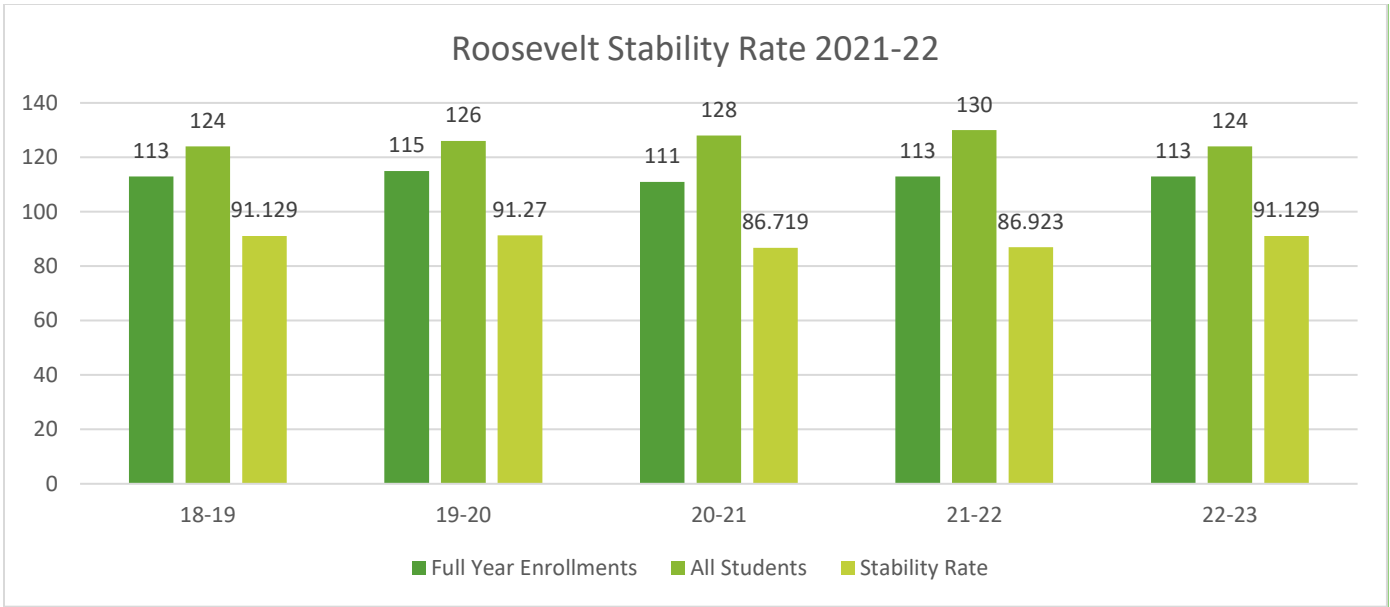
Year	0-4	5 to 9	10 to 14	15 to 19	20+	Total Students
18-19	70	36	11	4	2	123
19-20	80	31	12	2	1	126
21-20	62	36	13	3	13	127
21-22	34	50	24	8	14	130
22-23	43	47	23	8	3	124

Mobility/Stability

Mobility is calculated as the number of students who enrolled after the first day plus the number of students who withdrew throughout the year divided by the total population at the end of the year. Stability is defined as the number of students enrolled for the entire year divided by the total number of students who have spent the whole year or part of the year at the school. Over the past five years, the mobility of Roosevelt increased at a rate of about 18, which is the highest in five years. It dropped significantly this year to 10 with 5 students coming after the first day and 8 leaving before the last day. The stability rate over the past year increased from 87% to 91%.

Roosevelt staff realize that while mobility and stability do impact student learning, there are factors in which we as a school cannot control such as economic status, employment changes, transportation, and educational priority. We as a staff continue to strive to be responsive to needs by involving parents in learning events and activities and allowing them to feel a part of the Roosevelt community. We also work to provide community supports for families in need and keep communication open to families so they are willing to receive the supports they or their student may need.



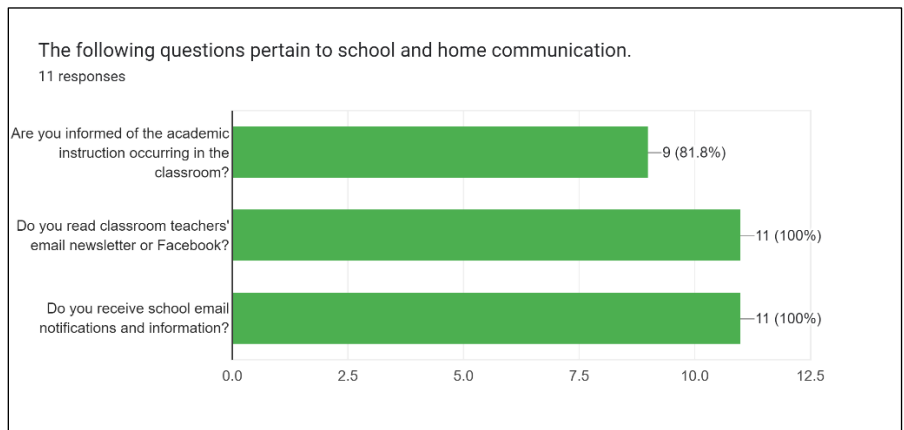


Perception Data

Parent & Family Engagement Survey

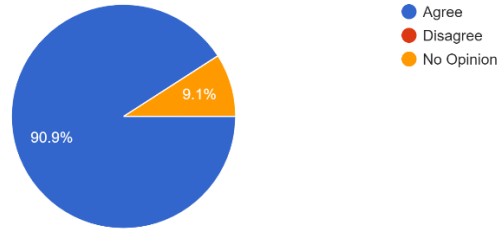
Roosevelt Elementary hosted a fall Open House for kindergarten and new families, a Title I Annual Review Event, a STEM event, and videos sent to families explaining our behavior systems. We also had an Art Walk outside where families could walk around the school yard and see art as well as the hearing the orchestra play. In addition, we had virtual monthly PTO meetings, parent-teacher conferences and many other activities including PTO Fall Picnic, PTO Sponsored Chili Bingo, and a quarter sale for the students to purchase Christmas gifts for their family. We also held monthly celebrations featuring students from each grade level as student of the month recipients. For this recognition, each student receives an award and Roosevelt water bottle stickers.

Roosevelt surveyed parents at the end of the school year to determine information related to their opinions of the Title I program and ideas they have for future interests in the area of academics, student supports, and events. This information will be used to create some of the parent events for the upcoming school year. Here is a snapshot of the needs:



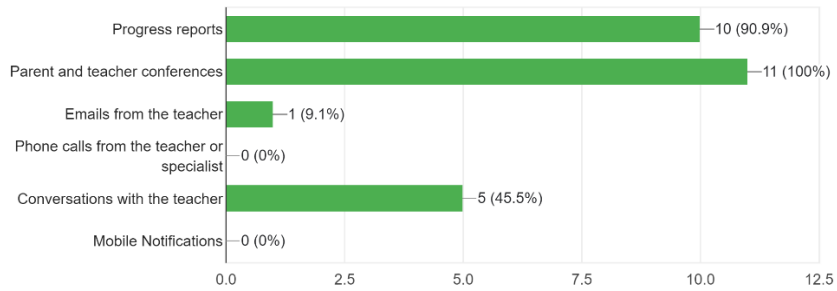
I have been informed of my child's progress.

11 responses



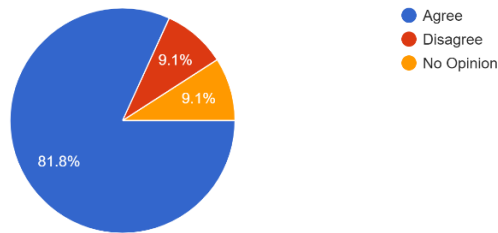
I am informed of my child's reading or math progress through...(check all that apply)

11 responses



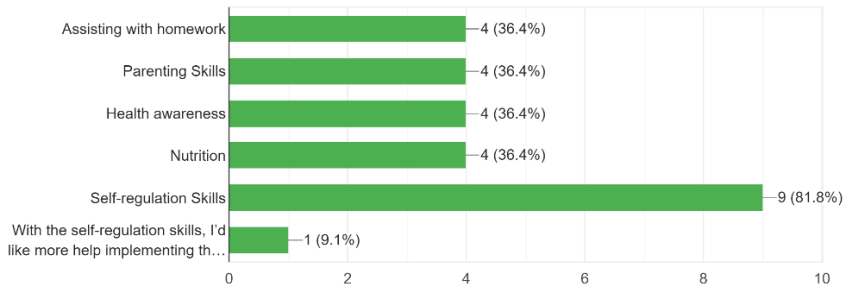
I have been provided with information about how I can help my child with his/her schoolwork.

11 responses



What type of training/program would you like to see the school provide for parents?

11 responses



What aspects of the Title I program have been most helpful for your child?

8 responses

The family nights, fresh fruits and vegetables for snack.

The STEM night was fantastic.

Family nights. Also, love the healthy snacks each day.

I like the family events. It's fun for my children!

The Stem nights are a great reminder that not all tasks that are difficult are not fun to figure out. It also allows for parents and children to mingle.

Your title one teacher has been the best teacher, my daughter absolutely LOVES her.

Extra learning help and resources in the classroom

Not exactly sure which aspects of the program helped, but whatever you all do for reading and math skills is absolutely amazing. They have learned so much this school year, and I am absolutely shocked at how well they are reading, writing and working through math problems. And they enjoy what they've been

Comments and/or Suggestions:

2 responses

Science fair? History day? Something for the kids to present something they've learned.

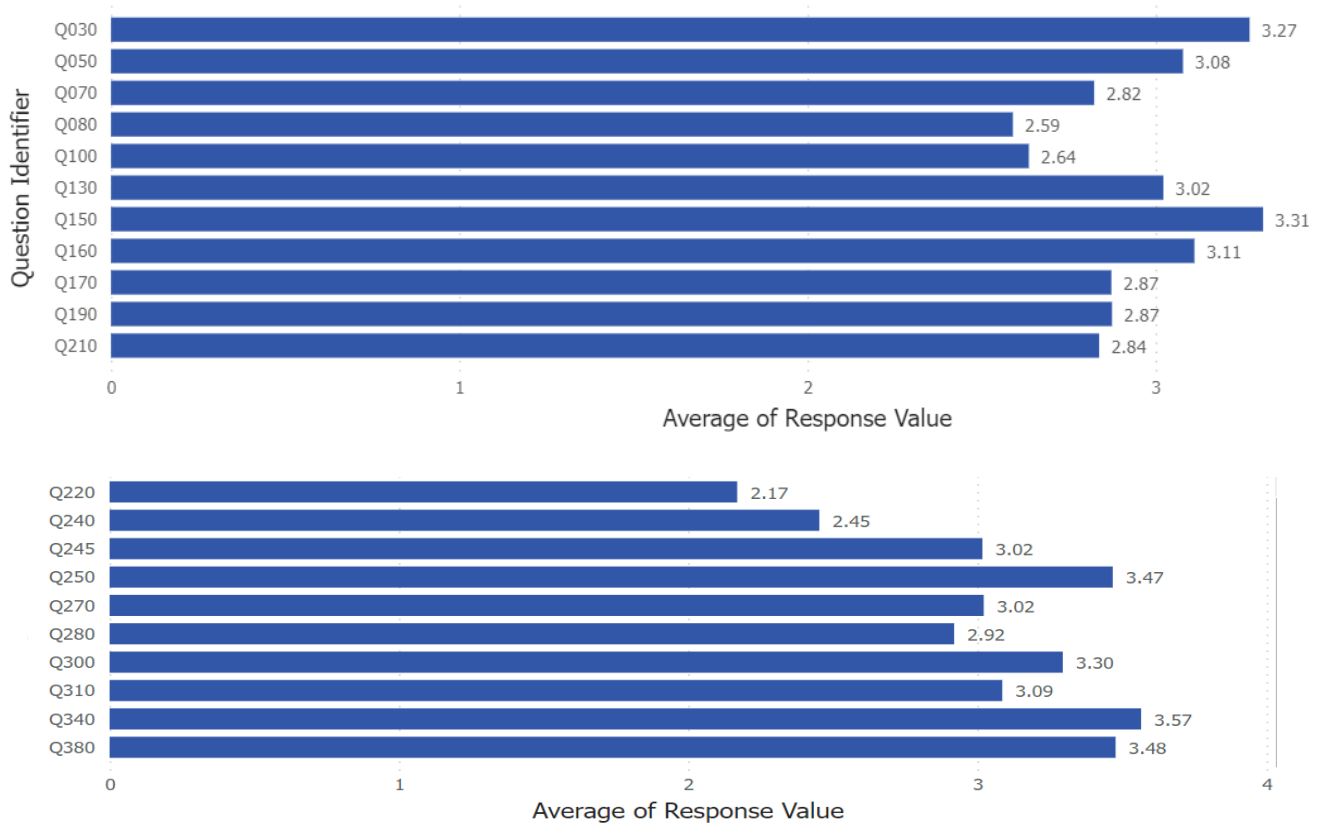
I am beyond thankful for all of the amazing, caring educators at Roosevelt. We couldn't have asked for a better environment for our kids to grow and learn. there aren't enough kind words to say about everyone, but you've made a huge impact on two little kindergarteners who are always excited to come to school and learn with you and their friends. Can't thank you all enough for what you do and how much you care about all of these kids.

As a school, we are working on ways in which to receive more parent survey feedback. Higher scores indicate that parents feel Roosevelt is a safe learning environment for all students and that adult interactions are strong. Areas for growth, point toward teachers keeping parents more informed as to how their child is performing with academics. They also would like to see more opportunities to learn how to assist their children at home with math and reading instruction.

Student Survey:

All students at Roosevelt Elementary were surveyed this spring. A variety of questions were asked ranging from feeling safe to having friends to do you feel cared for at school. In answering questions, students were given the options of "Almost Always", "Frequently", "Occasionally", and "Almost Never". Students indicated that they feel safe (3.30), they know their learning goals (3.30), and they feel safe and supported (3.27). Areas of improvement include having leadership opportunities and choice in their learning opportunities (2.59). These are areas we address through our Tier 1 supports including morning announcements, student assemblies, and core instruction on social skills. We realize that in order for students to feel connected to school, they need to have leadership opportunities. At Roosevelt, next year, we are implementing Meaningful Jobs. Students will be able to apply for or be assigned specific leadership responsibility based on individual need.

Student Survey Responses



Staff Survey:

All staff members were surveyed through a district led Strategic Plan survey. At Roosevelt we used the High Reliability Schools Level 1 survey questions to determine how staff were feeling and perceiving our school in the area of safe, collaborative culture. Scores with a score of 3.5 or higher are considered an area of strength and a score of less than 3.5 indicate an area for growth. Roosevelt's area of strength includes the perception of a safe and orderly environment from all stakeholders, success of the whole school is appropriately acknowledged, and the fiscal, operational, and technological resources are managed in a way that supports teachers and students. Areas of growth include decision making roles and feeling acknowledged. We made growth in all areas except collaborative groups regularly interacting so that will be an area we will address in the fall as well. At Roosevelt, we continue to find opportunities for students, parents, and community to have formal ways to provide input. This is an area of growth based on the survey data.

We also surveyed students and parents as a part of the HRS Level 1 certification as indicated on the chart below.

High Reliability Schools Indicators	Staff	Students	Parents
1.1 The faculty and staff perceive the school environment as safe and orderly.	4.54	4.73	4.53
1.2 Students, parents, and the community perceive the school environment as safe and orderly.	4.43	4.35	4.03
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.	4.12	4.61	4.36

1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.	4.57	4.35	4.03
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.	3.86	4.42	4.19
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.	3.63	3.76	3.38
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.	3.72	4.10	3.95
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.	4.03	4.53	4.07

Student Achievement Data:

The academic data charts below depict a clear picture of Roosevelt's academic needs and growth for 2022-23 school year. These charts are current and reflect beginning and end of the year growth points. The data indicates that overall, our students made growth in both reading and math with a continued focus a priority. Most importantly, the challenge to meet expected growth norms and a year's worth of growth for every student, remains a priority. Roosevelt staff tracks student academic progress through a variety of systems, coupled with its Professional Learning Community (PLC) grade level collaboration meetings. The established SMART goals are grade level dependent and based on the incoming student's level of math, science, and literacy. These goals adjust accordingly to individual student growth throughout the course of the academic school year and measure a year's worth of growth. Our school conducts data review meetings every 6-8 weeks to determine student growth using a triangulation data monitoring system, MTSS-A.

Reading Data: The Tiering data is a triangulation of benchmark scores for each grade level. Tiering data is comprised of standards-based scoring, MAP data, and Aimsweb data. We also compare our tiering data with our standards-based scores to determine if performance in the classroom is matching what we are seeing on nationally normed assessments.

NDSA -- North Dakota State Assessment for ELA

During the past three school years, Roosevelt has consistent NDSA data to utilize when making decisions on needs. The assessment was given in mid-March during each school year. In addition, with the new online reporting system, classroom teachers and instructional leaders were able to review assessment results in a highly efficient time frame. This year the 3rd grade class was 61% proficient, 4th was 39% proficient up from 20% proficient last year, and 5th was 64% proficient up from 57% proficient last year. The low proficiency in the 4th grade class is consistent with the overall achievement since they were in 1st grade. Resources continue to be utilized to support the learning and instruction. 50% of these students are on a current IEP so they also receive special education services. This grade level will continue to be a focus of our team.

2020-21

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 5 ELA	Summative	5	Spring 2021	20	639 ± 8	 Percent: 15% 15% 40% 30% Count: 3 3 8 6
Grade 4 ELA	Summative	4	Spring 2021	23	594 ± 9	 Percent: 39% 13% 35% 13% Count: 9 3 8 3
Grade 3 ELA	Summative	3	Spring 2021	20	586 ± 11	 Percent: 40% 5% 25% 30% Count: 8 1 5 6

2021-22

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 5 ELA	Summative	5	Spring 2022	21	626 ± 9	 Percent: 24% 29% 19% 29% Count: 5 6 4 6
Grade 3 ELA	Summative	3	Spring 2022	20	555 ± 10	 Percent: 50% 30% 10% 10% Count: 10 6 2 2
Grade 4 ELA	Summative	4	Spring 2022	21	616 ± 11	 Percent: 19% 24% 14% 43% Count: 4 5 3 9

2022-23

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 5 ELA	Summative	5	Spring 2023	22	635 ± 9	 Percent: 14% 23% 23% 41% Count: 3 5 5 9
Grade 3 ELA	Summative	3	Spring 2023	18	584 ± 10	 Percent: 22% 17% 39% 22% Count: 4 3 7 4
Grade 4 ELA	Summative	4	Spring 2023	18	584 ± 10	 Percent: 28% 33% 28% 11% Count: 5 6 5 2

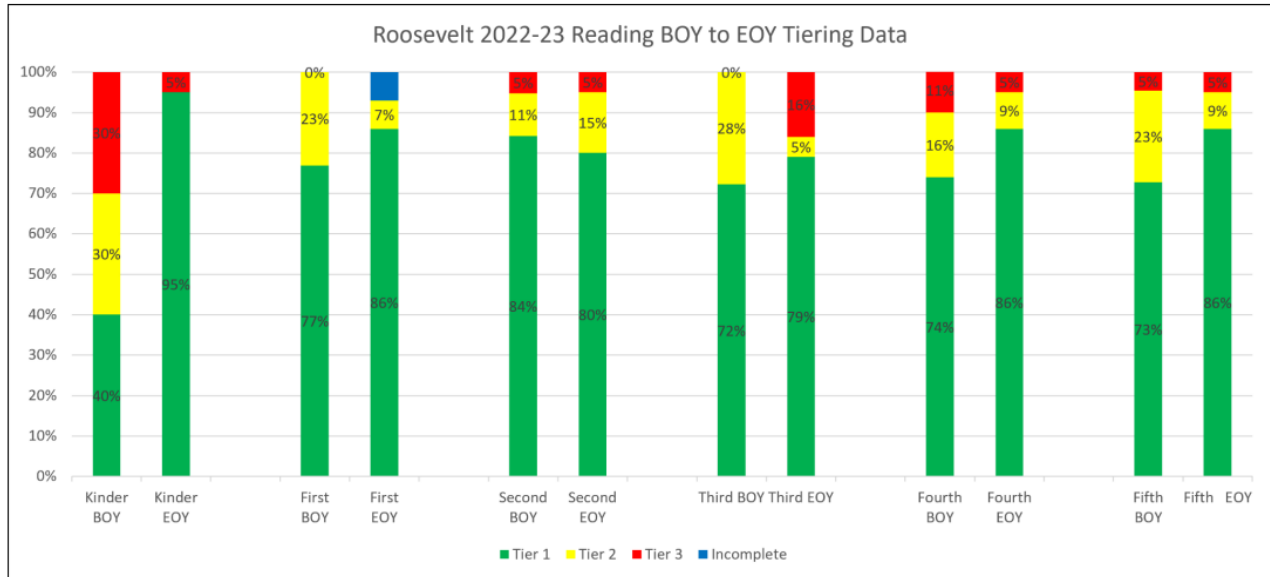
District Tiering Data

In reviewing our schoolwide tiering data, 5 of 6 grade levels reached an end of year proficiency of 80% or higher according to district tiering reports. The growth in our kindergarten and first grade was a result of our push-model of small group instruction. Kindergarten grew 55% in tier 1 and first grade grew 9% in tier 1. Our rising third grade students were close at 79% tier 1. In recognizing the importance of early literacy skills within K-2, we plan to continue this small group instruction model with teachers with these grade levels. These staff members will continue to collaborate with classroom teachers, so core instruction is supported by differentiated small group.

The data suggests that as a building we also need to continue learning around the Science of Reading as an entire school. This professional learning will include the following elements within a structure literacy approach: independent reading; small group instruction; phonics/word study; writer's workshop; shared reading; and read aloud. Our reading specialist received professional learning on structured literacy and utilized Title I funds to purchase decodable text for all grade levels. This research based instructional model based on the Science of Reading will be expanded as teachers in K-3 will all have the LETRS training. These resources will be utilized for the push-in collaboration model.

We will also intensify our explicit phonics and phonemic awareness instruction in grades K-2. Our kindergarten and first grade teachers will continue the implementation of the Heggerty resource for

phonemic awareness. We will also continue to utilize Ufli, which is a explicit phonics program for our pull out groups in tier 2 and 3 basing the instruction on gaps identified through phonics screeners of these particular students. By using this explicit approach for all students, we will catch the students that are moving on with some gaps.



Standards Based Score % Proficient – End of the Year – Reading & Math:

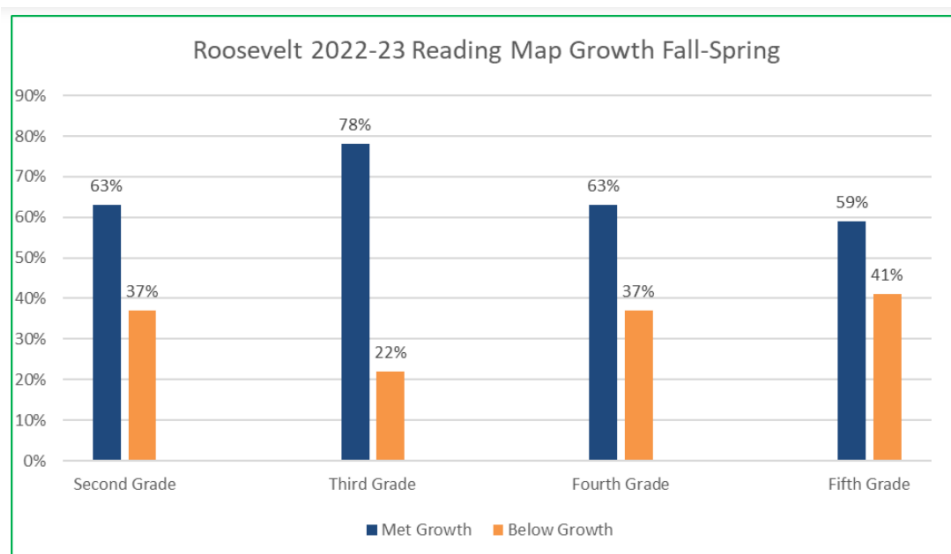
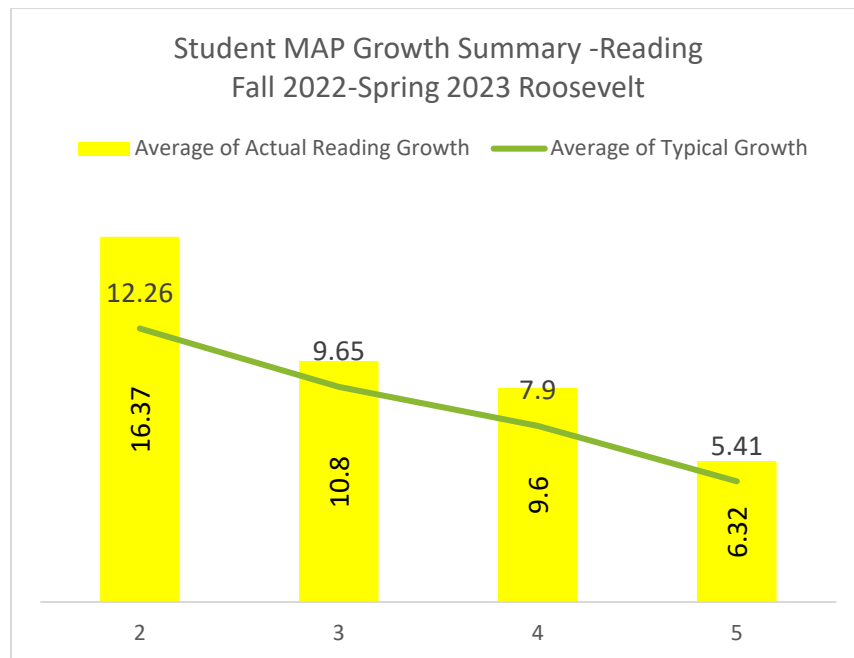
This data shows the percent of students scoring a proficient average of 2.75 on ELA standards and math standards at the end of the school year. The data indicates that the percent of student proficient in reading is less than math. This data is aligning with our tiering data. Roosevelt has more student in tier one for math than reading. We will have to focus our core and title supports for students in reading with less support needed in math.

Grade Level	Reading	Math
K	58%	58%
1	93%	79%
2	29%	76%
3	62%	62%
4	30%	60%
5	59%	70%

NWEA - MAP

This benchmark formative assessment is conducted no less than three times a year for all students in grades 2, 3, 4, and 5. Once this assessment is given, the data is used as one point in the Bismarck Public Schools triangulation process to identify at risk learners. In addition, students in grades 2, 3, 4, and 5 set achievement goals based on their current level of performance.

All of our grade levels met the typical growth in the area of reading. The percentage of students in all grades meeting growth was 66% which is less than our goal of 70%. This data indicates that our continued focus on explicit teaching with a continued focus on reading instruction and intervention needs to continue at Roosevelt as we are seeing great growth.



Mathematics Data

Mathematics data includes the North Dakota State Assessment which is used as exit data. The Tiering data is a triangulation of data for each grade level. Tiering data is comprised of standards-based scoring, MAP data, and/or AIMSWeb data. We also looked at standards-based scores in the end of the school year to determine the number of students on or close to end of year proficiency.

NDSA -- North Dakota State Assessment for Mathematics

This assessment is used as exit data for students at Roosevelt Elementary School. During the 2020-21, 2021-22, and the 2022-23 school years our students showed high levels of proficiency, exceeding the state and district overall percentage. Our 3rd and 5th grade levels were over 50% proficient with grade 4 being the only grade level that went down in percent proficient. When comparing cohort groups, the third graders in 2021-2022 now fourth graders in 2022-23 made a 13 percent growth. The fifth-grade group made a 1 percent growth from 71% to 72% proficient. One contributing factor was continuing the Dreambox personalized learning program to our mathematics intervention programming. Our proficiency this year was 72% in 5th grade, 48% in 4th grade, and 63% in 3rd grade which is overall higher than the

past two years of assessment. This data matches our MAP growth data as well as our tiering data. We plan to continue utilizing the Connecting Math Concepts intervention for students in our rising fourth grade. Data shows that this is a grade level with continued needs.

2020-21

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 5 Math	Summative	5	Spring 2021	20	513 ± 8	 Percent: 5% 15% 35% 45% Count: 1 3 7 9
Grade 4 Math	Summative	4	Spring 2021	23	471 ± 8	 Percent: 17% 17% 48% 17% Count: 4 4 11 4
Grade 3 Math	Summative	3	Spring 2021	20	437 ± 6	 Percent: 15% 25% 45% 15% Count: 3 5 9 3

2021-22

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 5 Math	Summative	5	Spring 2022	21	495 ± 8	 Percent: 10% 24% 48% 19% Count: 2 5 10 4
Grade 3 Math	Summative	3	Spring 2022	20	412 ± 8	 Percent: 40% 25% 30% 5% Count: 8 5 6 1
Grade 4 Math	Summative	4	Spring 2022	21	486 ± 7	 Percent: 10% 19% 38% 33% Count: 2 4 8 7

2022-23

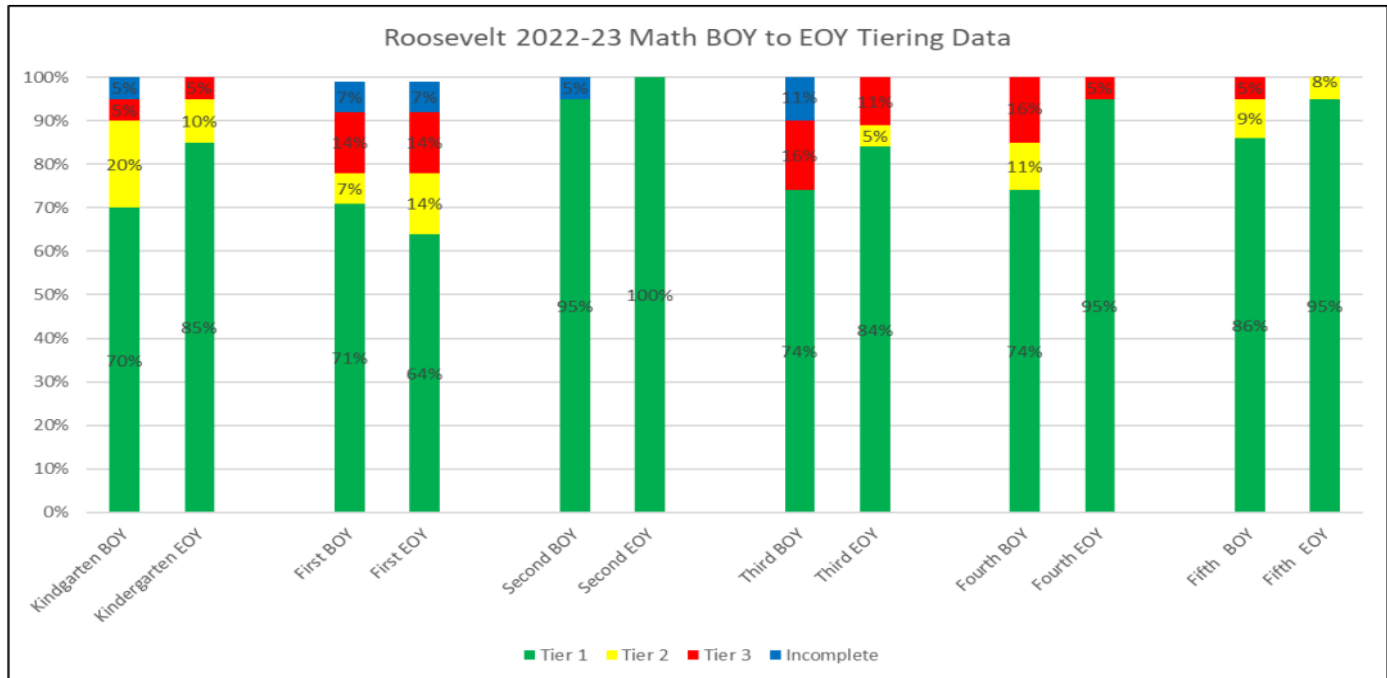
Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution
Grade 3 Math	Summative	3	Spring 2023	19	436 ± 6	 Percent: 21% 16% 47% 16% Count: 4 3 9 3
Grade 4 Math	Summative	4	Spring 2023	19	459 ± 9	 Percent: 26% 26% 37% 11% Count: 5 5 7 2
Grade 5 Math	Summative	5	Spring 2023	22	508 ± 8	 Percent: 14% 14% 45% 27% Count: 3 3 10 6

District Tiering Data

This benchmark formative assessment data is conducted no less than three times a year for all students. The Math data is used in the Bismarck Public Schools triangulation process to identify at risk learners. Grade level expectations for both content areas are set at 80% proficiency. Each grade level has identified universal screeners which includes three of the following assessments: AIMSweb-Math Computation and/or AIMSweb - Math Concepts and Applications (grades K-5), and NWEA MAP (grades 2-5).

During the 2022-23 school year, Roosevelt triangulated data shows at least 89% of all students performing at a proficient level at the end of the school year in the content area of Math which is something to be proud of. This is up 3% from 86% in 2021-22. This indicates that utilizing Dreambox and the efforts of the math specialist using the math intervention, Connecting Math Concepts made a significant difference. Our math tiering data at the end of the 2020-21 school year showed that 87% of all

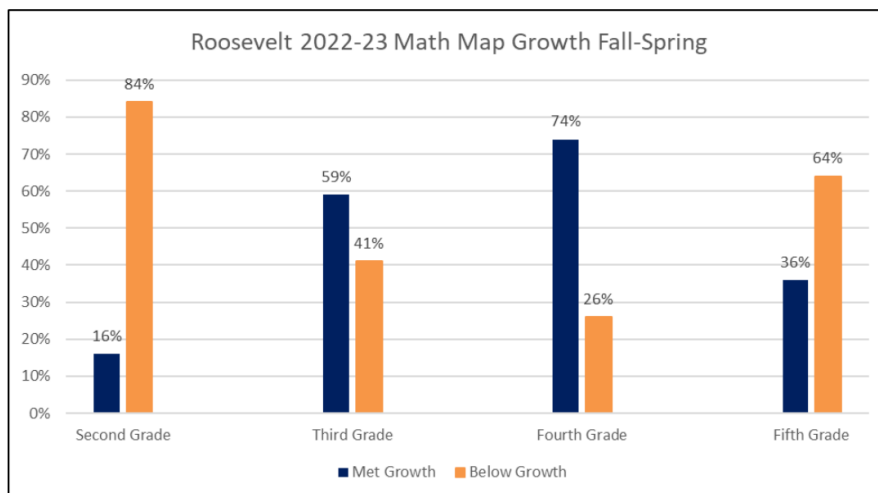
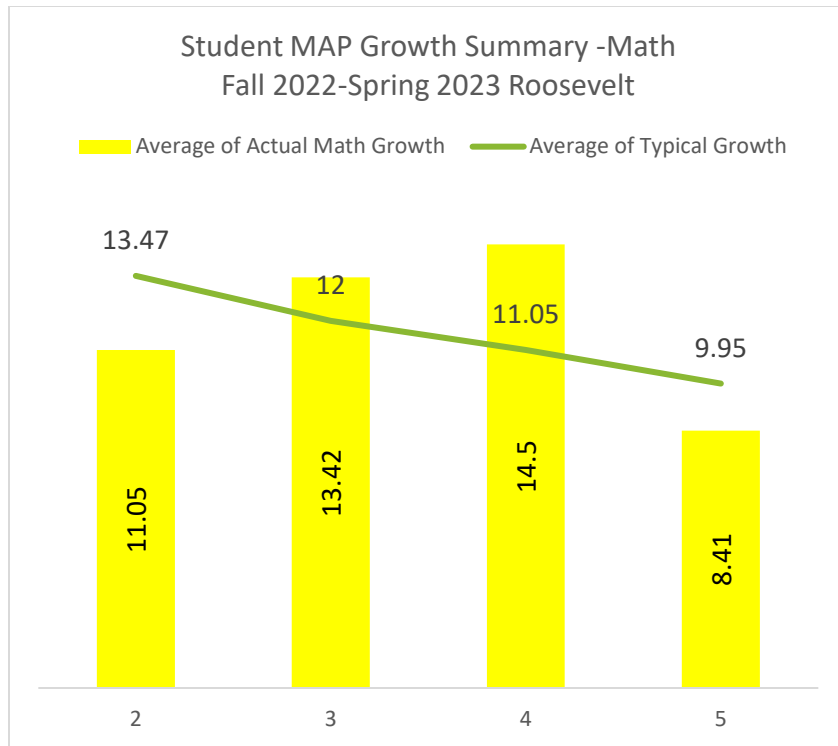
of our students at Roosevelt were in tier one for math indicating our core instruction and intervention is working for most students.



NWEA – Measure of Academic Progress (MAP) for Math

This benchmark assessment is conducted no less than three times a year for all students in grades 2, 3, 4, and 5. Once this assessment is given, the data is used as one point in the Bismarck Public Schools triangulation process to identify at risk learners. In addition, students in grades 3, 4, and 5 set achievement goals based on their *current* level of performance. In our district tiering process, the standard measure to demonstrate that a student is able to access the core is 40%ile and above.

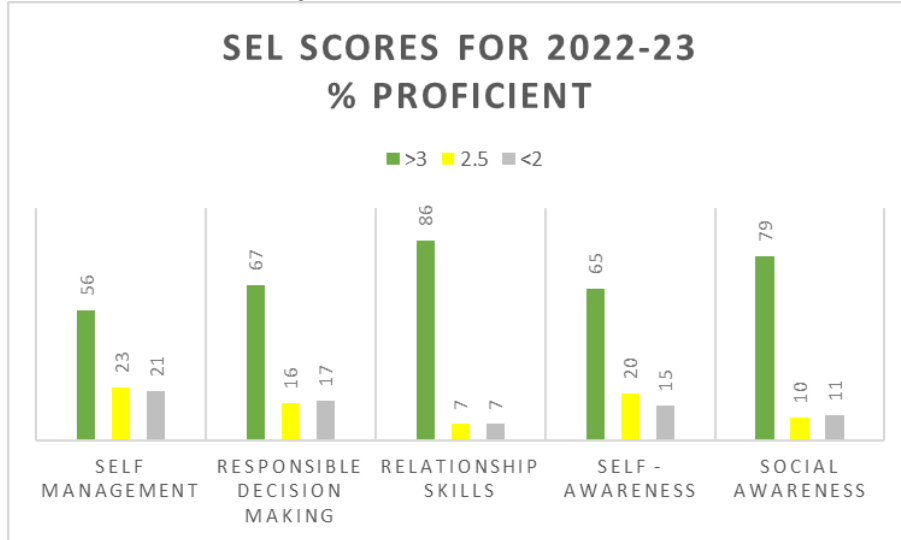
Two grade levels exceeded typical growth, our third graders and fourth graders. The average of typical growth for third grade level was twelve RIT points and the actual growth was just over thirteen RIT points. The average of typical growth for fourth grade was eleven RIT points and the actual growth was just over fourteen RIT points. An interesting observation of the data indicated that our second graders and fifth graders, which have high proficiency on tiering data did not show typical growth. This will be one thing to review during PLCs, making sure that we are challenging these students, so they too make growth. Our tiering data is showing that our students in all grades have a high percentage of students in tier one. We will need to keep an eye on growth to be sure they are growing in the assessment.



Behavior Data:

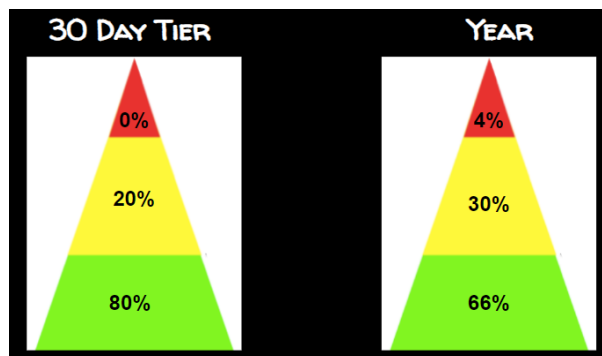
A comprehensive behavior management system was developed and implemented along with a behavior support model for Tier 1 through PBIS. A list of school wide expectations was modified and communicated to all stake holders. A part of this system included weekly meetings with the counselor, social worker, school psychologist, and principal to determine needs. A binder of resources was developed for staff to utilize including school discipline policy, school expectations, behavior management flow chart, and calendar of life skills. A Benchmark of Quality assessment was conducted at the end of the school year to determine direction for the MTSS-B committee. A school walk-through with district staff was also conducted to determine if our Tier 1 supports were being understood and utilized by students and staff. The results of these are as follows. Based on this information we will develop a revise our positive support/reward system and align our behavior instruction with our SEL curriculum (Second Step). Our self-management behavior standard that was collected weekly on all students showed that 79% of our students were proficient. This also indicates that 21% of our students are not proficient

and are in need to tier 2 and tier 3 supports which demonstrates the need for continued staff support in this area. This is growth from last school year so our focus of tier 2 and tier 3 is working.



Behavior Tier

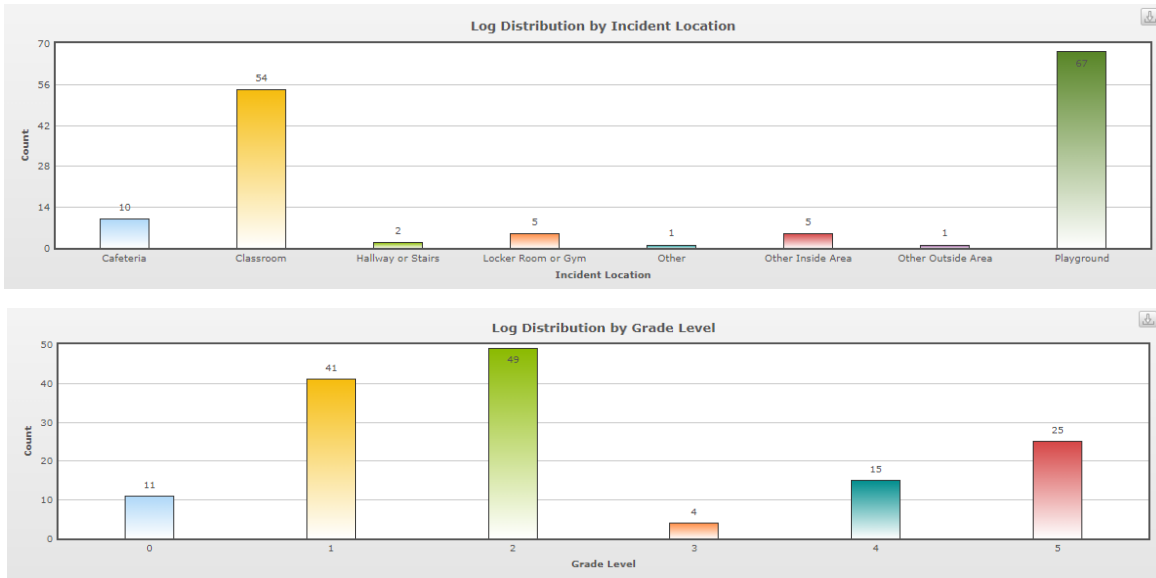
We used a tiering report this year, which assigned points to students based on Attendance, Behavior, and Course work. This report had two tiering parts, one for the last thirty days and one for the school year. This allows school teams to monitor improvement for each student based on interventions. Our student success team monitored this report each week and adjusted interventions based the data. This just in time data is also reviewed three times per year with all staff in order to make collaborate on tiered supports.



We continue to utilize the Check-in Check-out intervention. During this school year (2022-2023) seven students participated in the Check In Check Out program with five graduating. Three of the five students who graduated were not able to maintain behaviors throughout the day after graduating and were later placed on a Behavior Intervention Plan. Two of the students continued to display progress after graduation. Five students continued in the program through the end of the school year, with four of those five being on a Behavior Intervention Plan by the end of the year. When calculating the number of weeks each student was in CICO prior to moving to a BIP, the average length of intervention was just over nine weeks, which is an improvement from last year averaging eleven weeks. Our school social worker is the lead on training, collaborating with teachers, and communicating data to parents. We will continue to support our social worker with Title funds in order to provide this intervention to any student that qualifies.

Reteach Plan Data:

Fix-it plans are documented to determine and monitor location, month, and rule infraction in order to make staffing or instructional changes. Our data indicates the need for classroom and playground supports and continues to be the area with the most re-teaches. Next year, we will get our students involved in creating the rule videos so there is more buy in from them on what to do and what not to do outside during recess. This will also be an important process as we are getting a new playground next school year. It will be natural to put in a new set of equipment rules for safety.



This concludes our needs assessment for the 2022-23 school year. Based on data, our overall needs will continue to be in the areas of reading, math, and social emotional learning. We will continue to work towards goals in all three of these areas and use Title I funds to support our Reading/Math specialist, Title I instructional Assistant to support interventions, and a small portion of our Social Worker to support interventions with behavior. The remainder of our budget will be utilized to support subs for professional learning time, materials for systematic phonics instruction, and Dreambox for math. If budget allows, we will also support our Reading Plus online subscription.