


Roosevelt School

Yuma Elementary District, Yuma, AZ



AzM2 (formerly AzMERIT) test passing rates are a key measure for Arizona schools. And while the overall pass rate is one way to try and quantify success, growth over time is another, and often much more illustrative measure of student progress. Roosevelt School, serving children preschool through fifth grade in Yuma, saw their third grade English Language Arts (ELA) pass rate grow from 9% in 2015 to 52% in 2018.

By engaging the entire school community, Roosevelt has been able to create dramatic improvement through strategies such as Personalized Learning and a clear focus on tackling chronic absenteeism.

At Roosevelt School, “everyone here is a teacher.”

Roosevelt School's Approach to Student Achievement

Roosevelt School recognizes students are more than just their academic pursuits. Teachers and staff work with students holistically, recognizing the impact of life outside of the classroom. This approach begins in kindergarten when students first attend Roosevelt. Teachers and staff recognize that for many, kindergarten is likely the student's very first exposure to a classroom, as anecdotally staff have discovered most students do not attend preschool. In order to ensure those students have a foundation for success, teachers initially work with kindergarteners on life skills and teaching how to behave and interact in a school setting.

Roosevelt uses the Positive Behavioral Intervention and Support system which is grounded in reinforcing positive behavior and spotlights students who demonstrate positive school culture. As a result, when students exhibit negative behavior, these issues are viewed through the lens of understanding the student's life outside of the classroom and the impact it has on the choices the student has made. Reinforcing this, Roosevelt School includes the school counselor in all behavior and retention meetings.

Roosevelt School has also worked to cultivate a school culture that is empowering and supportive – for students, teachers and families.

Students are empowered to take charge of their learning and success, with each student maintaining his or her own goal sheet that provides detail on what needs to be completed each week and is complemented with the use of a daily agenda. Students also learn the grading process and understand the work required to earn the grade they desire. This empowers them to monitor their work and assignments and the importance of each.

Families are empowered through close and at times one-on-one engagement with Roosevelt School staff. A Home Liaison works with all families to identify needed community supports, even if those supports are not directly connected to academic need. The Home Liaison is also a key player tackling chronic absenteeism. He meets with families to devise strategies to counter frequent absenteeism, which has had a large impact on student attendance and student achievement. One third grade teacher shared that a student had missed 16 school days in the first quarter of the year, but once the Home Liaison engaged with the student's family, the student no longer missed school days, allowing that student to be present for critical instruction and learning.

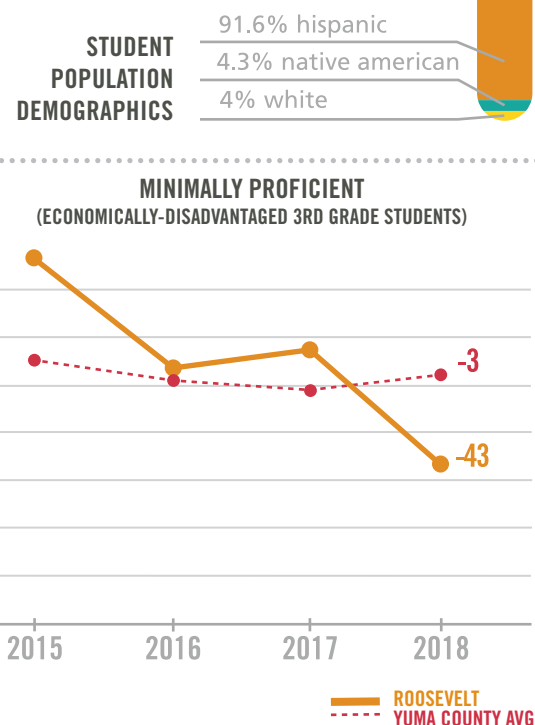
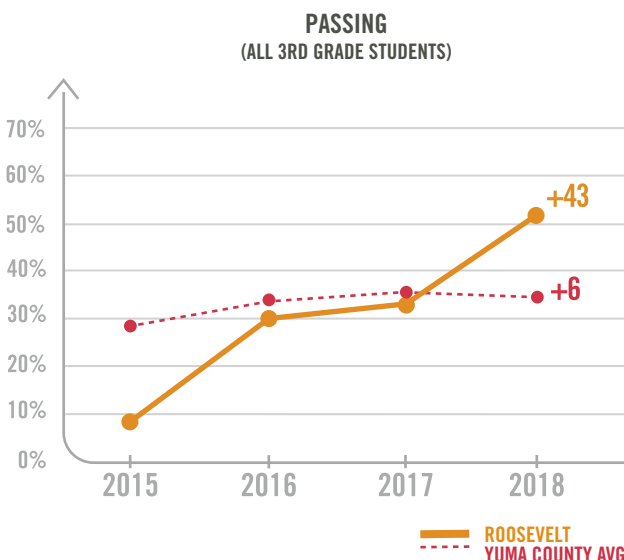
Families are also engaged with a strong Parent Teacher Organization (PTO) that is key to not



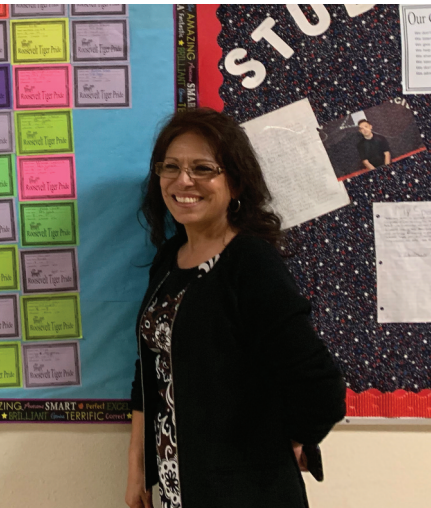
Roosevelt School: By the Numbers

43 point increase in third grade students passing AzMERIT ELA (proficient and highly proficient).

43 point decrease in economically disadvantaged students scoring minimally proficient.



Grades: **K-5**
 Enrollment: **268**
 Full Day K: **Yes**
 Title I: **Yes**
 Free-and-or-Reduced
 Lunch: **90%**
 Read On
 Community: **Yes**



Students are empowered to take charge of their learning and success, with each student maintaining his or her own goal sheet.

only event planning but creating Roosevelt's unique culture. Finally, many staff at Roosevelt are bilingual, allowing families to feel welcomed, informed, and supported.

Staff meets frequently and plans collaboratively with a focus on differentiation and small groups. Staff is also empowered to understand and apply data reviewed in regular Collaborative Team Meetings. This is the foundation for Personalized Learning which uses technology to identify each student's current reading level and provide materials unique to each student's need. Roosevelt implemented Personalized Learning during the timeframe of their dramatic increase in AzMERIT test scores.

It is important to also note that in addition to the technological benefits of Personalized Learning, staff members are not just passively using technology but are also empowered as active participants in digital learning, working with and monitoring students to help with progress. Technology at Roosevelt School does not replace teaching, it enhances it.

Personalized Learning provides a unique level of support to students as well and allows students to set their own learning pace. Students participate in both flexible and intentional groups and all receive small group instruction daily. Students also interact with reading coaches and paraprofessionals and before and after school tutoring are offered twice a week to all readers. For intervention, students are grouped by skill, not necessarily grade level.

Creating a culture that values strong communication is also critical for Roosevelt staff. Teachers at higher grades engage in frequent communication with teachers in the younger classrooms to share what skill deficits they are seeing in their current students. There is also no fear in asking for help.

Finally, an empowered and supportive community is only successful when all the members are accountable. Accountability is a key component of Roosevelt's growth in AzMERIT passing rates. Staff, families and students all hold one another to high expectations. All are expected—and empowered—to own their learning and have full support to do so. Roosevelt School is a school "with a tenacious heart. We love our kids and our community. We don't give up."

Move On When Reading Literacy Plan: Roosevelt School

Literacy Programs:

1. Core Reading Program: Trophies (Houghton Mifflin Harcourt)
2. Personalized Learning Program: Achieve 3000
3. Reading Intervention Program: 95% Group
4. Enrichment Programs: MobyMax, Edmentum, and Study Island

Literacy Assessments:

DIBELS and Galileo

Professional Development:

Weekly Collaborate Team Meetings (CTM)

MOWR Funding:

MOWR funds are used in part to support 7 reading specialists across the district.

Examining Census data for the community surrounding Roosevelt School:

22.6% **18.5%**
 of the population in Yuma County

is between 5 and 17
 years old; compared to

59.5% **48.4%**
 of the community of the Yuma County
 population lives
 below 200% of the
 poverty level; compared to

Median household
 income is

\$40,893

Source: MapLIT ACS 2013-2017, 5 year data for Roosevelt and Yuma County profile.



We would like to thank all the Roosevelt team members above for their participation in the case study interview.

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When Arizona Reads, Arizona Thrives