

Roosevelt Middle School



2014-15 School Improvement Plan

Roosevelt Middle School

1900 N AUSTRALIAN AVE, West Palm Beach, FL 33407

www.edline.net/pages/roosevelt_middle_school

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

85%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	A

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Roosevelt Community Middle School for Math, Science and Technology is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Vision

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy. Roosevelt Middle School's vision is to prepare their students for success in grades 9-12 and beyond.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans
- Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);

Describe how the school creates an environment where students feel safe and respected before, during and after school

- Create or enhance a college-going culture through AVID (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies;

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Class meetings will occur on a frequent basis to include student feedback.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	2	4	5	11
One or more suspensions	82	27	58	167
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	140	128	83	351

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	52	21	24	97

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Read 180, Reading Plus, Tutorials, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- Parents will be encouraged through school's use of marquee and one-voice phone technology to increase participation in school events, activities, and volunteer opportunities;
- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

- During Open House, curriculum night, etc. invite businesses to solicit their services;
- Communicate throughout the year by sending flyers, emails, and phone calls of upcoming events;
- Send letters of appreciation, awards, etc.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Pollard, Jeff	Principal
Mitchell, Marzella	Assistant Principal
Rolle, Sam	Assistant Principal
Hollifield, Melanie	Guidance Counselor
Slydell, Robert	Assistant Principal
Stimler, Mary Lisa	Assistant Principal
Brown, Regina	Teacher, K-12
Moreland, Deidra	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Assistant Principals: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

DILs and Coach(es): Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Classroom Teachers: Provide expertise in developing assessments in their specific content areas which measure the students' mastery of the subject matter content. The data from these formal and informal assessments are analyzed and used to identify the students' need for remedial and or accelerated instruction.

Guidance Counselors, ELL and ESE Coordinator: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Provides interventions, continues to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. RMS will also have a visiting social worker to aid in this process. Provides guidance for alternative placement, makes contact with appropriate outside personnel, and documents meetings, phone calls, and progress made during the Alt Ed placement process. Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students

and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Our school integrates Single School culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expectations, communicating with parents and monitoring the SwPBS. We update our action plans during Learning Team Meetings and instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons and implementation of SwPBS programs.

Title 1, Part A Funds are used to provide tutorial services for non-proficient students, to fund additional classroom teachers, postage and supplies for parent activities, literacy and math coaches, professional development opportunities and supplies.

District Title II funds are used to support Marzano training for staff. Administrators and staff collaborate with personnel from the migrant and homeless department to provide services for students and families as needed.

Additionally, staff from the multi-cultural department provide services to students.

Roosevelt Middle school works closely with the community to provide seamless services to the students we serve. Our business partners include: Urban League, Boys and Girls Club, Sikorsky (a Division of Pratt Whitney), Lockheed Martin, Rybovich, and the City of West Palm Beach.

2015 Programs:

School-Wide Positive Behavior Support

Teen Out-Reach Program (TOPS)

Girls to Women After-school Club

Reading/Math Tutoring After-School and Saturday Tutoring

Adult Community Education, including GED/ESOL and Enrichment classes

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Jeremiah Chester	Teacher
Sam Rolle	Parent
Marzella Mitchell	Education Support Employee
Deidra Moreland	Parent
Jeff Pollard	Principal
Edithe Bossiere	Parent
Kayonne Webb	Parent
Ebelen Camilo	Parent
Grace Jackson	Parent
Lonel Garius	Parent
Michelle Jones	Parent
Renee Stanley	Parent
Arnetra Jackson	Parent
Sherlean Daniels	Parent
Ivette Bullard	Parent
Kevin Jones	Parent
Henry Saint Jean	Parent
Kali Bacon	Parent
Carol DeGraffenreidt-Wills	Parent
Jonecia Sproull	Parent
Kari Haliburton	Parent
Debra Leflore	Parent
Regina Brown	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2013 - 2014 SAC was involved with setting the AMOs for Reading, Math, and Science. A mid-year review was conducted and diagnostic assessment data was used to update and adjust the initial objectives.

Development of this school improvement plan

The SAC reviewed the past performance, the target goals for 2014 and helped develop the AMOs for the current school year.

Preparation of the school's annual budget and plan

The annual budget was prepared with the assistance of the Area 5 and Title I representatives.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last year, the school improvement funds were sparsely used. An approval was made to purchase classroom supplies for newly hired teachers (\$800); however, these funds were never expended. On another occasion, funds were approved to reimburse teachers for a education trip to Tallahassee (\$500).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Pollard, Jeff	Principal
Mitchell, Marzella	Assistant Principal
McCray, Melinda	Teacher, K-12
Brown, Regina	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This year the LLT will work to boost library usage, encourage reading contests among the grade level. Language arts will work to make sure all students have a better access to Reading Plus and the students schedule for reading classes will diligently work on the Read 180 program to improve their reading fluency.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Assistant principals will conduct regular (weekly) meetings with new teachers; assistant principals will be responsible for partnering new teachers with veteran staff; administration will attend job/recruitment fairs when offered; administration will ensure the enhancement of interview screening by including candidates' demo lesson when applicable. Additionally, the following steps will be used:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.
- Participate in job fairs, interview training, and personnel workshops designed to expedite the

identification of the most talented instructional applicants.

- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events.
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

Teachers are afforded the opportunity to further their professional goals by attending district and on-site training, book studies and collaborative planning.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Roosevelt Middle School's teacher mentoring program/plan is constructed to enhance the pedagogy of new teachers. The new teacher program is designed to have a mentor assigned to a new teacher throughout the school year. In addition, the likelihood of the mentor and mentee teaching the same content is highly probable. The rationale for this pairing is for both parties to have familiarity/ commonalities that will lend itself to planning, coaching, and modeling research-based best practices together.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

School will expand response to include rationale for pairings and planned mentoring activities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school can describe the RtI process, the use of tutorials, the use of intensive reading, or the use of small group instruction. The school ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
- Creating a schedule with an uninterrupted 90 minute reading block
- Use of Read 180, Reading Plus and computer technologies to provide the students with reading instruction.
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 14,400

To provide the students with academic and social activities in a safe after-school environment.

Strategy Rationale

The S.T.E.P. (Students Together Exemplifying Pride) after-school program provides a safe place where students can excel in academics, social and recreational skills.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Williams, Angela, angela.williams@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data is collected through surveys, participation and assignments completed. The data is then used to determine the effectiveness of each activity and to implement improvements that meet the needs of the students.

Strategy: Extended School Day

Minutes added to school year: 7,200

COMPASS Program provides remediation in core academic subjects. This program remediates students' deficiencies in Language Arts, Mathematics, Science and Social Studies.

Strategy Rationale

To provide academic recovery and mastery of the students' core subjects.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Charles, Ernie, ernie.charles@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Compass is an online remedial program which tracks the students progress. The students progress and completion rates are tracked by the Compass program.

Strategy: Weekend Program

Minutes added to school year: 2,400

Literacy, Math and Science tutorials provide test taking strategies and remediation of assessment benchmarks and standards.

Strategy Rationale

To provide tutoring in literacy, math and science during weekends leading up to the Florida Standards Assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brown, Regina, regina.brown@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data regarding the efficacy of this strategy will be collected using the Read 180 and Reading Plus online program, the Winter diagnostic assessments and ultimately the FSA and EOC assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Recruitment for the choice programs begins in October and continues through February when the incoming 6th grades students are selected for the programs via a lottery or competitive process. Once selected for a choice program, the students are scheduled for their core academic subject and an enhanced curriculum specifically designed to introduce and explore their selected program. The guidance counselors, magnet/choice coordinator and classroom teachers work as a team to provide hands-on instruction in the classroom and in the local community.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Roosevelt Middle School (RMS) offers choice programs in the following areas:

Biomedical Sciences (FAU College of Medicine)

Environmental Science / GIS

Leadership Academy for Young Men

Pre-Engineering

Pre-Medical Sciences

Technology

The purpose of these honors and advanced programs is increase the opportunities in STEM related career fields, especially for under-represented and under-served minorities in South Florida

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The overall purpose of the middle school choice program is to prepare the students to meet the challenges of a rigorous college/career readiness syllabus at the high school level. High school level courses are offered in the following area:

Honors Algebra I

Honors Geometry

Honors Algebra II (Virtual School)

Spanish I

French I

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

- Critical Thinking classes were added to the master schedule for 2014-2015.
- Select students were enrolled in AVID classes to improve their readiness for college and post-secondary opportunities.
- Field trips to local and regional colleges have been arranged to the students.
- Counselors conduct classroom guidance and individual counseling sessions with students.
- Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. To provide rigor and relevance across the core content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To provide rigor and relevance across the core content areas. 1a

G053945

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
Algebra I EOC Pass Rate	99.0
Geometry EOC Pass Rate	100.0
Math Lowest 25% Gains	66.0
Math Gains	70.0
FSA - Mathematics - Proficiency Rate	59.0
ELA/Reading Lowest 25% Gains	65.0
ELA/Reading Gains	68.0
FSA - English Language Arts - Proficiency Rate	57.0

Resources Available to Support the Goal 2

- Highly Qualified Teachers.
- Textbooks and consumable material.
- Classroom libraries.
- Technology, including hardware and instructional software.
- Business partners and family Involvement.
- After-school and weekend tutorial.

Targeted Barriers to Achieving the Goal 3

- Capacity of teachers to provide differentiated instruction across the content areas.
- Limited participation by parents in school activities.

Plan to Monitor Progress Toward G1. 8

Administrators will monitor student data and achievement.

Person Responsible

Jeff Pollard

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students' success on diagnostic and informal assessments.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To provide rigor and relevance across the core content areas. **1**

 G053945

G1.B1 Capacity of teachers to provide differentiated instruction across the content areas. **2**

 B136202

G1.B1.S1 Further reduce class size to meet the needs of diverse learners. **4**

 S148180

Strategy Rationale

Increase student proficiency.

Action Step 1 **5**

.5 Science, .5 Math and .5 Reading teachers will use Florida's benchmarks and standards to plan and deliver rigorous and relevant instruction

Person Responsible

Jeff Pollard

Schedule

Evidence of Completion

Lesson Plans, assessments, observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will monitor instructional activities.

Person Responsible

Jeff Pollard

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Students' progress reports and diagnostic assessments will be used as evidence.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom and teacher observations.

Person Responsible

Jeff Pollard

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student progress reports.

G1.B1.S2 Provide PD on new state standards, Best Instructional Practices and Marzano strategies. 4

S148181

Strategy Rationale

Increase student proficiency.

Action Step 1 5

.5 Reading Coach and .5 Math Coach will conduct book study using "Best Practices", model lessons, analyze data and provide PD for staff on new state standards, and Marzano strategies.

Person Responsible

Jeff Pollard

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agendas, sign-in sheets, powerpoint presentations.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Maintain file of agendas pertinent to PD.

Person Responsible

Jeff Pollard

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Documentation of PDD/LTM meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom and teacher observation to ensure teachers utilize best practices.

Person Responsible

Jeff Pollard

Schedule

Weekly, from 8/28/2014 to 5/29/2015

Evidence of Completion

iObservations and anecdotal notes.

G1.B2 Limited participation by parents in school activities. 2

 B136203

G1.B2.S1 Increase parental participaton. 4

 S148182

Strategy Rationale

Parents significantly contribute to their child's success.

Action Step 1 5

Provide literacy training for parents to build capacity for them to assist with their child's education.

Person Responsible

Jeff Pollard

Schedule

Monthly, from 8/28/2014 to 5/29/2015

Evidence of Completion

Agendas, sign-in sheets, evaluations and handouts.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	.5 Science, .5 Math and .5 Reading teachers will use Florida's benchmarks and standards to plan and deliver rigorous and relevant instruction	Pollard, Jeff	5/29/2015	Lesson Plans, assessments, observations.	one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	.5 Reading Coach and .5 Math Coach will conduct book study using "Best Practices", model lessons, analyze data and provide PD for staff on new state standards, and Marzano strategies.	Pollard, Jeff	8/18/2014	Agendas, sign-in sheets, powerpoint presentations.	5/29/2015 biweekly
G1.B2.S1.A1	Provide literacy training for parents to build capacity for them to assist with their child's education.	Pollard, Jeff	8/28/2014	Agendas, sign-in sheets, evaluations and handouts.	5/29/2015 monthly
G1.MA1	Administrators will monitor student data and achievement.	Pollard, Jeff	8/18/2014	Students' success on diagnostic and informal assessments.	5/29/2015 daily
G1.B1.S1.MA1	Classroom and teacher observations.	Pollard, Jeff	8/18/2014	Student progress reports.	5/29/2015 weekly
G1.B1.S1.MA1	Administrators will monitor instructional activities.	Pollard, Jeff	8/18/2014	Students' progress reports and diagnostic assessments will be used as evidence.	5/29/2015 weekly
G1.B1.S2.MA1	Classroom and teacher observation to ensure teachers utilize best practices.	Pollard, Jeff	8/28/2014	iObservations and anecdotal notes.	5/29/2015 weekly
G1.B1.S2.MA1	Maintain file of agendas pertinent to PD.	Pollard, Jeff	8/18/2014	Documentation of PDD/LTM meetings.	5/29/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To provide rigor and relevance across the core content areas.

G1.B1 Capacity of teachers to provide differentiated instruction across the content areas.

G1.B1.S2 Provide PD on new state standards, Best Instructional Practices and Marzano strategies.

PD Opportunity 1

.5 Reading Coach and .5 Math Coach will conduct book study using "Best Practices", model lessons, analyze data and provide PD for staff on new state standards, and Marzano strategies.

Facilitator

Participants

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: To provide rigor and relevance across the core content areas.	288,405
Grand Total	288,405

Goal 1: To provide rigor and relevance across the core content areas.

Description	Source	Total
B1.S1.A1 - .5 Science, .5 Math .5 Reading and 1.0 ELA Teachers	Title I Part A	164,696
B1.S1.A1 - Supplies, including; paper, ink, toner, consumable lab materials, folders, binders, periodicals (AVID weekly).	Title I Part A	6,370
B1.S1.A1 - AVID tutors.	Title I Part A	7,033
B1.S1.A1 - Provide extended learning opportunities (part-time in-system for tutorials).	Title I Part A	17,169
B1.S2.A1 - .5 reading and .5 Math Coach.	Title I Part A	65,878
B1.S2.A1 - Books for professional library, paper, ink, toner, anchor charts, binders.	Title I Part A	4,800
B1.S2.A1 - Substitutes for PD.	Title I Part A	3,700
B1.S2.A1 - Collaborative planning for teachers.	Title I Part A	7,502
B2.S1.A1 - Paper, ink, highlighters, pens, refreshments for parent training.	Title I Part A	7,057
B2.S1.A1 - Postage for parent mail outs.	Title I Part A	3,000
B2.S1.A1 - Part-time in-system for child care and staff to facilitate trainings.	Title I Part A	1,200
Total Goal 1		288,405