

The School District of Palm Beach County

Roosevelt Elementary School



2015-16 School Improvement Plan

Roosevelt Elementary School

1220 L A KIRKSEY ST, West Palm Beach, FL 33401

www.edline.net/pages/roosevelt_es

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	97%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	D	C	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

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

Provide the school's vision statement

The vision of Roosevelt Elementary School is to envision a dynamic collaborative multi-cultural community where education and lifelong learning is valued and supported, and all learners reach their highest potential to be college/career ready and succeed in the global economy.

School Environment

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

Single School Culture and appreciation for Multicultural Diversity:

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

Additional Content to be taught:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Specifically, fifth grade students participated in an Holocaust study by writing letters to students in Siberia, art and music classes participated during the month of February by singing songs, playing drums and creating art projects centered around Black History, ELL students and speech language students also learned about the Hispanic contributions to American society. Additionally, Roosevelt will assure that all teachers participate in the process of discussing climate guidelines along with behavioral expectations, encourage teachers to attend Professional Development on multicultural

offerings, schedule school-wide multicultural projects, embed cultural activities within curriculum and daily course work, develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

Single School Culture for Academics:

Teachers attend weekly learning team meetings where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons.

Single School Culture for Behavior:

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix, communicating with parents, and Monitoring SwPBS. The school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS programs such as ROCK Tickets & ROCK JAM. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Single School Culture for Climate:

Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

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

In order to create an environment where students feel safe and respected before, during and after school, Roosevelt Elementary School's faculty and staff will :

- 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
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels
- Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources.

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

To aid in minimizing distractions and keep students engaged during instructional time, Roosevelt Elementary School will utilize:

- Universal Guidelines and behavior matrix modeled and taught throughout the school year to ensure students are aware of school expectations
- References to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- School-wide recognition system
- A differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to

student engagement leading to improved academic achievement resulting in college-career readiness.

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

To ensure that the social-emotional needs of all students are being met, Roosevelt Elementary School will:

- Create a 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)
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation)
- 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

Not applicable.

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		
Level 1 on statewide Reading Assessment		
Level 1 on statewide Math Assessment		
1 or more retentions		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Not applicable.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198559>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Roosevelt Elementary School builds and sustains partnerships throughout the local community with:

- Open House Night will ensure parents receive curriculum information, Edline information and school website information.
- Provide parents with newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 12 week period
- Parents are invited to a data awareness night to ensure parents are aware of their student academic status
- Teachers participate in professional development training to increase positive relationships with parents

Additionally:

Roosevelt Elementary School builds and sustains partnerships throughout the local community by allowing parents, fraternities/sororities, churches/synagogues, and local business to volunteer on campus by reading to students or mentoring at-risk males. The school also communicates local events to the students through flyers, announcements and guest speakers from the public library, Girls/Boys Scouts, etc. By building this partnership, the local community makes donations of backpacks, school supplies, books and various in-kind services to the students of Roosevelt Elementary School.

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:

Name	Title
Alleyne, Sharonda	Principal
Williams, Christina	Guidance Counselor
Young, Nikita	Instructional Coach
Lovely, Charlotte	Assistant Principal
Orth, Beverly	Teacher, ESE
stewart-thomas, marcia	Teacher, ESE
Lopez, Elizabeth	Instructional Coach

Duties

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

Each member analyzes academic and behavioral data in order to determine the appropriate Intervention. The administration team meets with the LLT (Literacy Leadership Team) once a month. The administrative team will conduct walkthroughs. Agenda topics include the discussion of the team’s goals and progress, data analysis, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, shares the action with the staff, implements the action, analyzes its effectiveness, and reflects on the process.

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

Our school has a three-tiered model of lesson delivery of instruction (core, supplemental, and intensive) which is facilitated by our School based Team Leader, Christina Williams. Our School Based Team meets weekly to discuss interventions and data for struggling students. Homeroom In addition, the SBT Leader collects weekly progress monitoring data from classroom teachers. Teachers in grades K-5 provide thirty minutes of Immediate Intensive Intervention (iii) is built into the daily. Retained and struggling 3rd grade or 4th grade students receive SAI (Supplemental Academic Instruction) daily from Sandra Anderson-Murph, SAI Teacher. We also offer tutoring twice per week in Reading, Writing, Science, and Math for our lowest 35%. Learning Team Meetings are conducted on a rotational model by Tekreshia Johnson, Learning Team Facilitator, which allows teachers to analyze data, determine strengths/weaknesses and discuss strategies/ best practices. Administration and Instructional Coaches conduct walkthroughs to monitor implementation of RTI. The Transformation Team and Area 5 Team also provides support in all content areas.

Our school also collaborates with local business - Bridges, Subway, local churches and businesses - to form community partnerships to support students through mentoring and providing in-kinds services to the faculty and students.

The school was awarded a K-12 Support to support programs and initiatives.

Title I part A funds are used to provide professional development activities for administrators and teachers, employ a math coach/resource teacher, HQ tutors, instructional programs (iReady, consumables, Storyworks, Reading A-Z), and technology to support classroom instruction. Family involvement activities, and parent trainings are also supported with Title I funds.

SIG A funds are used to purchase classroom library materials, iReady, substitutes for professional development and after school tutorial.

Additionally:

- * school collaborates with Student Intervention Services to provide services to homeless children and families.
- * school collaborates with Department of Children and Families to address domestic violence, neglect and/abuse, etc.
- * small groups and individual needs are supported by district staff from Safe Schools, ESE, Speech Language Pathologist, School Police, Multicultural and other community resource programs. Our school integrates Single School Culture by sharing UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. We also adhere to the policies set by the district on homelessness, offering a bullying hotline, culture and appreciation for multicultural diversity and a free breakfast initiative through School Food Services.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Sharonda Alleyne	Principal
Christina Williams	Teacher
Marion Hake	Teacher
Priscilla Devose	Parent
Alma Atkins-Robinson	Teacher
Florence Julien	Parent
Jessica Gibbons	Parent
Joseph Marc	Parent
Kaye McCalla	Parent
Kim Barker	Education Support Employee
Sharon Lopez	Business/Community

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 School Advisory Council were provided copies of the SIP, received an in-depth presentation about the plan, were provided time to provide input, suggestions, etc and approved the plan.

Development of this school improvement plan

The SAC assisted with the development of this school year's SIP by collaborating with the staff and being active participants in the needs assessment , development of priorities, and identification and use of resources. The SAC will also provide feedback throughout the year on the status of where the school is in relation to the SIP goals.

Preparation of the school's annual budget and plan

SAC will be provided information about the annual budget and plans for spending during monthly meetings as needed.

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

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

Frequent attempts will be made via personal phone calls by Principal, parent/student flyers and parent call-outs to obtain Non-Instructional Members and Community/Business SAC Members.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Alleyne, Sharonda	Principal
Lovely, Charlotte	Assistant Principal
Anderson-Murph, Sandra	Instructional Coach
Hake, Marion	Instructional Media
Orth, Beverly	Other
Rhymes, Willie	Teacher, K-12
Gray, Brandon	Teacher, K-12
Render, Hawanya	Teacher, K-12
Leggett, Linsey	Teacher, K-12
Luzuriagga, Jennifer	Teacher, K-12
Lopez, Elizabeth	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes literacy leaders from K-5 grade levels, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Students are encourage to read by participating in Reading Counts, which gives students an online quiz after reading a book. Points are earned for each passing quiz and prizes/incentives are given when certain points are earned. All K-5 Classrooms have an extensive classroom library organized by genre and lexile level. Roosevelt Elementary is an Extended Day School and provides an additional hour of school each day with the primary focus of Reading during that time. It also promotes literacy throughout the school day by including daily Independent Reading time. Frequent Book giveaways and classroom visits by the local public library also promotes literacy.

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

Venues for encouraging positive working relationships with teachers include participation in Learning Team Meetings, Common Planning, Collaborative Coaching, and Grade Level 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, research-based materials for extended day, front-load teachers on best practices, and analyze data. Student improvement is monitored and instruction is modified 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

In order to recruit, develop and retain highly qualified, certified-in-field, effective teachers; Roosevelt Elementary will:

- Utilize the Department of Recruitment and Retention and elicit area support to provide advice on all hiring and placement procedures
- 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
- Foster a collaborative, supportive teaching environment through on-going professional development, school climate and ensure resources are available.
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

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.

The rationale for pairing mentor teachers consist of matching a veteran teacher with a first year teacher. The mentor will work closely with the new teacher to offer support and practical advice to beginning teachers based on observation and discussion of the beginning teacher's professional experiences. See pairings below:

Pairings:

New Teacher (ESP) Clinical Educator (Mentor)

Danielle Jarrett (Level 1) = Pamela Bergman

Kristen Turano (Level 3) = Nikita Young

Philicia Morgan (Level 3) = Elizabeth Lopez

Artha West (Level 1) = Pamela Bergman

Planned activities and meetings will take place through out the school year to monitor the progress, offer assistance and guide the first year teacher through the program in order to transition smoothly through the teaching profession.

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

Roosevelt Elementary uses the Units of Study for daily Reading instruction (utilizing Scholastic Reading Materials), Units of Study for Writing (utilizing Lucy Caulkins materials) and GO MATH for daily Math instruction. All materials and curriculum all assist students in mastery of Language Arts Florida Standards (LAFs) and Mathematics Florida Standards (MAFs). For Science, Roosevelt Elementary centers its instruction around the Big Ideas for Elementary Science. Fifth grade students are instructed using the New Generation State Standards (NGSS) for daily Science instruction. Roosevelt Elementary 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

Teachers, Instructional Coaches and Administrators meet frequently to plan appropriate instructional lessons to meet the needs of diverse learners by implementing the following :

- Hold weekly meetings 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 and small group instruction based on student needs
 - Create a schedule with an uninterrupted 90 minute reading block
 - Create a schedule with an additional 60 minute reading block
 - Create a schedule with an uninterrupted 45-60 minute writing block
 - Provide instruction based on student needs
 - Provide instruction aligned with the Language Arts Florida Standards for their grade level
 - Provide resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
 - Administer assessments
 - Monitor progress at the class and grade level during Learning Team Meetings and content-based common planning
 - Conduct data chats with students and teachers
- Students self-selecting texts based on RRR levels
- Provide LLI (Leveled Literacy Intervention) instruction
 - Offer push-in/pull out services for ESE/ELL

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: 2,880

Extended day reading is provided to all students from Highly Qualified Teachers who have received quality reading training in RRR 1, RRR 2 and Leveled Literacy Intervention (LLI). Students in Grades K -2 receive a whole group phonics lesson scaffold with guided and independent practice. Students in grades 3-5 receive a focused whole group lesson using on grade level passages scaffold with guided practice and independent practice. Teachers also work with a group of students using LLI.

Strategy Rationale

The extended day will close the achievement gap with struggling readers with LLI use and will provide an opportunity for students to practice using the Language Arts Florida Standards. The Extended Day trainings also provided will also build teacher capacity in teaching reading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Alleyne, Sharonda, sharonda.alleyne@palmbeachschools.org

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

The data will be collected based on an Extended Day Instructional Focus Calendar with built in weekly assessments to determine comprehension of standards and application of the reading strategies after a week of scaffolded instruction. The Leadership Team monitors and ensures that all teachers are implementing the identified strategies with fidelity.

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

Roosevelt Elementary School cooperates with preschool programs by disseminating information to the students. We offer a VPK (Florida Voluntary Prekindergarten program) to prepare students for kindergarten. A Kindergarten Round-up is held in the spring for all parents and students who will be attending Roosevelt Elementary School. The Kindergarten Round-up helps parents with the registration process. In addition, curriculum materials for Kindergarten are reviewed and readiness skills packets are sent home with parents and a tour of the school is given. Classroom visits and school tours are available year round. All incoming Kindergarten students are assessed upon entering Kindergarten using several measurements of readiness, including FLKRS and Fountas and Pinnell Benchmark Assessment System. These assessments are used in order to ascertain individual and group needs and to assist in the development of appropriate, differentiated instruction/ intervention programs.

The Guidance Counselor schedules assemblies for outgoing fifth grade students with feeder middle schools. During these assemblies, fifth grade students learn about the programs, courses and electives being offered at the feeder middle schools. Parents participate by assisting their child in selecting courses for middle.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** If Roosevelt Elementary School increase parent involvement by providing opportunities for parents to learn academic skills to help their children; then student achievement will increase.
- G2.** If Roosevelt Elementary School collaboratively establish a school-wide discipline policy with expectations and a monitoring system in classrooms; then students will have more time on task and student achievement will improve.
- G3.** If Roosevelt Elementary builds teacher capacity to provide rigorous, focused, and data-driven instruction in all content areas - i.e. English Language Arts, Math and Science - then the school will increase student achievement in English Language Arts, Math & Science

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. If Roosevelt Elementary School increase parent involvement by providing opportunities for parents to learn academic skills to help their children; then student achievement will increase. 1a

G074939

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Parent	60.0
District Parent Survey	60.0

Resources Available to Support the Goal 2

- Funding
- Time
- Materials

Targeted Barriers to Achieving the Goal 3

- Poor parent participation
- Few Positive interactions with parents

Plan to Monitor Progress Toward G1. 8

Monitor on-going formative assessments that will demonstrate an increase in student achievement based on family involvement.

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Performance Matters Reports, school-wide reading logs, iReady/iStation Usage Reports

G2. If Roosevelt Elementary School collaboratively establish a school-wide discipline policy with expectations and a monitoring system in classrooms; then students will have more time on task and student achievement will improve. 1a

G074940

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	40.0

Resources Available to Support the Goal 2

- Student Interest
- Materials
- Funding
- Time

Targeted Barriers to Achieving the Goal 3

- Teacher Implementation and Progress Monitoring

Plan to Monitor Progress Toward G2. 8

SASSY Reports, Corrective Behavior Forms, Progress Monitoring Instrument, SBT Behavior Data

Person Responsible

Christina Williams

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Collection of progress monitoring instrument, copies of the corrective behavior forms, referral data, SBT (Behavior) Data

G3. If Roosevelt Elementary builds teacher capacity to provide rigorous, focused, and data-driven instruction in all content areas - i.e. English Language Arts, Math and Science - then the school will increase student achievement in English Language Arts, Math & Science 1a

 G074941

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	40.0
FSA English Language Arts - Achievement	40.0

Resources Available to Support the Goal 2

- Math Coach/Resource Teacher
- iReady
- Tutorial and extended day
- On-going professional development (LLI, extended day, Literacy roll-out, FSA Writing)

Targeted Barriers to Achieving the Goal 3

- Limited instructional resources
- Lack of meaningful professional development and teacher understanding of structure in place for lesson delivery during Math and Reading Instructional Blocks

Plan to Monitor Progress Toward G3. 8

Walkthroughs, collection of work samples will show progress in the effectiveness of LTM participation

Person Responsible

Sharonda Alleyne

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, sign in sheets, handouts, work samples

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. If Roosevelt Elementary School increase parent involvement by providing opportunities for parents to learn academic skills to help their children; then student achievement will increase. **1**

 G074939

G1.B1 Poor parent participation **2**

 B195724

G1.B1.S1 To provide quality parent activities **4**

 S207414

Strategy Rationale

Providing appropriate parent activities that are meaningful and relevant to our parent population will increase parent capacity and positively affect student achievement.

Action Step 1 **5**

Provide parent involvement activities (Technology Night, Literacy Nights, Curriculum Nights)

Person Responsible

Sharonda Alleyne

Schedule

On 6/3/2016

Evidence of Completion

Sign-in Sheets, agenda, handouts from parent involvement activities

Action Step 2 5

Create flyers, Parent Link call-outs, marquee advertising parent events

Person Responsible

Sharonda Alleyne

Schedule

Biweekly, from 8/14/2015 to 6/3/2016

Evidence of Completion

Parent Link Reports, copies of flyers/newsletters,

Action Step 3 5

Brainstorm parent involvement activities with SAC

Person Responsible

Christina Williams

Schedule

Monthly, from 9/2/2015 to 12/18/2015

Evidence of Completion

SAC Minutes, List of ideas from SAC

Action Step 4 5

Reward students for parent participation

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 1/5/2016 to 6/3/2016

Evidence of Completion

Principal Bucks, increase participation, sign-in

Action Step 5 5

Reward students for positive academics and behavior

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 1/1/2016 to 6/3/2016

Evidence of Completion

Principal Bucks

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

Attendance and evaluation sheets will be monitored

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

sign-in sheets, evaluations, written/oral parent feedback

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

Increase Attendance in parent training session(s), volunteer opportunities and attendance in SAC

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

sign-in sheets, evaluations, VIPs Reports

G1.B2 Few Positive interactions with parents **2**

 B195725

G1.B2.S1 Create a positive parent/school partnership through robust parent engagement and communication. **4**

 S207415

Strategy Rationale

A positive partnership with parents will help to reinforce the skills and strategies from school as well as bridge the gap between home and school.

Action Step 1 **5**

Discuss parent code of ethics for positive interactions

Person Responsible

Sharonda Alleyne

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Copies of code of ethics

Action Step 2 **5**

Research articles on parent involvement and include in newsletters/communications, etc.

Person Responsible

Sharonda Alleyne

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Copies of newsletters, communications, etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance, evaluations will be monitored to determine the effectiveness of the parent activities

Person Responsible

Sharonda Alleyne

Schedule

On 6/2/2016

Evidence of Completion

copies of newsletters, flyers, parent call out reports, etc.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Attendance, evaluations will be monitored to determine the effectiveness of the parent activities

Person Responsible

Sharonda Alleyne

Schedule

On 6/2/2016

Evidence of Completion

copies of newsletters, flyers, parent call out reports, etc.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Attendance and evaluations will be monitored to determine effectiveness

Person Responsible

Sharonda Alleyne

Schedule

On 6/2/2016

Evidence of Completion

sign in sheets, evaluations

G2. If Roosevelt Elementary School collaboratively establish a school-wide discipline policy with expectations and a monitoring system in classrooms; then students will have more time on task and student achievement will improve. 1

G074940

G2.B2 Teacher Implementation and Progress Monitoring 2

B195729

G2.B2.S1 Create a school-wide culture of the benefits of SwPbs and its affects on student learning. 4

S207416

Strategy Rationale

Continuous coaching, modeling and interventions will improve the school climate and more on task engagement.

Action Step 1 5

SwPbs Faculty Training

Person Responsible

Sharonda Alleyne

Schedule

On 8/4/2015

Evidence of Completion

agenda, handout, sign-in sheet

Action Step 2 5

On-going student and parent assemblies

Person Responsible

Christina Williams

Schedule

Triannually, from 8/17/2015 to 6/3/2016

Evidence of Completion

powerpoint, lesson materials, handouts

Action Step 3 5

Inform parents of Universal Guidelines for Success, Matrix, SwPbs Incentive Plan

Person Responsible

Christina Williams

Schedule

Triannually, from 8/17/2015 to 6/2/2016

Evidence of Completion

Powerpoint, copies of the Matrix and Universal Guidelines

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

On-going monitoring of student behavior with progress monitoring instrument

Person Responsible

Sharonda Alleyne

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Collection of progress monitoring instrument, copies of the corrective behavior forms, referral data, SBT (Behavior) Data

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Monitor discipline data and corrective behavior forms to demonstrate an increase in the amount time on task.

Person Responsible

Christina Williams

Schedule

On 6/2/2016

Evidence of Completion

Collection of progress monitoring instrument, copies of the corrective behavior forms, referral data, SBT (Behavior) Data

G3. If Roosevelt Elementary builds teacher capacity to provide rigorous, focused, and data-driven instruction in all content areas - i.e. English Language Arts, Math and Science - then the school will increase student achievement in English Language Arts, Math & Science **1**

 G074941

G3.B1 Limited instructional resources **2**

 B195733

G3.B1.S1 Align instructional resources to ensure rigorous, focused, and data-driven Math and Reading instruction is implemented with fidelity. **4**

 S207419

Strategy Rationale

When resources are aligned to the curriculum and standards; teachers will be able to provide more rigorous lessons in all content areas.

Action Step 1 **5**

Provide data-driven small groups with .5 Math Resource Teacher

Person Responsible

Nikita Young

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

math log, student attendance, lesson plans, common planning and LTM sign-in sheets and notes

Action Step 2 **5**

Create a system for utilizing Time for Kids, iReady, Reading A-Z, Storyworks will be used for small group instruction and during tutorial.

Person Responsible

Elizabeth Lopez

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

usage reports, student data reports from online programs, Instructional Focus Calendars, guided reading lesson plans

Action Step 3 5

Provide consumable student materials in all content areas to ensure resources are readily available for instruction.

Person Responsible

Elizabeth Lopez

Schedule

Monthly, from 7/6/2015 to 9/30/2015

Evidence of Completion

invoices and budget reports

Action Step 4 5

Offer afterschool tutorial or enrichment for lowest 25% and other identified students.

Person Responsible

Charlotte Lovely

Schedule

Weekly, from 9/14/2015 to 3/4/2016

Evidence of Completion

student attendance, teacher sign-in sheets, lesson plans, work products

Action Step 5 5

Provide on-going training on the effective use of the supplemental programs i.e iReady, Reading A-Z, Storyworks, Time for Kids

Person Responsible

Sharonda Alleyne

Schedule

Triannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Agendas, sign-in sheets, copies of manuals, data from online programs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will oversee math resource teacher and tutors to ensure programs are being implemented with fidelity.

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

walk-throughs, student and teacher interviews notes, observational notes, sign-in sheets,

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Online programs will be monitored for use.

Person Responsible

Sharonda Alleyne

Schedule

Biweekly, from 9/14/2015 to 5/20/2016

Evidence of Completion

usage reports, student data reports, parent letters

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review various assessment to determine effectiveness of online programs, resource teacher and tutorial program.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 9/30/2015 to 5/13/2016


Evidence of Completion

assessments - diagnostics, FSQs, chapter tests, BOY math test, RRR, LLI

G3.B2 Lack of meaningful professional development and teacher understanding of structure in place for lesson delivery during Math and Reading Instructional Blocks 2

 B195734

G3.B2.S1 Roosevelt Elementary will ensure professional development is meaningful, rigorous and relevant. 4

 S207420

Strategy Rationale

Meaningful professional development activities will assist teachers in gaining more knowledge to plan and implement rigorous lessons.

Action Step 1 5

Hire .5 Math Coach to build teacher capacity & assist in providing content related PD.

Person Responsible

Nikita Young

Schedule

On 6/2/2016

Evidence of Completion

coaches log, lesson plans, LTM and common planning notes, observational notes

Action Step 2 5

Create instructional frameworks for lesson delivery in content areas in Common Planning and during Professional Development

Person Responsible

Sharonda Alleyne

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Frameworks for content areas

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will check for fidelity through weekly observations, walk-throughs, and teacher chats.

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 9/30/2015 to 5/13/2016

Evidence of Completion

Sign-in sheets to LTM and common planning, walk-through, observational notes, teacher chats

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Using a variety of assessments to determine effectiveness of professional development and have teachers complete an exit survey.

Person Responsible

Sharonda Alleyne

Schedule

Quarterly, from 11/13/2015 to 5/6/2016

Evidence of Completion

student assessment reports, exit survey and summary report

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	Provide parent involvement activities (Technology Night, Literacy Nights, Curriculum Nights)	Alleyne, Sharonda	8/14/2015	Sign-in Sheets, agenda, handouts from parent involvement activities	6/3/2016 one-time
G1.B2.S1.A1	Discuss parent code of ethics for positive interactions	Alleyne, Sharonda	8/17/2015	Copies of code of ethics	6/2/2016 quarterly
G2.B2.S1.A1	SwPbs Faculty Training	Alleyne, Sharonda	8/4/2015	agenda, handout, sign-in sheet	8/4/2015 one-time
G3.B1.S1.A1	Provide data-driven small groups with .5 Math Resource Teacher	Young, Nikita	8/17/2015	math log, student attendance, lesson plans, common planning and LTM sign-in sheets and notes	6/2/2016 daily
G3.B2.S1.A1	Hire .5 Math Coach to build teacher capacity & assist in providing content related PD.	Young, Nikita	8/17/2015	coaches log, lesson plans, LTM and common planning notes, observational notes	6/2/2016 one-time

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Roosevelt Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2	Create flyers, Parent Link call-outs, marquee advertising parent events	Alleyne, Sharonda	8/14/2015	Parent Link Reports, copies of flyers/newsletters,	6/3/2016 biweekly
G1.B2.S1.A2	Research articles on parent involvement and include in newsletters/communications, etc.	Alleyne, Sharonda	8/17/2015	Copies of newsletters, communications, etc.	6/2/2016 quarterly
G2.B2.S1.A2	On-going student and parent assemblies	Williams, Christina	8/17/2015	powerpoint, lesson materials, handouts	6/3/2016 triannually
G3.B1.S1.A2	Create a system for utilizing Time for Kids, iReady, Reading A-Z, Storyworks will be used for small group instruction and during tutorial.	Lopez, Elizabeth	8/17/2015	usage reports, student data reports from online programs, Instructional Focus Calendars, guided reading lesson plans	6/2/2016 daily
G3.B2.S1.A2	Create instructional frameworks for lesson delivery in content areas in Common Planning and during Professional Development	Alleyne, Sharonda	8/17/2015	Frameworks for content areas	6/2/2016 daily
G1.B1.S1.A3	Brainstorm parent involvement activities with SAC	Williams, Christina	9/2/2015	SAC Minutes, List of ideas from SAC	12/18/2015 monthly
G2.B2.S1.A3	Inform parents of Universal Guidelines for Success, Matrix, SwPbs Incentive Plan	Williams, Christina	8/17/2015	Powerpoint, copies of the Matrix and Universal Guidelines	6/2/2016 triannually
G3.B1.S1.A3	Provide consumable student materials in all content areas to ensure resources are readily available for instruction.	Lopez, Elizabeth	7/6/2015	invoices and budget reports	9/30/2015 monthly
G1.B1.S1.A4	Reward students for parent participation	Alleyne, Sharonda	1/5/2016	Principal Bucks, increase participation, sign-in	6/3/2016 monthly
G3.B1.S1.A4	Offer afterschool tutorial or enrichment for lowest 25% and other identified students.	Lovely, Charlotte	9/14/2015	student attendance, teacher sign-in sheets, lesson plans, work products	3/4/2016 weekly
G1.B1.S1.A5	Reward students for positive academics and behavior	Alleyne, Sharonda	1/1/2016	Principal Bucks	6/3/2016 weekly
G3.B1.S1.A5	Provide on-going training on the effective use of the supplemental programs i.e iReady, Reading A-Z, Storyworks, Time for Kids	Alleyne, Sharonda	8/17/2015	Agendas, sign-in sheets, copies of manuals, data from online programs	5/27/2016 triannually
G1.MA1	Monitor on-going formative assessments that will demonstrate an increase in student achievement based on family involvement.	Alleyne, Sharonda	8/17/2015	Performance Matters Reports, school-wide reading logs, iReady/iStation Usage Reports	6/2/2016 weekly
G1.B1.S1.MA1	Increase Attendance in parent training session(s), volunteer opportunities and attendance in SAC	Alleyne, Sharonda	8/17/2015	sign-in sheets, evaluations, VIPs Reports	6/2/2016 weekly
G1.B1.S1.MA1	Attendance and evaluation sheets will be monitored	Alleyne, Sharonda	8/17/2015	sign-in sheets, evaluations, written/oral parent feedback	6/2/2016 monthly
G1.B2.S1.MA1	Attendance and evaluations will be monitored to determine effectiveness	Alleyne, Sharonda	8/17/2015	sign in sheets, evaluations	6/2/2016 one-time
G1.B2.S1.MA1	Attendance, evaluations will be monitored to determine the effectiveness of the parent activities	Alleyne, Sharonda	8/17/2015	copies of newsletters, flyers, parent call out reports, etc.	6/2/2016 one-time
G1.B2.S1.MA1	Attendance, evaluations will be monitored to determine the effectiveness of the parent activities	Alleyne, Sharonda	8/17/2015	copies of newsletters, flyers, parent call out reports, etc.	6/2/2016 one-time
G2.MA1	SASSY Reports, Corrective Behavior Forms, Progress Monitoring Instrument, SBT Behavior Data	Williams, Christina	8/17/2015	Collection of progress monitoring instrument, copies of the corrective behavior forms, referral data, SBT (Behavior) Data	6/2/2016 triannually
G2.B2.S1.MA1	Monitor discipline data and corrective behavior forms to demonstrate an increase in the amount time on task.	Williams, Christina	8/17/2015	Collection of progress monitoring instrument, copies of the corrective behavior forms, referral data, SBT (Behavior) Data	6/2/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	On-going monitoring of student behavior with progress monitoring instrument	Alleyne, Sharonda	8/17/2015	Collection of progress monitoring instrument, copies of the corrective behavior forms, referral data, SBT (Behavior) Data	6/2/2016 daily
G3.MA1	Walkthroughs, collection of work samples will show progress in the effectiveness of LTM participation	Alleyne, Sharonda	8/17/2015	Agendas, sign in sheets, handouts, work samples	6/2/2016 quarterly
G3.B1.S1.MA1	Review various assessment to determine effectiveness of online programs, resource teacher and tutorial program.	Alleyne, Sharonda	9/30/2015	assessments - diagnostics, FSQs, chapter tests, BOY math test, RRR, LLI	5/13/2016 monthly
G3.B1.S1.MA1	Administration will oversee math resource teacher and tutors to ensure programs are being implemented with fidelity.	Alleyne, Sharonda	9/14/2015	walk-throughs, student and teacher interviews notes, observational notes, sign-in sheets,	5/20/2016 weekly
G3.B1.S1.MA2	Online programs will be monitored for use.	Alleyne, Sharonda	9/14/2015	usage reports, student data reports, parent letters	5/20/2016 biweekly
G3.B2.S1.MA1	Using a variety of assessments to determine effectiveness of professional development and have teachers complete an exit survey.	Alleyne, Sharonda	11/13/2015	student assessment reports, exit survey and summary report	5/6/2016 quarterly
G3.B2.S1.MA1	Administration will check for fidelity through weekly observations, walk-throughs, and teacher chats.	Alleyne, Sharonda	9/30/2015	Sign-in sheets to LTM and common planning, walk-through, observational notes, teacher chats	5/13/2016 weekly

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. If Roosevelt Elementary School increase parent involvement by providing opportunities for parents to learn academic skills to help their children; then student achievement will increase.

G1.B1 Poor parent participation

G1.B1.S1 To provide quality parent activities

PD Opportunity 1

Provide parent involvement activities (Technology Night, Literacy Nights, Curriculum Nights)

Facilitator

Sharonda Alleyne & Charlotte Lovely

Participants

parents

Schedule

On 6/3/2016

G2. If Roosevelt Elementary School collaboratively establish a school-wide discipline policy with expectations and a monitoring system in classrooms; then students will have more time on task and student achievement will improve.

G2.B2 Teacher Implementation and Progress Monitoring

G2.B2.S1 Create a school-wide culture of the benefits of SwPbs and its affects on student learning.

PD Opportunity 1

SwPbs Faculty Training

Facilitator

Andrea Douglas-Handford

Participants

All Faculty

Schedule

On 8/4/2015

G3. If Roosevelt Elementary builds teacher capacity to provide rigorous, focused, and data-driven instruction in all content areas - i.e. English Language Arts, Math and Science - then the school will increase student achievement in English Language Arts, Math & Science

G3.B1 Limited instructional resources

G3.B1.S1 Align instructional resources to ensure rigorous, focused, and data-driven Math and Reading instruction is implemented with fidelity.

PD Opportunity 1

Create a system for utilizing Time for Kids, iReady, Reading A-Z, Storyworks will be used for small group instruction and during tutorial.

Facilitator

Company Representatives & Sharonda Alleyne

Participants

3-5 math teachers and math coach

Schedule

Daily, from 8/17/2015 to 6/2/2016

G3.B2 Lack of meaningful professional development and teacher understanding of structure in place for lesson delivery during Math and Reading Instructional Blocks

G3.B2.S1 Roosevelt Elementary will ensure professional development is meaningful, rigorous and relevant.

PD Opportunity 1

Hire .5 Math Coach to build teacher capacity & assist in providing content related PD.

Facilitator

Nikita Young & Elizabeth Lopez

Participants

K-5 teachers

Schedule

On 6/2/2016

PD Opportunity 2

Create instructional frameworks for lesson delivery in content areas in Common Planning and during Professional Development

Facilitator

Elizabeth Lopez & Nikita Young

Participants

K-5 teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide parent involvement activities (Technology Night, Literacy Nights, Curriculum Nights)				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150		0341 - Roosevelt Elementary School	Title I Part A		\$5,000.00
<i>Notes: Materials & Supplies: paper, ink, Kindergarten Round-up, School Choice (5th grade), newsletters, food/refreshments</i>						
	6150		0341 - Roosevelt Elementary School	Title I Part A		\$5,000.00
<i>Notes: Part- Time in System for parent trainings</i>						
2	G1.B1.S1.A2	Create flyers, Parent Link call-outs, marquee advertising parent events				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6150		0341 - Roosevelt Elementary School	Title I Part A		\$1,500.00
<i>Notes: Supplies: paper, marquee letters, ink,</i>						
3	G1.B1.S1.A3	Brainstorm parent involvement activities with SAC				\$0.00
4	G1.B1.S1.A4	Reward students for parent participation				\$0.00
5	G1.B1.S1.A5	Reward students for positive academics and behavior				\$0.00
6	G1.B2.S1.A1	Discuss parent code of ethics for positive interactions				\$0.00
7	G1.B2.S1.A2	Research articles on parent involvement and include in newsletters/communications, etc.				\$0.00
8	G2.B2.S1.A1	SwPbs Faculty Training				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0341 - Roosevelt Elementary School			\$1,000.00
<i>Notes: Subs & Benefits for SwPbs Training and lesson development</i>						
9	G2.B2.S1.A2	On-going student and parent assemblies				\$0.00
10	G2.B2.S1.A3	Inform parents of Universal Guidelines for Success, Matrix, SwPbs Incentive Plan				\$1,000.00

Budget Data							
Function	Object	Budget Focus	Funding Source	FTE	2015-16		
5100		0341 - Roosevelt Elementary School	Title I Part A		\$1,000.00		
<i>Notes: Poster Paper, laminating film, colored paper to copy Rocket Buck, Rock Jam Passes, Universal Guidelines and Behavior Matrix</i>							
11	G3.B1.S1.A1	Provide data-driven small groups with .5 Math Resource Teacher				\$32,504.00	
Function	Object	Budget Focus	Funding Source	FTE	2015-16		
5100	120-Classroom Teachers	0341 - Roosevelt Elementary School	Title I Part A	0.5	\$32,504.00		
<i>Notes: 0.5 Math resource teacher salary and benefits</i>							
12	G3.B1.S1.A2	Create a system for utilizing Time for Kids, iReady, Reading A-Z, Storyworks will be used for small group instruction and during tutorial.				\$18,861.30	
Function	Object	Budget Focus	Funding Source	FTE	2015-16		
6400	750-Other Personal Services	0341 - Roosevelt Elementary School	Title I Part A		\$2,500.00		
<i>Notes: sub salary and bens for release time to attend iReady</i>							
5100	360-Rentals	0341 - Roosevelt Elementary School	Title I Part A		\$10,000.00		
<i>Notes: iReady Reading, headphones,ipad covers, power adapters, computer maintenance supplies</i>							
5100	360-Rentals	0341 - Roosevelt Elementary School	Title I Part A		\$1,019.40		
<i>Notes: Reading A-Z</i>							
5100	360-Rentals	0341 - Roosevelt Elementary School	Title I Part A		\$2,341.90		
<i>Notes: Storyworks, Time for Kids (2nd Grade)</i>							
5100	510-Supplies	0341 - Roosevelt Elementary School	Title I Part A		\$3,000.00		
<i>Notes: Ready consumable books to accompany iReady reading</i>							
13	G3.B1.S1.A3	Provide consumable student materials in all content areas to ensure resources are readily available for instruction.				\$30,000.00	
Function	Object	Budget Focus	Funding Source	FTE	2015-16		
5100	510-Supplies	0341 - Roosevelt Elementary School	Title I Part A		\$30,000.00		
<i>Notes: math manipulatives, consumable called Science Coach, LLI replacement materials, LLI kit, classroom libraries (reading and math), Science literature,copy paper, chart paper, composition notebooks, journals, markers, writing utensils, ink, toner, Post-its, student related supplies</i>							

Budget Data

14	G3.B1.S1.A4	Offer afterschool tutorial or enrichment for lowest 25% and other identified students.				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	100-Salaries	0341 - Roosevelt Elementary School	Title I Part A		\$7,000.00
<i>Notes: salary and bens for tutorial</i>						
	5100	100-Salaries	0341 - Roosevelt Elementary School	Title I Part A		\$7,000.00
<i>Notes: salary and bens for tutorial</i>						
15	G3.B1.S1.A5	Provide on-going training on the effective use of the supplemental programs i.e iReady, Reading A-Z, Storyworks, Time for Kids				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0341 - Roosevelt Elementary School	Title I Part A		\$4,000.00
<i>Notes: Subs/Benefits for teachers to attend on-going training with district, grade levels and/or area support staff</i>						
16	G3.B2.S1.A1	Hire .5 Math Coach to build teacher capacity & assist in providing content related PD.				\$43,504.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	130-Other Certified Instructional Personnel	0341 - Roosevelt Elementary School	Title I Part A	0.5	\$32,504.00
<i>Notes: 0.5 math coach salary and benefits</i>						
	6400	100-Salaries	0341 - Roosevelt Elementary School	Title I Part A		\$6,000.00
<i>Notes: Part-time for common planning including summer collaboration</i>						
	6400	750-Other Personal Services	0341 - Roosevelt Elementary School	Title I Part A		\$5,000.00
<i>Notes: PD subs for release time of teachers to attend PD opportunities.</i>						
17	G3.B2.S1.A2	Create instructional frameworks for lesson delivery in content areas in Common Planning and during Professional Development				\$11,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	100-Salaries	0341 - Roosevelt Elementary School	Title I Part A		\$6,000.00
<i>Notes: Part-time for common planning including summer collaboration reading</i>						
	6400	750-Other Personal Services	0341 - Roosevelt Elementary School	Title I Part A		\$5,000.00

Budget Data

Notes: PD subs for release time of teachers to attend PD opportunities.reading

Total: \$167,369.30