

The School District of Palm Beach County

Roosevelt Elementary School



2016-17 Schoolwide Improvement Plan

Roosevelt Elementary School

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

<https://rvte.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	F*	D	C

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Roosevelt Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Roosevelt Elementary School is that our students are learning today to prepare for their future.

b. Provide the school's vision statement.

Roosevelt Elementary School is a place where students are encouraged to be positive citizens in a nurturing environment. Through business partnerships with parents and community, ALL students will be empowered to become proficient and/or grow academically in order to be lifelong learners, responsible citizens and college or career ready.

Core Values/Goals:

1. Promote academic excellence through rigorous and engaging lessons, interventions and/or enrichment that are aligned to standards
2. Develop a culture of collaboration to improve student achievement.
3. Use technology as a tool to enhance the curriculum.
4. Encourage positive behavior and teach social skills.
5. Foster partnerships with families, businesses and the local community.

2. School Environment

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

Roosevelt Elementary School shares the district's belief system and practices regarding academics, behavior and climate known as Single School Culture.

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. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data and planning specific next steps to further student growth.

Single School Culture for Behavior:

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

Single School Culture for Climate:

The Principal of Roosevelt Elementary School will ensure that relationship-building is a clear priority and will engage 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. During the first days of school, brainstorming sessions with faculty members will be held to determine the methods we will use to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

Single School Culture and Appreciation for Multicultural Diversity:

In addition to academics, behavior and climate; Roosevelt Elementary School will also embed cultural competence, equity and access within instructional practice by infusing the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b) (iii), 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 required for instruction by Florida Statute 1003.42 (2), as applicable to the appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights

Federalist papers: Republican form of government

- 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.

Additionally, Roosevelt Elementary School will assure that all teachers participate in the process of discussing climate guidelines along with behavioral expectations, encourage attendance in 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

Not applicable.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Reading Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
1 or more retentions	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Not applicable.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Our parental involvement target for our school is 85% of parents will participate. Our target will be achieved by inviting parents to fun/learning school events.

2. 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, flyers and/or call outs to maintain school to family connection
- Teachers are expected to make positive contact with parents each 12 week period
- Guest speakers from the community, local businesses and agencies

- Parents are invited to report card conference days 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. Through the partnerships and community relationship; the school receives various donations of school supplies, back packs and other in kind donations/contributions to support the school and student achievement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Alleyne, Sharonda	Principal
Berardesco, Victoria	School Counselor
Young, Nikita	Instructional Coach
Lovely, Charlotte	Assistant Principal
Simms, Jayme	Other
Leggett, Linsey	
Smith, Tammy	Instructional Coach

b. Duties

1. 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.

2. 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.

Roosevelt Elementary has a three-tiered model of lesson delivery of instruction - core, supplemental, and intensive. Core instruction is provided from highly qualified teachers 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, behavior concerns and social/emotional concerns. The team also discuss students with attendance concerns. In addition, the SBT/MTSS Leader collects weekly progress monitoring data from classroom teachers. The SBT/MTSS Leader is proactive in identifying students who need to be referred to the SBT/MTSS. Identified students also receive one on one counseling, group counseling services and/ or referred to community agencies. Administration and Instructional Coaches conduct walkthroughs to monitor implementation of RTI.

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 Linsey Leggett, 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 Jayme Simms, Single School Culture Coordinator which allows teachers to analyze data, determine strengths/weaknesses and discuss strategies/ best practices.

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.

Title I part A funds are used to provide professional development activities for administrators and teachers, hire a Resource Teacher/Reading Coach/HQ tutors, purchase supplemental instructional programs (Ready consumables, Storyworks, Reading A-Z), and purchase adaptive technology to support classroom instruction. Family involvement activities, and parent trainings are also supported with Title I funds.

No School Improvement funds were used to supplement programs.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sharonda Alleyne	Principal
Christina Williams	Teacher
Kim Barker	Education Support Employee
Cara Davis	Teacher
Danielle Davis	Teacher
Jayne Simms	Teacher
Chelsea Parham	Parent
Jessica Gibbons	Parent
Marva Grimes	Parent
Isaias Ramirez	Parent
Artemio Perez	Parent
Tiffany Mann	Parent
MaryAnn Hubbard	Business/Community
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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. Input will be given as needed.

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

School Improvement Funds were not used last year. Money rolled over into the next year. Proposed ideas for school improvement funds are: student incentives, teacher incentives, Boot Camp and field trips.

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

Yes

a. 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.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Alleyne, Sharonda	Principal
Lovely, Charlotte	Assistant Principal
Hake, Marion	Instructional Media
Leggett, Linsey	Teacher, K-12
Smith, Tammy	Instructional Coach
Berardesco, Victoria	School Counselor

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 ELL, 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 activities, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Students are encourage to read by participating in the monthly Principal's Reading Challenge of reading thirty minutes at home each night. At the end of each month completed Reading Logs are turned in to homeroom teachers. Incentives are given to the participating students. All K-5 Classrooms have an extensive classroom library organized by genre,lexile level and running reading record level. Roosevelt Elementary is an Extended Day School and provides an additional thirty minutes of school each day with the primary focus of Reading. It also promotes reading through book check out during each students' scheduled Media Center Time. Authors are also invited to read to the students. Frequent Book giveaways and classroom visits by the local public library also promotes literacy.

D. Public and Collaborative Teaching

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

1. 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 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.

2. 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 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
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

3. 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) = Alma Atkins-Robinson

Phyllis Krupp (Level 1) = Linsey Leggett

Natrice McNair (Level 2) = Nikita Young

Magalie Fields, Loretta Chevelon, Danae Ferguson-Weaver, James Kniffin (Level 3) = support as needed

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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Roosevelt Elementary uses Ready Materials, iReady Adaptive Technology and the Units of Study for daily Reading instruction (utilizing Scholastic Reading Materials) , Units of Study for Writing (utilizing Lucy Caulkins materials) and Ready Materials, iReady Adaptive Technology and GO MATH for daily Math instruction. All materials and curriculum assist students in mastery of Language Arts Florida Standards (LAFs) and Mathematics Florida Standards (MAFs). For Science, Roosevelt Elementary centers it's' 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.

b. Instructional Strategies

1. 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 (4th grade)
- Provide iii 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
- Utilize Reading and Writing Units of Study (grades K-2)
- Choose methods of instruction for mini lessons based on the needs of students
- Self-selection of texts based on students' RRR levels
- Provide process and strategy charts for reminders of teaching and mini lesson

2. 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 scaffolded with guided and independent practice. Students in grades 3-5 receive a focused whole group lesson using on grade level passages scaffolded 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 will also build teacher capacity in teaching reading.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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 Fountas & Pinnell Literacy Assessment, LLI and iReady, to determine mastery of standards and application of strategies. The Leadership Team monitors and ensures that all teachers are implementing the identified strategies with fidelity.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 help parents with the registration process. In addition, curriculum materials for Kindergarten are reviewed, 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Roosevelt Elementary provides effective and relevant instruction to meet the needs of ALL students; then we will increase reading on grade level by third grade.

Strategic Goals Detail

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

G1. If Roosevelt Elementary provides effective and relevant instruction to meet the needs of ALL students; then we will increase reading on grade level by third grade. 1a

G083783

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA/Reading Lowest 25% Gains	55.0
FSA ELA Achievement	34.0

Targeted Barriers to Achieving the Goal 3

- Limited to little parent involvement with educational activities and participation in school events.
- Teachers have a limited understanding of designing and delivering standards based instruction effectively to meet the needs of all learners using a variety of instructional resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Flexible scheduling for parent trainings
- Positive reinforcement initiatives
- Increase in teacher morale due to recent school grade
- increase staff support - Resource Teacher, Reading Coach, SSCC Facilitator
- Adaptive Technology to personalized learning and close the achievement gap
- Extended School day to provide additional hour of Reading

Plan to Monitor Progress Toward G1. 8

School Leadership Team will monitor Monitor School and District Assessments monthly to ensure progress is being made and to design additional action steps for improvement if needed.

Person Responsible

Sharonda Alleyne

Schedule

Every 6 Weeks, from 9/5/2016 to 6/2/2017

Evidence of Completion

Diagnostics, FSQ, USA, Palm Beach Performance Assessment, RRR, iReady Reports, RTI data

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Roosevelt Elementary provides effective and relevant instruction to meet the needs of ALL students; then we will increase reading on grade level by third grade. 1

G083783

G1.B1 Limited to little parent involvement with educational activities and participation in school events. 2

B222517

G1.B1.S1 Provide workshops/trainings at flexible times for parent involvement activities that will equip parents with skills to assist their child(ren) at home. 4

S234799

Strategy Rationale

Flexible times will increase parent involvement to meet the needs of their schedules and help parents educate their child(ren) at home.

Action Step 1 5

Create a family/community engagement monthly Events/Activities Calendar to ensure external stakeholders are aware of the various events we offer.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Monthly Event/Activity Calendars

Action Step 2 5

Inform parents of upcoming events through various formats, such as, marquis announcements, robo call system, flyers sent home with students and phone calls home.

Person Responsible

Sharonda Alleyne

Schedule

Biweekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Call logs, Flyers, Marquis message log

Action Step 3 5

Provide family involvement trainings and activities throughout the school year to build the capacity of parents to their child/children at home. (Curriculum Nights, FSA Parent Nights, iReady/Technology Parent Trainings, Kindergarten Roundup)

Person Responsible

Sharonda Alleyne

Schedule

Triannually, from 9/1/2016 to 5/31/2017

Evidence of Completion

Sign-in Sheets, agendas, evaluations handouts, social media posts/tweets

Action Step 4 5

On-going communication with parents regarding student progress, school wide events, parent trainings.

Person Responsible

Sharonda Alleyne

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Requisition/Purchase Order

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

Family involvement trainings and activities

Person Responsible

Sharonda Alleyne

Schedule

Triannually, from 9/1/2016 to 3/3/2017

Evidence of Completion

parent sign-in sheets, evaluations, flyers, feedback from parents

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

Administration will attend family involvement activities

Person Responsible

Sharonda Alleyne


Schedule

Triannually, from 9/1/2016 to 6/1/2017

Evidence of Completion

sign in sheets, evaluations, flyers, feedback from parents

G1.B2 Teachers have a limited understanding of designing and delivering standards based instruction effectively to meet the needs of all learners using a variety of instructional resources. **2**

 B222518

G1.B2.S1 Provide staff with a variety of professional learning opportunities to meet the academic and social/emotional needs of their students. **4**

 S234800

Strategy Rationale

Building staff capacity will increase awareness and allow us to be more knowledgeable in meeting the needs of all learners by providing standards based instruction.

Action Step 1 **5**

Establish a school-wide focus of collaboration within the instructional practices through faculty meetings and Professional Learning Communities (PLCs).

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agendas, Sign-In Sheets, Evidence of Implementation

Action Step 2 **5**

Teacher teams will be provided time to meet as Professional Learning Communities to support one another and grow together to become effective teachers.

Person Responsible

Schedule

Weekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

PLC schedule for each grade level team, sign in sheets, artifacts from PLCs

Action Step 3 5

Through PLCs, teachers will participate a book study that focuses the affects of poverty and mindsets and increase their awareness of how to support children in achieving success.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/1/2016 to 5/31/2017

Evidence of Completion

Requisition/Purchase Order, Sign-in sheets, agendas, handouts

Action Step 4 5

Provide teachers with opportunities to attend School-based/District professional development to increase their capacity in all content areas.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, agendas, hand-outs, travel checklists, copies of TDEs

Action Step 5 5

Leadership Team will attend conferences for professional growth to share research based best practices with staff.

Person Responsible

Sharonda Alleyne

Schedule

Triannually, from 8/9/2016 to 5/31/2017

Evidence of Completion

travel checklists, copies of TDEs, handouts, agenda, sign-in sheets

Action Step 6 5

Provide teachers with professional resources and supplies to ensure they have to tools required for increasing their capacity.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/1/2016 to 4/30/2017

Evidence of Completion

Requisitions/Purchase Orders, Artifacts from various sessions (Anchor Charts, Activities, resources created)

Action Step 7 5

Administration will conduct classroom walkthroughs to identify instructional delivery needs to ensure professional learning opportunities are designed to support teachers' effectiveness.

Person Responsible

Sharonda Alleyne

Schedule

Every 3 Weeks, from 9/26/2016 to 5/26/2017

Evidence of Completion

Walkthrough notes and feedback

Action Step 8 5

Instructional Coach will provide coaching support by using the coaching continuum.

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

coaches' log, agendas, handouts, sign in sheet, student data

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

Team leaders will provide PLC artifacts to administration for their review book study progress.

Person Responsible

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Sign-In Sheets and Agendas, Artifacts created as a result of book Study (Anchor Charts, Notes taken of chapters, lesson plans inspired by book study, etc.)

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

Administration will review Reading Coach's logs.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Coach Logs, Classroom Walkthrough Notes, Coach-Principal correspondence

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

Principal will monitor all evidence from professional development opportunities (School-based, District Based, Conference PD)

Person Responsible

Sharonda Alleyne

Schedule

Quarterly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, agendas, hand-outs, travel checklists, copies of TDEs

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

Academic Leadership Team will review formative data to identify progress and next steps.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Rtl Data, FSQs, iReady Data, RRR, iObservation data

G1.B2.S2 Align instructional resources to ensure rigorous, focused, and data-driven instruction is implemented with fidelity for students who need remediation, enrichment or below grade level. 4

S234801

Strategy Rationale

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

Action Step 1 5

Analyze student data to determine remediation needs to increase effectiveness of specific intervention or enrichment strategies.

Person Responsible

Charlotte Lovely

Schedule

Monthly, from 9/19/2016 to 5/26/2017

Evidence of Completion

Student Data Analyzed: Needs identified, interventions identified (small group instruction, tutorial, supportive technology, etc.)

Action Step 2 5

Resource Teacher will provide in school support for students that need remediation in order to close the achievement gap.

Person Responsible

Nikita Young

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Action Step 3 5

Ensure students have supplemental resources and supplies for classroom instruction and tutorial.

Person Responsible

Sharonda Alleyne

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Purchase orders and requisitons

Action Step 4 5

Offer afterschool tutorial or enrichment for students in grades 3-5

Person Responsible

Charlotte Lovely

Schedule

Weekly, from 9/19/2016 to 5/1/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Administration will oversee Resource Teacher and Tutors to ensure programs are being implemented with fidelity.

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Online programs will be monitored for use.

Person Responsible

Sharonda Alleyne

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

usage reports, student data reports, parent letters

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

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

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 9/12/2016 to 6/2/2017









Evidence of Completion

assessments - diagnostics, FSQs, chapter tests, standards mini assessments, RRR, LLI, iReady Diagnostics, iReady Growth Monitoring Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1 M307051	Family involvement trainings and activities	Alleyne, Sharonda	9/1/2016	parent sign-in sheets, evaluations, flyers, feedback from parents	3/3/2017 triannually
G1.B2.S1.A6 A302460	Provide teachers with professional resources and supplies to ensure they have to tools required for...	Alleyne, Sharonda	8/1/2016	Requisitions/Purchase Orders, Artifacts from various sessions (Anchor Charts, Activities, resources created)	4/30/2017 monthly
G1.B2.S2.A4 A302466	Offer afterschool tutorial or enrichment for students in grades 3-5	Lovely, Charlotte	9/19/2016	student attendance, teacher sign-in sheets, lesson plans, work products	5/1/2017 weekly
G1.B2.S1.A2 A302456	Teacher teams will be provided time to meet as Professional Learning Communities to support one...		8/15/2016	PLC schedule for each grade level team, sign in sheets, artifacts from PLCs	5/26/2017 weekly
G1.B2.S1.A7 A302461	Administration will conduct classroom walkthroughs to identify instructional delivery needs to...	Alleyne, Sharonda	9/26/2016	Walkthrough notes and feedback	5/26/2017 every-3-weeks
G1.B2.S2.A1 A302463	Analyze student data to determine remediation needs to increase effectiveness of specific...	Lovely, Charlotte	9/19/2016	Student Data Analyzed: Needs identified, interventions identified (small group instruction, tutorial, supportive technology, etc.)	5/26/2017 monthly
G1.B1.S1.A3 A302453	Provide family involvement trainings and activities throughout the school year to build the...	Alleyne, Sharonda	9/1/2016	Sign-in Sheets, agendas, evaluations handouts, social media posts/tweets	5/31/2017 triannually
G1.B2.S1.A3 A302457	Through PLCs, teachers will participate a book study that focuses the affects of poverty and...	Alleyne, Sharonda	8/1/2016	Requisition/Purchase Order, Sign-in sheets, agendas, handouts	5/31/2017 monthly
G1.B2.S1.A5 A302459	Leadership Team will attend conferences for professional growth to share research based best...	Alleyne, Sharonda	8/9/2016	travel checklists, copies of TDEs, handouts, agenda, sign-in sheets	5/31/2017 triannually
G1.B1.S1.MA1 M307050	Administration will attend family involvement activities	Alleyne, Sharonda	9/1/2016	sign in sheets, evaluations, flyers, feedback from parents	6/1/2017 triannually
G1.B1.S1.A4 A302454	On-going communication with parents regarding student progress, school wide events, parent...	Alleyne, Sharonda	8/15/2016	Requisition/Purchase Order	6/1/2017 daily
G1.MA1 M307059	School Leadership Team will monitor Monitor School and District Assessments monthly to ensure...	Alleyne, Sharonda	9/5/2016	Diagnostics, FSQ, USA, Palm Beach Performance Assessment, RRR, iReady Reports, RTI data	6/2/2017 every-6-weeks
G1.B1.S1.A1 A302451	Create a family/community engagement monthly Events/Activities Calendar to ensure external...	Alleyne, Sharonda	9/26/2016	Monthly Event/Activity Calendars	6/2/2017 monthly
G1.B1.S1.A2 A302452	Inform parents of upcoming events through various formats, such as, marquis announcements, robo...	Alleyne, Sharonda	9/26/2016	Call logs, Flyers, Marquis message log	6/2/2017 biweekly
G1.B2.S1.MA1 M307052	Academic Leadership Team will review formative data to identify progress and next steps.	Alleyne, Sharonda	9/12/2016	Rtl Data, FSQs, iReady Data, RRR, iObservation data	6/2/2017 monthly
G1.B2.S1.MA1 M307053	Team leaders will provide PLC artifacts to administration for their review book study progress.		9/12/2016	Sign-In Sheets and Agendas, Artifacts created as a result of book Study (Anchor Charts, Notes taken of chapters, lesson plans inspired by book study, etc.)	6/2/2017 monthly
G1.B2.S1.MA2 M307054	Administration will review Reading Coach's logs.	Alleyne, Sharonda	9/12/2016	Coach Logs, Classroom Walkthrough Notes, Coach-Principal correspondence	6/2/2017 monthly
G1.B2.S1.MA3 M307055	Principal will monitor all evidence from professional development opportunities (School-based,...	Alleyne, Sharonda	9/12/2016	Sign-in sheets, agendas, hand-outs, travel checklists, copies of TDEs	6/2/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1  A302455	Establish a school-wide focus of collaboration within the instructional practices through faculty...	Alleyne, Sharonda	8/15/2016	Agendas, Sign-In Sheets, Evidence of Implementation	6/2/2017 monthly
G1.B2.S1.A4  A302458	Provide teachers with opportunities to attend School-based/District professional development to...	Alleyne, Sharonda	8/9/2016	Sign-in sheets, agendas, hand-outs, travel checklists, copies of TDEs	6/2/2017 monthly
G1.B2.S1.A8  A302462	Instructional Coach will provide coaching support by using the coaching continuum.	Alleyne, Sharonda	8/15/2016	coaches' log, agendas, handouts, sign in sheet, student data	6/2/2017 weekly
G1.B2.S2.MA1  M307056	Review various assessment to determine effectiveness of online programs, resource teacher and...	Alleyne, Sharonda	9/12/2016	assessments - diagnostics, FSQs, chapter tests, standards mini assessments, RRR, LLI, iReady Diagnostics, iReady Growth Monitoring Reports	6/2/2017 monthly
G1.B2.S2.MA1  M307057	Administration will oversee Resource Teacher and Tutors to ensure programs are being implemented...	Alleyne, Sharonda	9/12/2016	walk-throughs, student and teacher interviews notes, observational notes, sign-in sheets, Lesson Plans	6/2/2017 weekly
G1.B2.S2.MA2  M307058	Online programs will be monitored for use.	Alleyne, Sharonda	9/12/2016	usage reports, student data reports, parent letters	6/2/2017 biweekly
G1.B2.S2.A2  A302464	Resource Teacher will provide in school support for students that need remediation in order to...	Young, Nikita	8/15/2016	student attendance, lesson plans, common planning and LTM sign-in sheets and notes	6/2/2017 daily
G1.B2.S2.A3  A302465	Ensure students have supplemental resources and supplies for classroom instruction and tutorial.	Alleyne, Sharonda	8/15/2016	Purchase orders and requisitions	6/2/2017 daily

V. Professional Development Opportunities

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

G1. If Roosevelt Elementary provides effective and relevant instruction to meet the needs of ALL students; then we will increase reading on grade level by third grade.

G1.B2 Teachers have a limited understanding of designing and delivering standards based instruction effectively to meet the needs of all learners using a variety of instructional resources.

G1.B2.S1 Provide staff with a variety of professional learning opportunities to meet the academic and social/emotional needs of their students.

PD Opportunity 1

Teacher teams will be provided time to meet as Professional Learning Communities to support one another and grow together to become effective teachers.

Facilitator

Teacher leaders (alternates)

Participants

All Instructional Staff

Schedule

Weekly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Through PLCs, teachers will participate a book study that focuses the affects of poverty and mindsets and increase their awareness of how to support children in achieving success.

Facilitator

Sharonda Alleyne

Participants

All teachers

Schedule

Monthly, from 8/1/2016 to 5/31/2017

PD Opportunity 3

Leadership Team will attend conferences for professional growth to share research based best practices with staff.

Facilitator

To Be Determined

Participants

All teachers

Schedule

Triannually, from 8/9/2016 to 5/31/2017

PD Opportunity 4

Instructional Coach will provide coaching support by using the coaching continuum.

Facilitator

Tammy Smith

Participants

All Instructional Staff

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Create a family/community engagement monthly Events/Activities Calendar to ensure external stakeholders are aware of the various events we offer.				\$0.00
2	G1.B1.S1.A2	Inform parents of upcoming events through various formats, such as, marquis announcements, robo call system, flyers sent home with students and phone calls home.				\$0.00
3	G1.B1.S1.A3	Provide family involvement trainings and activities throughout the school year to build the capacity of parents to their child/children at home. (Curriculum Nights, FSA Parent Nights, iReady/Technology Parent Trainings, Kindergarten Roundup)				\$4,632.44
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0341 - Roosevelt Elementary School	Title I, Part A		\$2,152.04
			Notes: paper, ink/toner, Readiness materials for Kindergarten Roundup, refreshments, take home backpacks, books, materials			
	6150	750-Other Personal Services	0341 - Roosevelt Elementary School	Title I, Part A		\$2,480.40
			Notes: Substitutes for Parent Report Card Days			
4	G1.B1.S1.A4	On-going communication with parents regarding student progress, school wide events, parent trainings.				\$812.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	510-Supplies	0341 - Roosevelt Elementary School	Title I, Part A		\$812.00
			Notes: K-2 Student Agendas, communication folders			
5	G1.B2.S1.A1	Establish a school-wide focus of collaboration within the instructional practices through faculty meetings and Professional Learning Communities (PLCs).				\$0.00
6	G1.B2.S1.A2	Teacher teams will be provided time to meet as Professional Learning Communities to support one another and grow together to become effective teachers.				\$0.00
7	G1.B2.S1.A3	Through PLCs, teachers will participate a book study that focuses the affects of poverty and mindsets and increase their awareness of how to support children in achieving success.				\$3,070.05
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0341 - Roosevelt Elementary School	Title I, Part A		\$3,070.05
			Notes: Books: Turning High Poverty Schools into High Performing Schools and Mindsets in the Classroom.			

8	G1.B2.S1.A4	Provide teachers with opportunities to attend School-based/District professional development to increase their capacity in all content areas.				\$5,058.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	0341 - Roosevelt Elementary School	Title I, Part A		\$5,058.00
			<i>Notes: To provide substitutes for on campus or off campus professional development.</i>			
9	G1.B2.S1.A5	Leadership Team will attend conferences for professional growth to share research based best practices with staff.				\$5,723.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	0341 - Roosevelt Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Model Schools, FSA, National At-Risk Youth, Models Leadership Conference</i>			
	6400	750-Other Personal Services	0341 - Roosevelt Elementary School	Title I, Part A		\$723.45
			<i>Notes: Subs for PD</i>			
10	G1.B2.S1.A6	Provide teachers with professional resources and supplies to ensure they have to tools required for increasing their capacity.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	510-Supplies	0341 - Roosevelt Elementary School	Title I, Part A		\$1,600.00
			<i>Notes: paper, folders, ink/toner, pens/pencils, chart paper, post-it notes</i>			
	6400	360-Rentals	0341 - Roosevelt Elementary School	Title I, Part A		\$400.00
			<i>Notes: Purchase the electronic and online lesson plan</i>			
11	G1.B2.S1.A7	Administration will conduct classroom walkthroughs to identify instructional delivery needs to ensure professional learning opportunities are designed to support teachers' effectiveness.				\$0.00
12	G1.B2.S1.A8	Instructional Coach will provide coaching support by using the coaching continuum.				\$73,154.55
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0341 - Roosevelt Elementary School	Title I, Part A	1.0	\$73,154.55
			<i>Notes: Reading Coach salary and benefits</i>			
13	G1.B2.S2.A1	Analyze student data to determine remediation needs to increase effectiveness of specific intervention or enrichment strategies.				\$0.00
14	G1.B2.S2.A2	Resource Teacher will provide in school support for students that need remediation in order to close the achievement gap.				\$66,342.45
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	5100	120-Classroom Teachers	0341 - Roosevelt Elementary School	Title I, Part A	1.0	\$66,342.45
			<i>Notes: resource teacher salary and benefits - Nikita Young</i>			
15	G1.B2.S2.A3	Ensure students have supplemental resources and supplies for classroom instruction and tutorial.				\$26,178.76
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	360-Rentals	0341 - Roosevelt Elementary School	Title I, Part A		\$26,178.76
			<i>Notes: Ready Materials, Storyworks, Reading A-Z, headphones, copy paper, ink/toner, laminating film, poster paper, resource manipulatives, binders, LLI replacement materials, chart paper, pencil, post its, pens, classroom libraries</i>			
16	G1.B2.S2.A4	Offer afterschool tutorial or enrichment for students in grades 3-5				\$16,438.50
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	0341 - Roosevelt Elementary School	Title I, Part A		\$16,438.50
			<i>Notes: salary and bens for tutorial</i>			
					Total:	\$203,410.20