

Polk County Public Schools

# Roosevelt Academy



2016-17 Schoolwide Improvement Plan

# Roosevelt Academy

115 E ST, Lake Wales, FL 33853

<http://schools.polk-fl.net/rooseveltacademy>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 6-12	Yes	90%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
Alternative Education	No	50%

## School Grades History

Year	2017-18
Grade	

*\*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 is pending approval by the Polk County School Board.

## 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 Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	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 purpose of Roosevelt Academy is to challenge, guide, and prepare our students for success in today's classroom and tomorrow's workplace through an integrated, hands-on curriculum designed to meet the individual needs of our students.

##### b. Provide the school's vision statement.

Roosevelt Academy is a unique educational choice that specifically targets the needs of students with learning disabilities students in grades 6-12. Roosevelt provides students with appropriate instructional supports that empower them to reach their maximum academic skill level and together with the school-wide, time-tested, behavior management system they are equipped to adapt and excel in society. Students learn and develop skills necessary to identify and make career and real-world choices. It is our goal to prepare our students to become successful, contributing, tax-paying citizens upon graduation.

#### 2. School Environment

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

Our program focuses on the whole child, preparing them for future success in the world of work. Individual teams work closely together, beginning in their 6th-grade year, to get to know our students and their learning differences. Our school serves grades 6 -12 from various areas in our county, making us quite a diverse group. Before admission to our program, each family receives a personalized tour and interview with our guidance counselor and Principal. This process gives the parent and child an opportunity to familiarize themselves with our staff, facility and vision. Parents are encouraged to attend our parent involvement activities, nine-week celebrations and school-based business expos that showcase student achievements and positive peer relations. For many of our children, these opportunities may be the first time in their educational career where they have been involved and successful, leading to a sense of pride and self-respect.

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

Our program was built around our school wide behavior management system that emphasizes respect for self and others. In addition, staff members teach and model "The Essential 55", which are skills that reinforce social expectations and common courtesies. Our campus has clear rules to ensure student safety and consequences for those who break the rules. Adults are always present at morning, lunch and afternoon duties to offer a helping hand and intervention when needed. Our positive and proactive approach to discipline keeps issues to a minimum. When problems do arise, our staff is quick to contact the administration, guidance counselor, behavior management specialist, or School Resource Officer for assistance. A bully box is located in the main office, and procedures for reporting concerns are covered during the first week of school. In addition to reviewing the code of conduct, each grade level meets with our Principal and SRO to discuss more in depth our school expectations, and who to go to for help. This provides yet another layer of protection for our population and clearly defines roles and responsibilities for both students and staff.

**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.**

The School-wide behavior management system at Roosevelt Academy is not just part of our program, but is our program, and drives our success with social-emotional growth, academic learning gains, and eventual completion of our job training program. The ten "rules" are employability skills that originated in the workforce. Simply put, teachers explain the rules by relating them to what adults do on a daily basis to be employable. The system allows students to earn points in each class period, for a total of 800 daily points. The beauty is that each day and class period, students have a fresh start to earn and make good choices, thus teaching individual responsibility. A "make-up" session is held each Friday for those who do not earn enough points for leisure activity time (reinforcement). During the make-up session, point sheets are reviewed with each student and goals are made for the next week to facilitate success. Staff members are extensively trained on the system and undergo "refresher" courses throughout the school year as needed. Behavior management rules are posted in each classroom for the students to see, as well as listed on the individual point sheet that each student carries with them. The consistency of the language and set rules for all translates into a fair system with little room for problems. When behavioral issues do occur and can't be resolved between the teacher and student, procedures are in place for a progressive system that may include detentions, parent conferencing, and intervention plans when necessary, all to avoid discipline referrals.

**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.**

We are fortunate to have an arsenal of support services, including paraprofessionals, school nurse, occupational training and speech services when needed, guidance counselor, LEA facilitator, school behavior management specialist, and school-based mental health therapist. Along with administration, these individuals work closely together to determine the necessary services for each child. Students' cumulative folders are reviewed by key support staff each fall in order to obtain necessary information for student planning. IEPs are also included in the review, in order to address parents' input and any other social-emotional or medical needs the student may have. Behavior intervention plans are also shared with pertinent staff members, along with strategies to foster success in the classroom. When major issues occur that cannot be addressed by our support staff, referrals can quickly be made by our guidance for grief counseling, hospice services, crisis team, or psychological services. We also have safeguards in place for threat assessment and suicide prevention/intervention. Staff members are all aware of reporting procedures and protocol when dealing with delicate or dangerous situations.

### **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.**

The goal of the Early Warning System is to increase the overall success of our students who are at risk. The barriers we address are Attendance, Discipline, and Course Failure. A vast majority of our students are Level I on statewide assessments due to their learning disabilities. Our goal is to have our students make as many learning gains as possible.

The Early Warning System provided by the county initially informs the Principal, who in turn passes the information to guidance, teachers, staff, and parents of the students who are off track. By having this information, our school can make adjustments to assist these students to become successful.

**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	16	6	12	12	13	8	6	73
One or more suspensions	0	0	0	0	0	0	23	21	16	13	14	2	0	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	8	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	52	52	39	34	23	0	0	200

**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	26	24	20	14	16	2	0	102

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

The best way to improve our student’s academic performance is to do all we can to get the students to come to school. Unfortunately, many of our parents do not realize the importance of education and good attendance. Last year the school Attendance Manager working with the County Social worker solved the attendance problems of six extremely truant students. The results were accomplished by various steps leading to court action. When the students are in school, the learning strategies mentioned throughout this plan are very effective.

Roosevelt employs a very effective Behavior Management system that reduces distractions in the classroom and cuts down on suspensions. The School Principal meets with these students and monitors their progress throughout the semester. Teachers also communicate with the student’s parents. Teachers work closely with the students to give them the strategies and accommodations needed to help them pass the courses of a regular diploma track. Course failures at Roosevelt are due to lack of student effort, not just the difficulty of the subject matter.

**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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/315553>.

**2. Description**

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



**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.**

Since 1995, Roosevelt agriculture students have operated, Roosevelt Farms, a site-based farm that consists of 6 greenhouses and uses three types of growing methods: hydroponic, aquaponic, and traditional row-crop production. The class is used to enhance the academic and employability skills of our students. Roosevelt Farms is honored to be one of 5 farms and agriculture businesses selected to host the 2014 Polk County Farm Tour on September 26th, consisting of about 60 people involved in the agriculture industry and elected offices. Hugh Smith, Professor of Entomology at the University of Florida, used our pepper production greenhouse to write a research grant on biological insect controls. Roosevelt Farms grows chemical free produce and markets our crops at the Lake Wales Care Center, so the community has access to low cost, fresh, vegetables, of high nutritious value. As our program grew over the years, we have been able to increase our support of other programs in Lake Wales. We sponsor a Veteran’s Day party for Veteran’s and widows of Veteran’s at the Groves Convalescent Center. Plants are donated for the stage at Lake Wales Pioneer Days, and we provide an educational booth at Bok Tower’s Earth Day for over 1,000 elementary students. Plants are donated to Bok Academy, Alturas, Polk Avenue, Hillcrest, and Janie Howard Wilson Elementary Schools as well as help the schools install and maintain their hydroponic gardens. Herbs are donated to Our Children’s Academy for their sensory garden to aid autistic students. Our FFA Chapter donates trees, plants, mulch, irrigation, and labor to all of the Lake Wales Care Center’s transitional houses. We are collaborating with Bok Tower Gardens, Gardens for Life, a program in partnership with the University of Florida Institute for Food & Agricultural Science Extension Service. Being located in the heart of Lake Wales, our program can provide the community with fresh vegetables that are harvested and available to the public the same morning they are picked. Free tours are provided to home-school groups, school teachers and anyone wishing to learn more about how they can start a food production program. Our On-the- Job Training program for special diploma students provides a service to both our students and participating businesses. Our students become as employees at selected businesses allowing them to have real life job experiences with the support of the school to help them "learn the ropes." The area businesses profit from the extra help as well as the good feeling that they are helping a student along the path to adulthood.

**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
Edwards, Debra	Principal
Dooley, John	Assistant Principal
Kerner, Kathryn	Teacher, ESE
Harrington, Sharanta	Teacher, ESE
Boyd, Kim	Teacher, ESE
Bagby, Amy	Teacher, ESE
Mullis, Shannon	Teacher, ESE
Hornsby, Susan	Teacher, ESE
Jackson, Virginia	Teacher, ESE

**b. Duties**

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

The School Leadership Team is comprised of the grade level chairs and the subject area chairs as well as the behavior specialist and administration. The Chairs act as the liaisons for their area; bringing information to and from the Leadership team. The Chairs are respected by both teachers and administration. They are leaders in their area and therefore trusted to act in the best interest of the school.

We are a close knit school and easily practice shared decision making without problems.

**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 Academy has chosen to group students by grade level with a team of 4 or more teachers at each grade level. The teachers all have common planning which allows them to better serve this ESE population through collaboration. Each grade levels materials have been supplied by the district for the students. However, we also have chosen to teach intensive math and reading. Those materials are used as resources for exposing the students to 2-5+ years below their actual grade levels. The school funds are used to purchase those materials that assist the teachers in reaching each student's instructional levels, as well as, providing employability skills that are needed for success in the workplace.

Student behavior modification is another area that we address within our program by utilizing a school-wide behavior management program.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Tamara Sanders	Education Support Employee
Petra Gonzalez	Parent
Ed Palmer	Business/Community
Gene Fultz	Business/Community
Felipe Garcia	Student
Melanie Storey	Parent
Hope Cedeno	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 SAC will assist in the evaluation of last year's SIP. The goals and the outcomes will be discussed as well as the implications for this year's plan.

*b. Development of this school improvement plan*

The SAC will assist in the preparation of the school improvement plan, with the purpose of meeting the school vision, mission and curriculum objectives. The council is responsible for input and advisement on any issues that are of school concern. The SAC is the sole body responsible for final decision-making at the school relating to the implementation of the provisions of Sections 1001.42(16) and 1008.345, F.S. (school improvement). The SAC will not be responsible for any fund allocations in this plan, but the ongoing support will help us to continue to be successful.

*c. Preparation of the school's annual budget and plan*

Preparation of the school's budget was done by the principal using last year's expenditures as a guide. The budget is used to provide the operating expenses of the school. There are no "extra" funds.

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

There were no designated school improvement funds for the 2015-2016. The SAC decided that if there were any extra funds, such as the lottery funds, such funds would be applied for technology.

**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.*

**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
Edwards, Debra	Principal
Davis, Linda	Teacher, ESE
Dooley, John	Assistant Principal
Boyd, Kim	Teacher, ESE
Albritton, Amber	Teacher, ESE
Hornsby, Susan	Teacher, ESE
Austin, Katelyn	Teacher, ESE
Jackson, Virginia	Teacher, ESE
Mendenhall, Kari	Teacher, ESE
Thompson, Molly	Teacher, ESE

**b. Duties**

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

The Literacy Team consists of eight reading teachers that will provide a literary vision for our school. The Literacy Team is a collaborative group that encourages a literary climate that will provide direction for all teachers on how to promote literacy in the classroom that has a positive impact on student learning to ensure that all students are provided the Tier services needed and help guide our students with the goal of increasing academic skills.

The Leadership Team researched and adopted the initiative of our school becoming a HUMAN BILLBOARD to enhance vocabulary recognition, knowledge and the usage across the curriculum. Magnetic badges were purchased over the summer to begin this school-wide initiative. All teachers will create their own 'word of the week' listing. Teachers will wear their respective 'word of the week' for five days, reviewing orally and with realia Visuals to better help the students' comprehension throughout the year. Suggestions will be offered by members of the Leadership Committee on how to creatively present, review, and monitor the vocabulary covered by each teacher. Students will be encouraged to read and learn from other teachers' disciplines as they model their individual vocabulary 'words of the week.'

## 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.

Teachers in all grade levels have common grade level planning times. This meeting time may be used to discuss unit planning and student concerns, among other topics.

Teachers are also involved in Subject area PLC's at least once a month. These meetings occur after school and provide the opportunity to share best practices, common curriculum concerns and some subject area training.

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

1. Retention of teachers at Roosevelt is not a problem. Our staff is a family and there is a welcoming and protective climate directed at what is in the best interests of our students.

2. All teachers receive support from their grade level team as well as their content area team. Even though our staff is small, a new or struggling teacher is never left to fend for themselves. They are 'adopted by' or paired with a team member and/or same subject area teacher as well as supported by resource teachers and administration.

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

If possible, a master teacher of the same subject is chosen to be the mentoring teacher. Scheduled and impromptu meetings are held regularly. Observations of one another with Q&A sessions are also included in the program.

## 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.**

Teachers will adopt the standards as the target benchmarks in the classroom, using resources provided by the district and the Florida Standards Assessment (FSA). Teachers will continue Professional Development as necessary to review and familiarize the standards, and observe a highly-effective rated teacher of comparable subject and grade level. The administrative team will review and analyze the teachers' lesson plans and provide support as needed throughout the school year.

**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.**

The teachers will have access to student data, including results from the Florida Standards Assessment (FSA). Teachers will attend district professional development as necessary. School administration will work with the SBLT and technology team to ensure resources are available to meet the standards expected by the FSA. Teachers will differentiate instruction to meet the needs of the students, based on accommodation listed in Individualized Education Plans as well as gathered through formal and informal assessment.

Teachers and administrations will monitor the students' instructional needs through evaluative teacher walk-throughs and the feedback given. Administrations and teachers will meet, along with grade-level team meetings, to discuss student data and needs. The teachers will meet with students concerning their progress and make adjustments as needed throughout the school year.

**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:** 3,600

1. An extra 20 minutes a day was added to the school day.
2. Scheduling changed from an A/B 4x8 block scheduling to a seven-period day.

**Strategy Rationale**

1. This provided a ten-minute window for homeroom to conduct "housekeeping" needs with the additional ten-minutes, before or after lunches for students to tune into Channel One News.
2. Minimize disruptions in class changes, and divides the 20 additional minutes into two separate activity times.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Edwards, Debra, [debra.edwards@polk-fl.net](mailto:debra.edwards@polk-fl.net)

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

1. Data will not be collected on this strategy

**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.**

Students choose to come to Roosevelt, and they stay because they experience academic growth and a positive self-image. For 6+ years they have been at the bottom of the class and/or in a "special" class. Teachers communicate with the students on their progress so that they can see their growth. This growth provides the avenue to continue to strive toward the ultimate school goal which is graduation and full-time employment. For incoming students, we provide tours of the school and meetings with parents. Grade level teachers work closely together to plan transition strategies to help students move to the next grade level. After graduation, students have the opportunity to enter the transition program which provides services to them assisting them in employment skills until the age of 22.

**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.**

Our students work toward a regular diploma. Because of their learning disabilities, we continue to follow their Individualized Education Plan and prepare them for non-college training or careers. We prepare them for the post-secondary transition into the workforce. Our school-wide behavior management plan used in grades 6-12 centers around employability skills. The relationship between school and work is infused within this system. Our current 12th graders "go to work" in the On-the-Job

training program as they are still on a special diploma track. Students are placed throughout the community at various job sites. There they learn the skill of being a good employee.

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

Our students experience work skills in horticulture, agriculture, cooking, and construction. It is an entry level experience, so no certifications are given. The program is more involved with teaching employability skill than in teaching industry program.

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

We prepare students for the postsecondary transition into the workforce. Our school-wide behavior management plan used in grades 6-10 centers around employability skills. The relationship between school and work is infused within this system.

**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.**

No High School Feedback Report Available.

## 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

**1** = Problem Solving Step     S123456 = Quick Key


## Strategic Goals Summary

- G1.** The percentage of AL1 SWDs for SY 2016-17 on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% (192/220) to 82%.
- G2.** The percentage of AL1 SWDs for SY 2016-17 on the FSA Math will decrease by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) to 79%.

## 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.** The percentage of AL1 SWDs for SY 2016-17 on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% (192/220) to 82%. **1a**

 G087275

### Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	

### Targeted Barriers to Achieving the Goal **3**


- Students lack inference skills and the ability to identify important information from reading text.
- Students lack internal motivation which causes behavior issues, resulting in out of class time.

### Resources Available to Help Reduce or Eliminate the Barriers **2**

- CPalms
- Teaching & Learning Content (TLC) Academy
- CHAMPS



**G2.** The percentage of AL1 SWDs for SY 2016-17 on the FSA Math will decrease by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) to 79%. **1a**

 G087276

**Targets Supported** **1b**

Indicator	Annual Target
FSA Mathematics Achievement	

**Targeted Barriers to Achieving the Goal** **3**

- Students have difficulty understanding written or verbal directions or explanations, and find mathematic word problems especially difficult to translate.
- Students lack internal motivation which causes behavior issues, resulting in out of class time.

**Resources Available to Help Reduce or Eliminate the Barriers** **2**

- CPalms
- Teaching & Learning Content (TLC) Academy
- CHAMPS

## 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.** The percentage of AL1 SWDs for SY 2016-17 on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% (192/220) to 82%. **1**

 G087275

**G1.B1** Students lack inference skills and the ability to identify important information from reading text. **2**

 B231995

**G1.B1.S1** Teach students reading strategies specific to connecting the text and the questions, i.e. highlighting key terms, reading questions prior to reading the text, using a pencil or finger while reading the text as a guide. **4**

 S244795

### Strategy Rationale

SWD readers often exhibit erratic eye movement as they look around for 'whole words' or jump around searching for familiar chunks of words.

### Action Step 1 **5**

Teachers will attain professional learning thru Online/Moodle, District Professional Development, i.e. Teaching & Learning Content (TLC) Academy and In-house Professional Learning Communities (PLCs).

#### Person Responsible

John Dooley

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Teachers' notes, PDS calendar, and PLC minutes.

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

Continuous Classroom Walk-throughs and Observations

**Person Responsible**

John Dooley

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Journey Evaluation Tool

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

Observation - Walkthroughs, In-Formal, and Formal

**Person Responsible**

John Dooley

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Schedule of Meetings, Observation Calendar, Journey

**G1.B2** Students lack internal motivation which causes behavior issues, resulting in out of class time. 2

B231996

**G1.B2.S1** Provide positive reinforcements that will motivate students to put forth their best efforts. 4

S244796

### Strategy Rationale

Teachers that spend less time disciplining students and more time teaching will increase academic engagement, resulting in improved test scores.

### Action Step 1 5

Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).

#### Person Responsible

John Dooley

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Teachers' notes, PDS calendar, and PLC minutes.

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

Continuous Classroom Walk-throughs and Observations

#### Person Responsible

John Dooley

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Journey Evaluation Tool

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

Observation - Walkthroughs, In-Formal, and Formal

**Person Responsible**

John Dooley

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Schedule of Meetings, Observation Calendar, Journey

**G2.** The percentage of AL1 SWDs for SY 2016-17 on the FSA Math will decrease by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) to 79%. 1

G087276

**G2.B1** Students have difficulty understanding written or verbal directions or explanations, and find mathematic word problems especially difficult to translate. 2

B231997

**G2.B1.S1** Students will be provided with supplementary support thru an intensive math class to fill in the gaps. Both math teachers will share observations of the SWD strengths and weaknesses to discuss strategies to meet the individuals' needs. 4

S244797

**Strategy Rationale**

Maintain consistency and communication with other teachers across school settings is vital when filling the gaps of the SWD progression on grade level standards.

**Action Step 1** 5

All AL1 SWD will be scheduled in Intensive Math classes.

**Person Responsible**

Debra Edwards

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

**Evidence of Completion**

Master Schedule

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Continuous Classroom Walk-throughs and Observations

**Person Responsible**

John Dooley

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Journey evaluation tool

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Observation - Walkthroughs, In-Formal, and Formal

**Person Responsible**

John Dooley

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Schedule of Meetings, Observation Calendar, Journey

**G2.B2** Students lack internal motivation which causes behavior issues, resulting in out of class time. 2

B231998

**G2.B2.S1** Provide positive reinforcements that will motivate students to put forth their best efforts. 4

S244798

### Strategy Rationale

Teachers that spend less time disciplining students and more time teaching will increase academic engagement, resulting in improved test scores.

### Action Step 1 5

Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).

#### Person Responsible

John Dooley

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Teachers' notes, PDS calendar, and PLC minutes.

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

Continuous Classroom Walk-throughs and Observations

#### Person Responsible

John Dooley

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

#### Evidence of Completion

Journey Evaluation Tool

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

Observation - Walkthroughs, In-Formal, and Formal

**Person Responsible**

John Dooley

**Schedule**

Monthly, from 8/22/2016 to 6/2/2017

***Evidence of Completion***

Schedule of Meetings, Observation Calendar, Journey



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2017</b>					
G1.B1.S1.MA1 M329390	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G1.B1.S1.MA1 M329391	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey Evaluation Tool	6/2/2017 monthly
G1.B1.S1.A1 A316960	Teachers will attain professional learning thru Online/Moodle, District Professional Development,...	Dooley, John	8/22/2016	Teachers' notes, PDS calendar, and PLC minutes.	6/2/2017 monthly
G1.B2.S1.MA1 M329392	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G1.B2.S1.MA1 M329393	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey Evaluation Tool	6/2/2017 monthly
G1.B2.S1.A1 A316961	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning...	Dooley, John	8/22/2016	Teachers' notes, PDS calendar, and PLC minutes.	6/2/2017 monthly
G2.B1.S1.MA1 M329394	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G2.B1.S1.MA1 M329395	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey evaluation tool	6/2/2017 monthly
G2.B1.S1.A1 A316962	All AL1 SWD will be scheduled in Intensive Math classes.	Edwards, Debra	8/22/2016	Master Schedule	6/2/2017 monthly
G2.B2.S1.MA1 M329396	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G2.B2.S1.MA1 M329397	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey Evaluation Tool	6/2/2017 monthly
G2.B2.S1.A1 A316963	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning...	Dooley, John	8/22/2016	Teachers' notes, PDS calendar, and PLC minutes.	6/2/2017 monthly

## V. Professional Development Opportunities

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

**G1.** The percentage of AL1 SWDs for SY 2016-17 on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% (192/220) to 82%.

**G1.B1** Students lack inference skills and the ability to identify important information from reading text.

**G1.B1.S1** Teach students reading strategies specific to connecting the text and the questions, i.e. highlighting key terms, reading questions prior to reading the text, using a pencil or finger while reading the text as a guide.

### PD Opportunity 1

Teachers will attain professional learning thru Online/Moodle, District Professional Development, i.e. Teaching & Learning Content (TLC) Academy and In-house Professional Learning Communities (PLCs).

#### Facilitator

AAE, Office of Professional Development, Teaching and Learning, Subject Chairs

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

**G1.B2** Students lack internal motivation which causes behavior issues, resulting in out of class time.

**G1.B2.S1** Provide positive reinforcements that will motivate students to put forth their best efforts.

### PD Opportunity 1

Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).

#### Facilitator

AAE, Office of Professional Development, Teaching and Learning,

#### Participants

Classroom Teachers

#### Schedule

Monthly, from 8/22/2016 to 6/2/2017

**G2.** The percentage of AL1 SWDs for SY 2016-17 on the FSA Math will decrease by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) to 79%.

**G2.B2** Students lack internal motivation which causes behavior issues, resulting in out of class time.

**G2.B2.S1** Provide positive reinforcements that will motivate students to put forth their best efforts.

### **PD Opportunity 1**

Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).

#### **Facilitator**

AAE, Office of Professional Development, Teaching and Learning, Subject Chairs

#### **Participants**

Classroom Teachers

#### **Schedule**

Monthly, from 8/22/2016 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	Teachers will attain professional learning thru Online/Moodle, District Professional Development, i.e. Teaching & Learning Content (TLC) Academy and In-house Professional Learning Communities (PLCs).	\$0.00
2	G1.B2.S1.A1	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).	\$0.00
3	G2.B1.S1.A1	All AL1 SWD will be scheduled in Intensive Math classes.	\$0.00
4	G2.B2.S1.A1	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).	\$0.00
<b>Total:</b>			<b>\$0.00</b>