

The School District of Palm Beach County

Roosevelt Elementary School



2017-18 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) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| 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 | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C | C | F* | D |

**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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Roosevelt Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - 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 that 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:

Promote academic excellence through rigorous and engaging lessons, interventions and/or enrichment that are aligned to standards.

Develop a culture or collaboration to improve student achievement.

Use technology as a tool to enhance the curriculum.

Encourage positive behavior and teach social skills.

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 School District of Palm Beach County 5-year Plan for continuous improvement as it relates to the following Strategic Initiatives:

(Strategic Initiative #1: Pillars of Effective Instruction)

(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

(Strategic Initiative #7: Ensure a comprehensive "Single School Culture" in every School)

(Strategic Initiative #9: Develop an approach for bullying prevention)

Roosevelt Elementary School will refer to Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 (8)(b)(i).

Roosevelt Elementary will ensure a positive single school culture which directly aligns to the School District of Palm Beach County Strategic Initiative #7: which states "Ensure a comprehensive "Single School Culture" in every School".

Single School Culture for Academics:

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly Professional Learning Communities (PLCs) that include the following procedures:

Articulation of academic targets – unpacking of standards

Development of a data stream

Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)

Alignment of curriculum/instruction/assessment to standards

Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students & teachers learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. (Strategic Initiative #1: Pillars of Effective Instruction)

Teachers at Roosevelt Elementary School attend Professional Learning Communities (PLCs) weekly 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, standards-based 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:

Single School Culture © Behavior is a uniform set of practices and procedures that are aligned to Roosevelt Elementary's vision and mission. These practices and procedures are known and used by all staff to positively measure both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an atmosphere of fairness on a campus.

Roosevelt Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS to foster positive classroom and school behavior. Students are taught to R.O.C.K on campus by being RESPECTFUL and RESPONSIBLE, OWN their actions, be a good CITIZEN, so that they can KEEP on learning! A specific set of expectations, procedures and lessons centered around student behavior in all areas of the campus - classroom, cafeteria, hallway, arrival, dismissal are updated and discussed during Leadership and Committee Meetings.

Single School Culture and appreciation for multicultural diversity:

Roosevelt Elementary School instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as ROCKET BUCKS, ROCK JAM, Fine Arts ROCK STARS, ROCK TREATS, etc.

Single School Culture © for CLIMATE:

Single School Culture © for CLIMATE refers to the emotional atmosphere faculty and staff generates on campus, the "context" of school. Climate involves the perception of faculty, staff, parents, students and community concerning the fairness, openness, friendliness, atmosphere of caring, and sense of welcome at the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, Roosevelt Elementary identified problematic practices and their impact on staff/student morale, achievement, and participation.

The goals of Single School Culture © for CLIMATE include maintaining a community at Roosevelt Elementary that:

Reduces risk factors for students and promotes positive factors.

Recognizes and values the contributions of all: staff, students, and parents.

Promotes an atmosphere that encourages positive relationships among all stakeholder groups.

Roosevelt Elementary is in alignment with the School District of Palm Beach Strategic Initiative #9 in regards to it's response to bullying and the prevention of bullying. Bullying posters are posted on campus to provide an avenue to report bullying, bullying lessons are taught by our Guidance Counselor to prevent bullying and Roosevelt Elementary participates in national initiatives like Blue

Shirt Day, Bullying Prevention Awareness Month and the anti-bullying campaign. (Strategic Initiative #9: Develop an approach for bullying prevention)

School Principal ensures that Roosevelt Elementary School is in alignment with the School District of Palm Beach County Strategic Plan Initiative #2 by communicating that relationship-building is a clear priority and engaging community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. The guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. The first weeks of school faculty and staff sets a positive tone and clarifies the values that will guide interpersonal interactions between students and between the teacher and students throughout the school year. (Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

In addition to academics, behavior and climate; Roosevelt Elementary School will also embed cultural competence, equity and access within instructional practice (SDPBC Strategic Initiative #2) 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. (Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

Additionally, Roosevelt Elementary School's faculty and staff will participate in the process of discussing climate guidelines along with behavioral expectations, attend Professional Development on multicultural offerings and increasing positive interactions with students, participate in school-wide multicultural projects, embed cultural activities within curriculum and daily course work, will know that relationship-building is a priority, work on improving student-teacher relationships, share effective strategies for actualizing Marzano's Design Question 8: Establishing and Maintaining Effective Relationships with Students. The school's Guidance Counselor will 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.

Roosevelt Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS to foster positive classroom and school behavior. Students are taught to R.O.C.K on campus by being RESPECTFUL and RESPONSIBLE, OWN their actions, be a good CITIZEN, so that they can KEEP on learning! A specific set of expectations, procedures and lessons centered around student behavior in all areas of the campus - classroom, cafeteria, hallway, arrival, dismissal are updated and discussed during Leadership and Committee Meetings.

Roosevelt Elementary School instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as ROCKET BUCKS, ROCK JAM, Fine Arts ROCK STARS, ROCK TREATS, etc.

Single School Culture © for CLIMATE refers to the emotional atmosphere faculty and staff generates on campus, the “context” of school. Climate involves the perception of faculty, staff, parents, students and community concerning the fairness, openness, friendliness, atmosphere of caring, and sense of welcome at the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, Roosevelt Elementary identified problematic practices and their impact on staff/student morale, achievement, and participation.

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

The goals of Single School Culture © for CLIMATE include maintaining a community at Roosevelt Elementary that will:

Provide lessons on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (in classroom) and supplemental (solution focused small group counseling) supports;

Develop and implement a differentiated system of school counseling services with dedicated time for supplemental 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;

Create or enhance a college-going culture by embedding a few of the initiatives from Eight Components of

College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular

engagement, college and career exploration and selection, college and career assessments, affordability

planning, admissions and transitions into postsecondary);

Articulate, demonstrate, and teach the specific practices that reflect the application of the school’s SwPBS

Universal Guidelines to the contexts students will encounter before/during/after school;

Adults across the campus will clarify their expectations for positive interpersonal interaction and

create the structures and processes for reporting violations of bullying/harassment
Involve non-instructional staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
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;
Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported. (Strategic Initiative #9: Develop an approach for bullying prevention)

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

Roosevelt Elementary School will:

Use a people 1st language

Ensure all students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.

Ensure all SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.

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 taught twice a year to ensure students are aware of school expectations.

Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)

SWPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity

Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

Class meetings will occur on a frequent basis to include student feedback.

School-wide recognition system is in place.

Develop and implement 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:

Operational school based team that meets weekly to discuss students with barriers to academic and social success;

Mentors assigned to students identified with SEL concerns;

Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

Instruction and various campus activities that address social/emotional needs of students;

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Utilize existing data systems to identify students who have attendance, behavioral or academic concerns

Create data decision rules for number of absences or OSS for referrals to SBT

Ensure teachers are aware of decision rules and procedures for notification after students are identified as

meeting one of the data decision rules;
 Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.

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 | 22 | 23 | 19 | 24 | 9 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 114 |
| One or more suspensions | 2 | 3 | 12 | 7 | 11 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |
| Course failure in ELA or Math | 17 | 40 | 51 | 64 | 43 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 267 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 42 | 24 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |
| 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 | 8 | 20 | 20 | 50 | 29 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 166 |

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- iReady Reading/Math, Imagine Learning Program, VPK, District-Created Reading Intervention Lessons, SAI
- iii, Tutorials, LLI, Foundations, Small Group Differentiated Instruction, etc. ;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- Run EDW: ESE Educational Benefit Report EDW-RSOOA0444 (Found under: Families, Special Programs, EDW-RPSE0577)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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 recieves various donations of school supplies, back packs and other in kind donations/contributions to support the school and student achievement.

C. Effective Leadership

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 |
| Young, Nikita | Instructional Coach |
| Lovely, Charlotte | Assistant Principal |
| Cartwright, Chianti | Administrative Support |
| Leggett, Linsey | Teacher, K-12 |
| Jove, Ingrid | Teacher, K-12 |
| Mitchell, Morgan | Teacher, ESE |
| Mavrakis, Amanda | School Counselor |

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, Amanda Mavrakis. 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 Single School Culture Coordinator conducts 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. We also offer after school tutoring twice per week in Reading, Writing, Science, and Math for our lowest thirty-five percent.

Professional Learning Communities (PLCs) are conducted on a rotational model by Chianti Cartwright, Single School Culture Coordinator which allows teachers to unpack standards, analyze data, determine strengths/weaknesses and discuss strategies and best practices.

Our school also collaborates with local business - Bridges, fraternities, Urban League, local churches and businesses - to form community partnerships to support students through mentoring and providing in-kind 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, Double Down Substitutes, purchase supplemental instructional programs (Ready consumables, Foundations and supplies to support classroom instruction. Family involvement activities, and parent trainings are also supported with Title I funds.

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 |
| Kim Barker | Education Support Employee |
| Ingrid Jove | Teacher |
| Jessica Gibbons | Parent |
| Linsey Leggett | Teacher |
| Marion Hake | Teacher |
| David Chandler | Business/Community |
| Chianti Cartwright | Parent |
| Tamika Ward | Parent |
| Arlene Smith | Parent |
| Matthew Starr | Business/Community |

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 |
| Cartwright, Chianti | Administrative Support |
| Luzuriagga, Jennifer | Teacher, ESE |

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 each grade level, a representative from ELL, a representative from ESE, Single School Culture Coordinator 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 encouraged 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers include participation in Professional Learning Communities, 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)

Kristen Filardi = Willie Rhymes

Alyssa Forchin = Donnett Teal

Sherrani Glass = Shalanda Lester

Ingrid Jove = Nikita Young

LaTiffany Owens = Shalanda Lester

Jessica Thomas = Marion Hake

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Roosevelt Elementary uses Ready Materials, iReady Adaptive Technology Leveled Literacy Intervention Foundations Interventions, Words their Way, Fountas & Pinnell Word Study, 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 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 rotational model based on student needs
- Create a schedule with an uninterrupted 90 minute reading block
- Create a schedule with an additional 30 minute reading block
- 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 (LLI, Ready Materials and Foundations)
- Administer assessments
- Monitor progress at the class and grade level during Professional Learning Communities and content-based common planning
- Conduct data chats with students and teachers
- Provide LLI (Leveled Literacy Intervention) instruction
- Offer support facilitation services for ESE/ELL
- Utilize Writing Units of Study (grades K-2)
- Provide process and strategy charts for reminders of academic talk and content strategies

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: 5,400

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). This additional thirty minutes has been added on to the literacy block as is a continuation of the rotational model in grades K-5.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten at Roosevelt Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Roosevelt Elementary School , we engage in the following kindergarten transition activities:

1. Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)
2. Scheduling of a talk/meeting with preschool children's families
3. Distribution of a letter, flyer or informational brochure sent to families of preschool children

4. Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
5. Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
6. Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
7. Providing home learning activities to families to help them prepare children for kindergarten entry
8. Collaborating with other child and family support agencies to promote school readiness (such as Bridges)

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G094802

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------|---------------|
| ELA/Reading Lowest 25% Gains | 73.0 |
| FSA ELA Achievement | 32.0 |
| FSA ELA Achievement - Grade 3 | 25.0 |

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited understanding of delivering standards based instruction effectively to meet the needs of all learners
- Large number of students below grade level in Reading, Math & content areas
- Lack of Parent Involvement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Flexible scheduling for parent trainings
- Positive reinforcement initiatives
- increase support - SSCC Facilitator, Double Down positions
- Adaptive Technology to personalized learning and close the achievement gap
- Extended School day to provide additional hour of Reading
- Partnerships within the community that focus on literacy

Plan to Monitor Progress Toward G1. 8

Administration will use student data to determine the effectiveness of teaching. As well as data collected from walk through, informal and formal observations.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student Data - FSQ/USQ, iReady, RRR, student interviews, pictures, social media posts
 Teacher Data - iReady Graphs/Reports, iObservation data, PLC data, pictures, social media posts
 Parents - copies of evaluations, observations

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

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

G094802

G1.B1 Teachers have a limited understanding of delivering standards based instruction effectively to meet the needs of all learners 2

B254939

G1.B1.S1 To provide collaboration, sharing of best practices and professional development to build teachers' capacity. 4

S269366

Strategy Rationale

A large number of teachers have less than three years of experience, veteran teachers need to shift their pedagogy and more collaboration is needed to understand the importance of standards based instruction.

Action Step 1 5

Leadership Team will create the master schedule to provide time for collaboration.

Person Responsible

Sharonda Alleyne

Schedule

On 6/1/2018

Evidence of Completion

Master Schedule, Daily Schedules

Action Step 2 5

Supplies will be purchased for remediation, intervention and daily instruction in all content areas to support standards based instruction.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Action Step 3 5

An online lesson planning tool will be purchased that aligns and provides grade level standards to assist teachers in creating standards based lessons.

Person Responsible

Schedule

Weekly, from 9/1/2017 to 5/28/2018

Evidence of Completion

Les

Action Step 4 5

Teachers will attend professional development opportunities on campus, in the region and in the district.

Person Responsible

Nikita Young

Schedule

Every 6 Weeks, from 8/21/2017 to 5/31/2018

Evidence of Completion

Agenda, Sign in sheets, TDEs, Handouts, Substitute Slips, Registration, Out of County Travel Forms

Action Step 5 5

Teachers will attend weekly Professional Learning Communities and Common Planning to build capacity by collaborating with other teachers, data analysis and sharing of best practices.

Person Responsible

Chianti Cartwright

Schedule

Weekly, from 8/21/2017 to 5/31/2018

Evidence of Completion

Agendas, handouts, calendars, sign in sheets,

Action Step 6 5

Leadership and/or Administration will conduct walkthroughs and provide feedback for academic and behavior growth.

Person Responsible

Sharonda Alleyne

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Walkthrough notes, IR visit notes,

Action Step 7 5

Teachers and administration will create Professional Growth Plans for Deliberate Practice that will focus on one effective teaching strategy for professional growth.

Person Responsible

Schedule

Annually, from 8/14/2017 to 10/15/2017

Evidence of Completion

PGP Plans

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

Administration will monitor curriculum and classroom instruction regularly with timely feedback.

Person Responsible

Sharonda Alleyne

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Walkthrough notes/communications will be provided after walkthroughs, instructional reviews and instructional rounds.

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

Administration, Leadership Team and/or Marzano Liaison will provide coaching, support, videos, conversations, data chats, and time for collaboration of the effective teaching practices using the Marzano Learning Map.

Person Responsible

Linsey Leggett

Schedule

Weekly, from 8/21/2017 to 5/31/2018


Evidence of Completion

Evidence from Faculty Meeting/Leadership Team/Grade Level, Data Chat evidence, SSCC Log

G1.B2 Large number of students below grade level in Reading, Math & content areas **2**

 B254940

G1.B2.S1 The school will implement a tiered instructional system which will allow teachers to deliver standards-based instruction that aligns with the individual needs of all students. Additionally, teachers will develop standards-based lesson for each subject and grade level. **4**

 S269367

Strategy Rationale

To increase reading on grade level by 3rd grade.

Action Step 1 **5**

Administer will purchase double-down substitutes that will provide small group reading intervention in all 3-5 reading classrooms.

Person Responsible

Sharonda Alleyne

Schedule

On 6/1/2018

Evidence of Completion

Daily Schedule, Position Status Report, Communications/Emails from Budget Dept. Student Rotation Chart

Action Step 2 **5**

Administration will purchase Ready ELA Materials in grades K-5 ensure that students are exposed to complex, standards based texts.

Person Responsible

Sharonda Alleyne

Schedule

On 6/1/2018

Evidence of Completion

Ready Materials, Invoice

Action Step 3 5

Administration will hire a Math Resource Teacher who will provide supplemental math instruction on the Fine Arts Wheel.

Person Responsible

Sharonda Alleyne

Schedule

On 6/1/2018

Evidence of Completion

Position Status Report, Fine Arts Schedule, Lesson Plans, Pictures

Action Step 4 5

Literacy Block will be revamped to the rotational model to meet the needs to students.

Person Responsible

Chianti Cartwright

Schedule

On 6/1/2018

Evidence of Completion

Daily Schedules

Action Step 5 5

Teachers in grades K-5 will administer the i-Ready diagnostic in reading and math to use as BOY data.

Person Responsible

Sharonda Alleyne

Schedule

On 5/31/2018

Evidence of Completion

iReady Diagnostic Schedule

Action Step 6 5

Administration will purchase Foundations Intervention Kits in grades K-2 to provide explicit Phonics instruction.

Person Responsible

Sharonda Alleyne

Schedule

On 6/1/2018

Evidence of Completion

Kits, Invoice, Instructional Focus Calendar, Training evidence

Action Step 7 5

Leadership Team and Teachers will analyze and calculate FSA data to determine proficiency, learning gains and identify bottom tier students.

Person Responsible

Chianti Cartwright

Schedule

Annually, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSA Tracking sheets, Grouping sheets

Action Step 8 5

School Based Team files will be audited to prioritize and identify at-risk students.

Person Responsible

Chianti Cartwright

Schedule

Triannually, from 8/14/2017 to 6/1/2018

Evidence of Completion

Calendar invite, Prioritized List for SBT,

Action Step 9 5

Identified bottom tier students will receive in school/afterschool tutorial.

Person Responsible

Nikita Young

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

Attendance rosters

Action Step 10 5

Classroom/Technology supplies will be purchased to supplant the instruction and/or assessment needs in all content areas.

Person Responsible

Sharonda Alleyne

Schedule

On 6/1/2018

Evidence of Completion

Invoice, Requisitions

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

Administration will monitor through PLCs, observations, student interviews, student data and lesson plans.

Person Responsible

Sharonda Alleyne

Schedule

Biweekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

PLC Agenda/Sign In Sheet, Lesson Plans, iObservation Data, Leadership Meeting Notes

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

Administration will monitor through PLCs, observations, student interviews, student data and lesson plans.

Person Responsible

Sharonda Alleyne

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC Agenda/Sign In Sheet, Lesson Plans, iObservation Data, Leadership Meeting Notes

G1.B3 Lack of Parent Involvement 2

B254941

G1.B3.S1 The school will communicate with parents/guardians about our academic and behavior expectations and the importance of parent involvement and the curriculum. 4

S269368

Strategy Rationale

To equip parents with the necessary tools they will need to support their child(ren) learning at home.

Action Step 1 5

Administration will survey parents and teachers to determine the needs of all stakeholders.

Person Responsible

Schedule

Annually, from 8/14/2017 to 5/31/2018

Evidence of Completion

Action Step 2 5

Administration will promote parent involvement through parent committees, PTA and SAC.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting agendas, sign-in sheets

Action Step 3 5

Administration and teachers will use a variety of ways to communicate with parents in multiple languages.

Person Responsible

Sharonda Alleyne

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Parent link, twitter, newsletters, student agendas, class dojo, parent conference, progress reports/report cards

Action Step 4 5

The school will offer parent involvement opportunities, with community language facilitators, at various times during and after school.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting agendas, sign-in sheets, call outs, flyers

Action Step 5 5

Administration will purchase supplies for parent involvement activities to include food and incentives.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will interview parents as well collect data at the end of each training via evaluations

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Evaluations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Temperature checks will be done with parents and feedback from evaluations.

Person Responsible

Sharonda Alleyne


Schedule

On 6/1/2018

Evidence of Completion

Evaluations from Parent Trainings

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|--|---------------------|-------------------------------|---|-------------------------|
| 2018 | | | | | |
| G1.B1.S1.A7  A359619 | Teachers and administration will create Professional Growth Plans for Deliberate Practice that... | | 8/14/2017 | PGP Plans | 10/15/2017 annually |
| G1.B1.S1.A3  A359615 | An online lesson planning tool will be purchased that aligns and provides grade level standards to... | | 9/1/2017 | Les | 5/28/2018 weekly |
| G1.MA1  M384248 | Administration will use student data to determine the effectiveness of teaching. As well as data... | Alleyne, Sharonda | 8/14/2017 | Student Data - FSQ/USQ, iReady, RRR, student interviews, pictures, social media posts Teacher Data - iReady Graphs/Reports, iObservation data, PLC data, pictures, social media posts Parents - copies of evaluations, observations | 5/31/2018 monthly |
| G1.B1.S1.MA1  M384242 | Administration, Leadership Team and/ or Marzano Liaison will provide coaching, support, videos,... | Leggett, Linsey | 8/21/2017 | Evidence from Faculty Meeting/ Leadership Team/Grade Level, Data Chat evidence, SSCC Log | 5/31/2018 weekly |
| G1.B1.S1.A2  A359614 | Supplies will be purchased for remediation, intervention and daily instruction in all content areas... | Alleyne, Sharonda | 8/14/2017 | | 5/31/2018 monthly |
| G1.B1.S1.A4  A359616 | Teachers will attend professional development opportunities on campus, in the region and in the... | Young, Nikita | 8/21/2017 | Agenda, Sign in sheets, TDEs, Handouts, Substitute Slips, Registration, Out of County Travel Forms | 5/31/2018 every-6-weeks |
| G1.B1.S1.A5  A359617 | Teachers will attend weekly Professional Learning Communities and Common Planning to build capacity... | Cartwright, Chianti | 8/21/2017 | Agendas, handouts, calendars, sign in sheets, | 5/31/2018 weekly |
| G1.B2.S1.A5  A359624 | Teachers in grades K-5 will administer the i-Ready diagnostic in reading and math to use as BOY... | Alleyne, Sharonda | 8/14/2017 | iReady Diagnostic Schedule | 5/31/2018 one-time |
| G1.B3.S1.MA1  M384247 | Administration will interview parents as well collect data at the end of each training via... | Alleyne, Sharonda | 8/14/2017 | Evaluations | 5/31/2018 monthly |
| G1.B3.S1.A1  A359630 | Administration will survey parents and teachers to determine the needs of all stakeholders. | | 8/14/2017 | | 5/31/2018 annually |
| G1.B3.S1.A2  A359631 | Administration will promote parent involvement through parent committees, PTA and SAC. | Alleyne, Sharonda | 8/14/2017 | Meeting agendas, sign-in sheets | 5/31/2018 monthly |
| G1.B3.S1.A3  A359632 | Administration and teachers will use a variety of ways to communicate with parents in multiple... | Alleyne, Sharonda | 8/14/2017 | Parent link, twitter, newsletters, student agendas, class dojo, parent conference, progress reports/report cards | 5/31/2018 weekly |
| G1.B3.S1.A4  A359633 | The school will offer parent involvement opportunities, with community language facilitators, at... | Alleyne, Sharonda | 8/14/2017 | Meeting agendas, sign-in sheets, call outs, flyers | 5/31/2018 monthly |
| G1.B3.S1.A5  A359634 | Administration will purchase supplies for parent involvement activities to include food and... | Alleyne, Sharonda | 8/14/2017 | | 5/31/2018 monthly |
| G1.B1.S1.MA1  M384243 | Administration will monitor curriculum and classroom instruction regularly with timely feedback. | Alleyne, Sharonda | 8/14/2017 | Walkthrough notes/communications will be provided after walkthroughs, instructional reviews and instructional rounds. | 6/1/2018 daily |
| G1.B1.S1.A1  A359613 | Leadership Team will create the master schedule to provide time for collaboration. | Alleyne, Sharonda | 8/7/2017 | Master Schedule, Daily Schedules | 6/1/2018 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|-------------------------|---|---------------------|-------------------------------|--|----------------------|
| G1.B1.S1.A6 A359618 | Leadership and/or Administration will conduct walkthroughs and provide feedback for academic and... | Alleyne, Sharonda | 8/14/2017 | Walkthrough notes, IR visit notes, | 6/1/2018 daily |
| G1.B2.S1.MA1 M384244 | Administration will monitor through PLCs, observations, student interviews, student data and... | Alleyne, Sharonda | 8/14/2017 | PLC Agenda/Sign In Sheet, Lesson Plans, iObservation Data, Leadership Meeting Notes | 6/1/2018 biweekly |
| G1.B2.S1.MA1 M384245 | Administration will monitor through PLCs, observations, student interviews, student data and... | Alleyne, Sharonda | 8/7/2017 | PLC Agenda/Sign In Sheet, Lesson Plans, iObservation Data, Leadership Meeting Notes | 6/1/2018 biweekly |
| G1.B2.S1.A1 A359620 | Administer will purchase double-down substitutes that will provide small group reading intervention... | Alleyne, Sharonda | 8/7/2017 | Daily Schedule, Position Status Report, Communications/Emails from Budget Dept. Student Rotation Chart | 6/1/2018 one-time |
| G1.B2.S1.A2 A359621 | Administration will purchase Ready ELA Materials in grades K-5 ensure that students are exposed to... | Alleyne, Sharonda | 8/7/2017 | Ready Materials, Invoice | 6/1/2018 one-time |
| G1.B2.S1.A3 A359622 | Administration will hire a Math Resource Teacher who will provide supplemental math instruction on... | Alleyne, Sharonda | 8/14/2017 | Position Status Report, Fine Arts Schedule, Lesson Plans, Pictures | 6/1/2018 one-time |
| G1.B2.S1.A4 A359623 | Literacy Block will be revamped to the rotational model to meet the needs to students. | Cartwright, Chianti | 8/7/2017 | Daily Schedules | 6/1/2018 one-time |
| G1.B2.S1.A6 A359625 | Administration will purchase Foundations Intervention Kits in grades K-2 to provide explicit Phonics... | Alleyne, Sharonda | 8/14/2017 | Kits, Invoice, Instructional Focus Calendar, Training evidence | 6/1/2018 one-time |
| G1.B2.S1.A7 A359626 | Leadership Team and Teachers will analyze and calculate FSA data to determine proficiency, learning... | Cartwright, Chianti | 8/14/2017 | FSA Tracking sheets, Grouping sheets | 6/1/2018 annually |
| G1.B2.S1.A8 A359627 | School Based Team files will be audited to prioritize and identify at-risk students. | Cartwright, Chianti | 8/14/2017 | Calendar invite, Prioritized List for SBT, | 6/1/2018 triannually |
| G1.B2.S1.A9 A359628 | Identified bottom tier students will receive in school/afterschool tutorial. | Young, Nikita | 8/7/2017 | Attendance rosters | 6/1/2018 daily |
| G1.B2.S1.A10 A359629 | Classroom/Technology supplies will be purchased to supplant the instruction and/or assessment needs... | Alleyne, Sharonda | 8/7/2017 | Invoice, Requisitions | 6/1/2018 one-time |
| G1.B3.S1.MA1 M384246 | Temperature checks will be done with parents and feedback from evaluations. | Alleyne, Sharonda | 8/14/2017 | Evaluations from Parent Trainings | 6/1/2018 one-time |

V. Professional Development Opportunities

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

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

G1.B1 Teachers have a limited understanding of delivering standards based instruction effectively to meet the needs of all learners

G1.B1.S1 To provide collaboration, sharing of best practices and professional development to build teachers' capacity.

PD Opportunity 1

Teachers will attend professional development opportunities on campus, in the region and in the district.

Facilitator

Varies

Participants

Teachers

Schedule

Every 6 Weeks, from 8/21/2017 to 5/31/2018

PD Opportunity 2

Teachers will attend weekly Professional Learning Communities and Common Planning to build capacity by collaborating with other teachers, data analysis and sharing of best practices.

Facilitator

Chianti Cartwright, SSCC

Participants

Teachers

Schedule

Weekly, from 8/21/2017 to 5/31/2018

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 | Leadership Team will create the master schedule to provide time for collaboration. | \$0.00 |
| 2 | G1.B1.S1.A2 | Supplies will be purchased for remediation, intervention and daily instruction in all content areas to support standards based instruction. | \$0.00 |
| 3 | G1.B1.S1.A3 | An online lesson planning tool will be purchased that aligns and provides grade level standards to assist teachers in creating standards based lessons. | \$0.00 |
| 4 | G1.B1.S1.A4 | Teachers will attend professional development opportunities on campus, in the region and in the district. | \$0.00 |
| 5 | G1.B1.S1.A5 | Teachers will attend weekly Professional Learning Communities and Common Planning to build capacity by collaborating with other teachers, data analysis and sharing of best practices. | \$0.00 |
| 6 | G1.B1.S1.A6 | Leadership and/or Administration will conduct walkthroughs and provide feedback for academic and behavior growth. | \$0.00 |
| 7 | G1.B1.S1.A7 | Teachers and administration will create Professional Growth Plans for Deliberate Practice that will focus on one effective teaching strategy for professional growth. | \$0.00 |
| 8 | G1.B2.S1.A1 | Administration will purchase double-down substitutes that will provide small group reading intervention in all 3-5 reading classrooms. | \$0.00 |
| 9 | G1.B2.S1.A10 | Classroom/Technology supplies will be purchased to supplant the instruction and/or assessment needs in all content areas. | \$0.00 |
| 10 | G1.B2.S1.A2 | Administration will purchase Ready ELA Materials in grades K-5 ensure that students are exposed to complex, standards based texts. | \$0.00 |
| 11 | G1.B2.S1.A3 | Administration will hire a Math Resource Teacher who will provide supplemental math instruction on the Fine Arts Wheel. | \$0.00 |
| 12 | G1.B2.S1.A4 | Literacy Block will be revamped to the rotational model to meet the needs to students. | \$0.00 |
| 13 | G1.B2.S1.A5 | Teachers in grades K-5 will administer the i-Ready diagnostic in reading and math to use as BOY data. | \$0.00 |
| 14 | G1.B2.S1.A6 | Administration will purchase Foundations Intervention Kits in grades K-2 to provide explicit Phonics instruction. | \$0.00 |
| 15 | G1.B2.S1.A7 | Leadership Team and Teachers will analyze and calculate FSA data to determine proficiency, learning gains and identify bottom tier students. | \$0.00 |
| 16 | G1.B2.S1.A8 | School Based Team files will be audited to prioritize and identify at-risk students. | \$0.00 |
| 17 | G1.B2.S1.A9 | Identified bottom tier students will receive in school/afterschool tutorial. | \$0.00 |
| 18 | G1.B3.S1.A1 | Administration will survey parents and teachers to determine the needs of all stakeholders. | \$0.00 |
| 19 | G1.B3.S1.A2 | Administration will promote parent involvement through parent committees, PTA and SAC. | \$0.00 |

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| | | | |
|---------------|-------------|---|---------------|
| 20 | G1.B3.S1.A3 | Administration and teachers will use a variety of ways to communicate with parents in multiple languages. | \$0.00 |
| 21 | G1.B3.S1.A4 | The school will offer parent involvement opportunities, with community language facilitators, at various times during and after school. | \$0.00 |
| 22 | G1.B3.S1.A5 | Administration will purchase supplies for parent involvement activities to include food and incentives. | \$0.00 |
| Total: | | | \$0.00 |