

The School District of Palm Beach County

Roosevelt Middle School



2017-18 Schoolwide Improvement Plan

Roosevelt Middle School

1900 N AUSTRALIAN AVE, West Palm Beach, FL 33407

<https://rms.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)
Middle School 6-8	Yes	95%
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	C*	C

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

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 Middle 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.

We aim to prepare our students for college through our rigorous academic curricula and additional accelerated learning opportunities. We also aim to broaden our students' awareness of the career pathways that are aligned with our magnet programs and provide structures and opportunities that will strengthen their knowledge and preparation. This approach will provide each student with a succession plan for continuous education, growth and development.

b. Provide the school's vision statement.

The vision of Roosevelt Community Middle School is to nurture, inspire and empower a generation of innovative thinkers, creative problem solvers, and aspiring leaders who are prepared to excel in college and lead in careers.

2. School Environment

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

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

We will also ensure the following:

That relationship Building is a clear priority

Identify and engage school and community stakeholders in assessing the current state of cultural awareness and create opportunities to strengthen the culture of the learning community.

Provide and demonstrate to all school and community stakeholders strategies for building a strong climate and positive behavioral expectations.

Encourage the sharing of short, effective strategies for actualizing Marzano's Design Question 8:

Establishing and maintaining effective relationships with students.

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

At Roosevelt Middle, 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.

Roosevelt Community Middle will also develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Create or enhance a college-going culture through AVID (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary);

Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

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.
The school uses a people 1st language

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

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.

Roosevelt Community Middle's School Wide Behavioral System includes the following:

Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.

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.

Roosevelt Community ensures the following:

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

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

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.

Roosevelt Middle does the following

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

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	9	12	10	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	73	56	59	0	0	0	0	188
Course failure in ELA or Math	0	0	0	0	0	0	6	38	61	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	0	0	0	126	156	123	0	0	0	0	405

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	52	60	58	0	0	0	0	170

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

Roosevelt Middle uses the following intervention strategies to improve academic performances of students:

Effective multi-disciplinary teams in place to problem solve and create action plans;

Read 180, Reading Plus, Strategic Support Groups, tutorials, etc. ;

Planned Discussions, Data Chats 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. For example: Attendance Works National Campaign strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

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

Parents will be encouraged through school's use of marquee and one-voice phone technology to increase participation in school events, activities, and volunteer opportunities;

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;

Communicate classroom and school news to parents;

Offer Professional Development concerning effective strategies for conducting supportive and

effective parent phone calls and face-to-face meetings;

Create the formats for inviting parent participation in the cultural education process;

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 Middle School will continue to build partnerships with the local community and various agencies and businesses that are aligned with our Magnet Programs. The steps below will describe some of the action steps that will be taken through our partnerships"

Job shadowing, Career Explorations , College Tours

Open House Night will ensure parents receive curriculum information, Edline information and school website information.

- Provide parents with quarterly newsletters to maintain school to family connection
- Teachers are expected to make positive contact with parents each 9 week period
- Parents are invited to a data awareness night to ensure parents are aware of their student academic status
- Teachers participate in professional development training to increase positive relationships with parents
- Administrative Staff attends regular Superintendent Graduation Task Force meetings in an effort to engage our at-risk males in activities designed to increase our graduation rate.
- Male students attend district-wide activities initiated by the task force to increase academic achievement and improve the graduation rate.

Ensure that learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.

Ensure that BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

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
Scott Mc Tier, Moneek	Principal
Rolle, Sam	Assistant Principal
Jones, Lori	Assistant Principal
Pettiford, Kimberly Y.	Assistant Principal
Fletcher, Robert	Instructional Coach
Moreland, Deidra	Instructional Coach
Welch , Sonya	Teacher, K-12
Smith, Chad	Instructional Media

b. Duties

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

The principal provides the overall vision for the school and the plan for achieving their goals. The principal utilizes the FCIM Model to monitoring their progress in meeting the goals. The principal meets frequently with Assistant Principals, Coaches and Department Leaders to review progress and make instructional decisions to enhanced student growth.

Each administrator is given a content area to lead and they work closely with the DIL's an Coaches to ensure that standards based instruction is implemented and monitored. Assistant Principals also provide on going support to the departments for the use of data-based decision-making,

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

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

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

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.

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

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

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

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

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

Roosevelt Middle school works closely with the community to provide seamless services to the students we serve. Our business partners include: Urban League, Boys and Girls Club, Sikorsky (a Division of Pratt Whitney), Lockheed Martin, West Beach Chapter of Zeta Phi Beta
2017 Programs:

- Urban League's Nu-Lights Program
- School-Wide Positive Behavior Support
- Teen Out-Reach Program (TOPS)
- Girls to Women After-school Club
- Reading/Math Tutoring After-School

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
moneek scott-mctier	Principal
Sonya Simmons	Parent
Solange Colon	Education Support Employee
Priscilla Devose	Parent
Sherrell Devose	Parent
	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

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

A mid-year review and ending assessment was conducted and the final data was analyzed to evaluate the 2017-2018 School Improvement Plan's goals and strategies.

b. Development of this school improvement plan

The School Advisory Council will provide feedback on the strategies and the support for overcoming our FY 18 barriers. They will also approve the final School Improvement Plan and continue to provide governance and support as needed.

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

The School Advisory Council will ensure that our budget is in alignment with the mission of the district and the needs of the school and students. They will also monitor and approve all SAC expenditures to ensure proper alignment and utilization.

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

Miscellaneous items aimed at improving student achievement.

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
Scott Mc Tier, Moneek	Principal
Pettiford, Kimberly Y.	
Welch , Sonya	Teacher, K-12
Fletcher, Robert	Instructional Coach

b. Duties

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

Roosevelt Middle's Literacy Leadership Team aim to increase teacher's understanding the FSA standards and improve teacher's ability infuse literature and Informational text strategies that will increase students' level of mastery/ proficiency. The Team will also research best practices for building school wide foundational skills that will increase student gains and growth.

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.

At Roosevelt Middle, 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.

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

Collaborative planning time is used productively and reflected in general and special education staff schedules and instructional plans and monitored regularly by school administrators.

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

Roosevelt's Administrators will foster fair, equitable and positive relationships with staff .

The principal and a team will also work with Florida Colleges and Universities to identify teachers who are compatible with the students at Roosevelt.

The Principal will work closely with the choice office to identify non traditional employees who will be able to enhance our magnet courses.

Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.

Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants.

Teachers will be provided opportunities to further their professional goals by attending district, school-based and national trainings, book studies and collaborative planning.

School administrators will use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

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

All first year teachers will 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.

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.

At Roosevelt Middle School, our students will be empowered and supported through high expectations to be college and career ready. They will consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Our students will also have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

We also create 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.

Additionally, RMS will provide summer planning sessions to increase teachers planning, understanding of the standards, specifications, response mechanism in an effort to ensure an alignment in our standards based instruction approach.

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.

At Roosevelt Middle School, all students collaborate in a student-centered, personalized environment. Students will be provided ongoing Unit Assessments and FSQ's through Performance Matter. Additionally, students will also take a mini formative assessments (AFL) to consistently inform the teacher and student of their progress. Students who require intensive support in Reading will be enrolled in Read 180 to strengthen their fluency and comprehension. Students will also have the opportunity to engage in after school strategic support . Strategic support will be available in Math and Reading and will focus specifically on the standards that the students are currently learning. The AVID program will also assist students with in-class tutoring.

Teachers will also strategically plan using the FSA standards, Item specifications and various other resources aimed at increasing teachers' knowledge and pedagogy.

Data from each of the standard will be monitored using the FCIM Model and next steps strategies for continuous improvement. Additionally, Strategic Instructional Model is used in Learning Strategy classrooms

- Integrating accommodations into Lesson Plans
- Universal Design for Learning

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: 5,280

Provide students with strategic support on the standards they learning after school . Provide differentiated instructional strategies and hands on resources for students with diverse learning styles.

Strategy Rationale

Providing students with ongoing small group strategic support after school will provide students with additional time and small group support in fully mastering the standards.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Welch , Sonya, sonya.welch@palmbeachschools.org

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

The data is collected through surveys, participation feedback, grade analysis and assignments completed. The data will be used to determine the effectiveness of the support and to implement improvements that will further meet the needs of the students.

Strategy: Extended School Day

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Welch , Sonya, sonya.welch@palmbeachschools.org

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

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

Strategy: Summer Program

Minutes added to school year: 2,880

Teachers will be provided opportunities to strategically plan, learn and grow this summer through our weekly staff development. Teachers will also have an opportunity to plan for and learn strategies for working with students diverse needs.

Strategy Rationale

To provide support and professional development to teachers to enhance their learning and development

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Brown, Regina, regina.brown@palmbeachschools.org

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

Marzano data and reports will be analyzed to monitor teachers' growth and development.

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.

The Magnet Coordinator and Guidance Counselors will continuously work with students to help them identify high school choice programs that will enable them to continue their focused program of study. They will also help all students to create succession plans that build on their future goals and aspirations. The Athletic Director and Academic Coaches will help students understand the eligibility rules for obtaining scholarships for college.

We will provide 2 college tours per grade level to assist students in conceptualizing the ideology of college life and preparation.

Additionally, Roosevelt's Magnet Coordinator will partner with various business and agencies that are aligned to our magnet programs. These agencies will provide real-world connections, opportunities and explorations to enhance students' knowledge of being career ready.

Additionally, several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

The implementation of PSAT/SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students

- The AVID (Advancement Via Individual Determination) program which promotes student self-

management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies

The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for postsecondary success

- The use of the SpringBoard® curriculum to increase rigor in English Language Arts and Mathematics classes in middle and high schools
- The promotion of increased student preparation for participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), or International Baccalaureate® (IB) coursework
- Preparation for the Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The College Success Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school) and Realizing the College Dream (high school) curricula, providing strategies to help them achieve their postsecondary goals
- The High School Graduation Initiative grant which focuses on increasing the graduation rate by providing interventions and support to at risk students

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.

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

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

Biomedical Sciences (FAU College of Medicine)
 Environmental Science / GIS
 Leadership Academy for Young Men
 Pre-Engineering
 Pre-Medical Sciences
 Technology

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

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

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

Honors Algebra I
 Honors Geometry
 Honors Algebra II

Microsoft Office Industry Certifications for 7th and 8th grade
Medical Industry Certifications

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.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If WE implement effective and relevant instruction to meet the needs of ALL STUDENTS, then WE will increase our students' levels of proficiency, growth and high school readiness. Our FY18 high school readiness target is 56.7.

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 WE implement effective and relevant instruction to meet the needs of ALL STUDENTS, then WE will increase our students' levels of proficiency, growth and high school readiness. Our FY18 high school readiness target is 56.7. 1a

 G094847

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	95.0
Geometry EOC Pass Rate	95.0
Math Gains	75.0
ELA/Reading Gains	65.0
Statewide Science Assessment Achievement	43.0
Civics EOC Pass	62.0
FSA ELA Achievement	52.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Limited capacity of all teachers to provide differentiated instruction on the standards based on students' academic, social and emotional needs. Limited access and usage of complex texts, tasks, and talk that are standards based. Limited use of timely and appropriate student feedback across the content areas that helps students to engage and understand their progress and next steps for growth.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Highly Qualified capable teachers
- Business partners and family Involvement and parent liaison
- various resources to enhance teachers' knowledge and development of close reading strategies
- Capable students
- Additional opportunities to learn

Plan to Monitor Progress Toward G1. 8

The principal will monitor overall student data and achievement

Person Responsible

Moneek Scott Mc Tier

Schedule

Triannually, from 9/5/2017 to 6/1/2018

Evidence of Completion

Students' success on various informal assessments, grade analysis and FSA and NGSSS Assessments, Title I survey , Administrator feedback

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 WE implement effective and relevant instruction to meet the needs of ALL STUDENTS, then WE will increase our students' levels of proficiency, growth and high school readiness. Our FY18 high school readiness target is 56.7. 1

G094847

G1.B1 Limited capacity of all teachers to provide differentiated instruction on the standards based on students' academic, social and emotional needs. Limited access and usage of complex texts, tasks, and talk that are standards based. Limited use of timely and appropriate student feedback across the content areas that helps students to engage and understand their progress and next steps for growth. 2

B255113

G1.B1.S1 Provide professional development on differentiated Instruction, diverse learning strategies and student feedback. 4

S269555

Strategy Rationale

Enhance teachers' ability to connect with students with diverse learning styles and needs to increase student proficiency , growth and gains

Action Step 1 5

Obtain training from Fartun Mohamud, for strategies for diverse learners and Safe Schools for Student Feedback

Person Responsible

Kimberly Y. Pettiford

Schedule

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

Evidence of Completion

sign in sheets, PD points, training agenda, staff feedback

Action Step 2 5

The Reading Coach will assist the teachers in lesson development, selecting complex text, and identifying appropriate and strategic strategies for teaching various standards. They will also coach students toward growth and development. The Reading Coach will facilitate various PD aligned with the needs in Reading.

Person Responsible

Moneek Scott Mc Tier

Schedule

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

Evidence of Completion

Coaching logs, coaches schedule and PDD Agenda, reflections , Data Chats with notes, and various forms of formative and summative data.

Action Step 3 5

The Math Coach will assist the teachers in lesson development, identifying appropriate and strategic strategies for teaching various standards. They will also coach students toward growth and development. The Math Coach will facilitate the PD aligned with the needs in Math.

Person Responsible

Lori Jones

Schedule

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

Evidence of Completion

Coaching logs, coaches schedule and PDD Agenda, reflections , Data Chats with notes, and various forms of formative and summative data.

Action Step 4 5

The Science Coach will assist the teachers in lesson development, identifying appropriate and strategic strategies for teaching various standards. They will also coach students toward growth and development. The Science Coach will facilitate the PD aligned with the needs in Science

Person Responsible

Robert Fletcher

Schedule

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

Evidence of Completion

Coaching logs, coaches schedule and PDD Agenda, reflections , Data Chats with notes, and various forms of formative and summative data

Action Step 5 5

Increase the capacity of school based leaders and coaches in understanding Florida Standards, supporting teachers in delivering rigorous classroom instruction and providing strategies for students. Enhance and develop teachers' knowledge and pedagogy to increase student proficiency, growth and gains .

Person Responsible

Moneek Scott Mc Tier

Schedule

On 6/1/2018

Evidence of Completion

conference agendas, TDE's and PDD Agendas and sign- in sheets

Action Step 6 5

Support Classroom instruction and student learning by providing various supplemental resources

Person Responsible

Sam Rolle

Schedule

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

Evidence of Completion

lesson plan, classroom observations and learning team notes

Action Step 7 5

Provide engaging supplemental text that aligns with FL Standards and provides an opportunity for text based writing and supplemental classroom and home reading.

Person Responsible

Chad Smith

Schedule

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

Evidence of Completion

lesson plan, classroom observations and learning team notes

Action Step 8 5

Provide integrative and adaptive technology resources to assist students in mastering the standards

Person Responsible

Chad Smith

Schedule

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

Evidence of Completion

lesson plan, classroom observations and learning team notes

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

The academic coaches will monitor the effectiveness & progress towards our SIP goal.

Person Responsible

Robert Fletcher

Schedule

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

Evidence of Completion

collaboration notes and coaching notes

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

Each Administrator will monitor each content area for growth in student data during Learning Team Meeting. They will also provide feedback on Marzano Observations

Person Responsible

Kimberly Y. Pettiford

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

iObservations, Data Analysis and root cause next steps, Grade Analysis

G1.B1.S2 Embed cultural competence, equity, and access within the instructional practices. 4

 S269556

Strategy Rationale

Administrators, counselors, coaches and key staff in taking a shared leadership approach to build trust, and a supportive climate for all students.

Action Step 1 5

The High School Readiness coach will assist the academic coaches in identifying the strategic support groups that aimed at helping them make consistent annual growth. She will develop individual assistance plans for each identified student.

Person Responsible

Latishia Hollis-Rolle

Schedule

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

Evidence of Completion

schedule, identified students, individual assistance plans, data chat forms and parent agendas and reflections.

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

The academic coaches will monitor the effectiveness of the High School Readiness Coach and the strategies used in classrooms by teachers.

Person Responsible

Deidra Moreland

Schedule

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

Evidence of Completion

collaboration notes and coaching notes

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

Each Administrator will monitor each content area for growth in student data during Learning Team Meeting. They will also provide feedback on Marzano Observations

Person Responsible

Kimberly Y. Pettiford

Schedule

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

Evidence of Completion

- iObservations, Data Analysis and root cause next steps, Grade Analysis

G1.B1.S3 Provide instructional programming customized to the individual strengths, needs, interest and aspirations of each learner. 4

S269557

Strategy Rationale

Students require additional time and support to master skills needed to be successful. The High School Readiness coach will provide additional support to identified students that require academic assistance.

Action Step 1 5

The Math Resource teacher will continuously review students' data to determine their areas of need and strengths. They will work with students according to their needs.

Person Responsible

Lori Jones

Schedule

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

Evidence of Completion

schedule, classroom visit/roster logs, data chats with principal, and various forms of formative and summative data

Action Step 2 5

The Reading Resource teacher will continuously review students' data to determine their areas of need and strengths. They will work with students according to their needs.

Person Responsible

Moneek Scott Mc Tier

Schedule

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

Evidence of Completion

schedule, classroom visit/roster logs, data chats with principal, and various forms of formative and summative data

Action Step 3 5

The Science Resource teacher will continuously review students' data to determine their areas of need and strengths. They will work with students according to their needs.

Person Responsible

Robert Fletcher

Schedule

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

Evidence of Completion

schedule, classroom visit/roster logs, data chats with principal, and various forms of formative and summative data

Action Step 4 5

Provide extended learning opportunities for students aimed at increasing their standards mastery evidenced through (proficiency and or growth.) Learning opportunities can be established by cultural/social needs or academic needs

Person Responsible

Latishia Hollis-Rolle

Schedule

Daily, from 11/14/2016 to 5/19/2017

Evidence of Completion

Sign in sheets, student data chat form, lesson plans, teacher time sheets

Action Step 5 5

Provide and use technology as a means to increase student engagement and instructional relevancy.

Person Responsible

Kimberly Y. Pettiford

Schedule

Daily, from 10/1/2016 to 6/2/2017

Evidence of Completion

Instructional framework by department, PDD sign in,

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The academic coaches will monitor the effectiveness of the High School Readiness strategies used in classrooms by teachers.

Person Responsible

Deidra Moreland

Schedule

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

Evidence of Completion

collaboration notes and coaching notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Each Administrator will monitor each content area for growth in student data during Learning Team Meeting. They will also provide feedback on Marzano Observations

Person Responsible

Kimberly Y. Pettiford

Schedule

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

Evidence of Completion

iObservations feedback, Data Analysis and Grade Analysis

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.S3.A4 A360121	Provide extended learning opportunities for students aimed at increasing their standards mastery...	Hollis-Rolle, Latishia	11/14/2016	Sign in sheets, student data chat form, lesson plans, teacher time sheets	5/19/2017 daily
G1.B1.S2.MA1 M384785	Each Administrator will monitor each content area for growth in student data during Learning Team...	Pettiford, Kimberly Y.	9/6/2016	• iObservations, Data Analysis and root cause next steps, Grade Analysis	6/2/2017 biweekly
G1.B1.S2.MA1 M384786	The academic coaches will monitor the effectiveness of the High School Readiness Coach and the...	Moreland, Deidra	9/6/2016	collaboration notes and coaching notes	6/2/2017 biweekly
G1.B1.S2.A1 A360117	The High School Readiness coach will assist the academic coaches in identifying the strategic...	Hollis-Rolle, Latishia	8/9/2016	schedule, identified students, individual assistance plans, data chat forms and parent agendas and reflections.	6/2/2017 daily
G1.B1.S3.MA1 M384787	Each Administrator will monitor each content area for growth in student data during Learning Team...	Pettiford, Kimberly Y.	9/6/2016	iObservations feedback, Data Analysis and Grade Analysis	6/2/2017 biweekly
G1.B1.S3.MA1 M384788	The academic coaches will monitor the effectiveness of the High School Readiness strategies used in...	Moreland, Deidra	9/6/2016	collaboration notes and coaching notes	6/2/2017 weekly
G1.B1.S3.A1 A360118	The Math Resource teacher will continuously review students' data to determine their areas of need...	Jones, Lori	8/9/2016	schedule, classroom visit/roster logs, data chats with principal, and various forms of formative and summative data	6/2/2017 daily
G1.B1.S3.A2 A360119	The Reading Resource teacher will continuously review students' data to determine their areas of...	Scott Mc Tier, Moneek	8/9/2016	schedule, classroom visit/roster logs, data chats with principal, and various forms of formative and summative data	6/2/2017 daily
G1.B1.S3.A3 A360120	The Science Resource teacher will continuously review students' data to determine their areas of...	Fletcher, Robert	8/9/2016	schedule, classroom visit/roster logs, data chats with principal, and various forms of formative and summative data	6/2/2017 daily
G1.B1.S3.A5 A360122	Provide and use technology as a means to increase student engagement and instructional relevancy.	Pettiford, Kimberly Y.	10/1/2016	Instructional framework by department, PDD sign in,	6/2/2017 daily
G1.MA1 M384793	The principal will monitor overall student data and achievement	Scott Mc Tier, Moneek	9/5/2017	Students' success on various informal assessments, grade analysis and FSA and NGSSS Assessments, Title I survey , Administrator feedback	6/1/2018 triannually
G1.B1.S1.MA1 M384783	Each Administrator will monitor each content area for growth in student data during Learning Team...	Pettiford, Kimberly Y.	8/21/2017	iObservations, Data Analysis and root cause next steps, Grade Analysis	6/1/2018 biweekly
G1.B1.S1.MA1 M384784	The academic coaches will monitor the effectiveness & progress towards our SIP goal.	Fletcher, Robert	8/14/2017	collaboration notes and coaching notes	6/1/2018 biweekly
G1.B1.S1.A1 A360109	Obtain training from Fartun Mohamud, for strategies for diverse learners and Safe Schools for...	Pettiford, Kimberly Y.	8/14/2017	sign in sheets, PD points, training agenda, staff feedback	6/1/2018 quarterly
G1.B1.S1.A2 A360110	The Reading Coach will assist the teachers in lesson development, selecting complex text, and...	Scott Mc Tier, Moneek	8/14/2017	Coaching logs, coaches schedule and PDD Agenda, reflections , Data Chats with notes, and various forms of formative and summative data.	6/1/2018 daily
G1.B1.S1.A3 A360111	The Math Coach will assist the teachers in lesson development, identifying appropriate and...	Jones, Lori	8/14/2017	Coaching logs, coaches schedule and PDD Agenda, reflections , Data Chats with notes, and various forms of formative and summative data.	6/1/2018 daily
G1.B1.S1.A4 A360112	The Science Coach will assist the teachers in lesson development, identifying appropriate and...	Fletcher, Robert	8/14/2017	Coaching logs, coaches schedule and PDD Agenda, reflections , Data Chats with notes, and various forms of formative and summative data	6/1/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A5  A360113	Increase the capacity of school based leaders and coaches in understanding Florida Standards,...	Scott Mc Tier, Moneek	8/14/2017	conference agendas, TDE's and PDD Agendas and sign- in sheets	6/1/2018 one-time
G1.B1.S1.A6  A360114	Support Classroom instruction and student learning by providing various supplemental resources	Rolle, Sam	8/14/2017	lesson plan, classroom observations and learning team notes	6/1/2018 monthly
G1.B1.S1.A7  A360115	Provide engaging supplemental text that aligns with FL Standards and provides an opportunity for...	Smith, Chad	8/14/2017	lesson plan, classroom observations and learning team notes	6/1/2018 quarterly
G1.B1.S1.A8  A360116	Provide integrative and adaptive technology resources to assist students in mastering the standards	Smith, Chad	8/14/2017	lesson plan, classroom observations and learning team notes	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If WE implement effective and relevant instruction to meet the needs of ALL STUDENTS, then WE will increase our students' levels of proficiency, growth and high school readiness. Our FY18 high school readiness target is 56.7.

G1.B1 Limited capacity of all teachers to provide differentiated instruction on the standards based on students' academic, social and emotional needs. Limited access and usage of complex texts, tasks, and talk that are standards based. Limited use of timely and appropriate student feedback across the content areas that helps students to engage and understand their progress and next steps for growth.

G1.B1.S1 Provide professional development on differentiated Instruction, diverse learning strategies and student feedback.

PD Opportunity 1

Obtain training from Fartun Mohamud, for strategies for diverse learners and Safe Schools for Student Feedback

Facilitator

F. Mahommand

Participants

all teachers and support staff

Schedule

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

PD Opportunity 2

The Reading Coach will assist the teachers in lesson development, selecting complex text, and identifying appropriate and strategic strategies for teaching various standards. They will also coach students toward growth and development. The Reading Coach will facilitate various PD aligned with the needs in Reading.

Facilitator

Katrenia Wilkinson

Participants

Grades 6-8 Reading and ELA Teachers

Schedule

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

PD Opportunity 3

The Math Coach will assist the teachers in lesson development, identifying appropriate and strategic strategies for teaching various standards. They will also coach students toward growth and development. The Math Coach will facilitate the PD aligned with the needs in Math.

Facilitator

Diedre Moreland

Participants

All Math Content teachers

Schedule

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

PD Opportunity 4

The Science Coach will assist the teachers in lesson development, identifying appropriate and strategic strategies for teaching various standards. They will also coach students toward growth and development. The Science Coach will facilitate the PD aligned with the needs in Science

Facilitator

Robert Fletcher

Participants

All 6-8 Science Teachers

Schedule

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

PD Opportunity 5

Increase the capacity of school based leaders and coaches in understanding Florida Standards, supporting teachers in delivering rigorous classroom instruction and providing strategies for students. Enhance and develop teachers' knowledge and pedagogy to increase student proficiency, growth and gains .

Facilitator

Academic Coaches and Leadership Team

Participants

School based staff

Schedule

On 6/1/2018

VI. Technical Assistance Items

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