

Polk County Public Schools

Roosevelt Academy



2017-18 Schoolwide Improvement Plan

Roosevelt Academy

115 E ST, Lake Wales, FL 33853

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

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)
High School 6-12	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The purpose of Roosevelt Academy is to maximize every individual students' full potential through difficult academic encounters in various traditional and non-traditional instructional settings with additional integrated, hands-on curriculum designed to meet today's individual students' needs to be successful within tomorrow's workforce.

b. Provide the school's vision statement.

Roosevelt Academy is a distinctive school of choice that explicitly targets student's requiring individualized educational planning designed to meet tomorrow's world of work. As a result of Team Roosevelt, all staff serve their own intricate part in providing all our students with viable instructional supports together with a time-tested, valuable school-wide behavior system consisting of employability skills. Students learn and develop skills necessary to identify their strengths make career and real-world choices. It is our goal to prepare our students to become successful, contributing, tax-paying citizens upon graduation.

2. School Environment

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

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

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems

The school's response to this section may 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.

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

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

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	16	6	12	12	13	8	6	73	
One or more suspensions	0	0	0	0	0	0	23	21	16	13	14	2	0	89	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	8	0	29	
Level 1 on statewide assessment	0	0	0	0	0	0	52	52	39	34	20	0	0	197	

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	26	24	20	14	16	2	0	102	

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

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

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

B. Family and Community Engagement

The school's response to this section may 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

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

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

Our On-the- Job Training program for special diploma students provides a service to both our students and participating businesses. Our students become as employees at selected businesses allowing them to have real life job experiences with the support of the school to help them "learn the ropes." The area businesses profit from the extra help as well as the good feeling that they are helping a student along the path to adulthood.

Title I, Part A Title I, Part A, funds school-wide services to Roosevelt Academy. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

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
Kindel, Deborah	Principal
Dooley, John	Assistant Principal
Harrington, Sharanta	Administrative Support
Boyd, Kim	Teacher, ESE
Bagby, Amy	Teacher, ESE
Woodford, Tamara	Teacher, K-12
Mullis, Shannon	Teacher, K-12
Jackson, Virginia	Teacher, ESE
Hendrick, Stefanie	Teacher, K-12
Hill, Pam	Teacher, K-12

b. Duties

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

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

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Title I, Part A Title I, Part A, funds school-wide services to Roosevelt Academy. The Title I funds provide resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Roosevelt Academy participates in the CEP program, which provides free lunches to the school's population.

Funds provided by SWD population are used to maintain smaller class sizes and increased vocational opportunities for students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tamara Woodford	Education Support Employee
Petra Gonzalez	Parent
Ed Palmer	Business/Community
Gene Fultz	Business/Community
Felipe Garcia	Student
Melanie Storey	Parent
Hope Cedeno	Student

b. Duties

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

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 SAC will assist in the evaluation of last year's SIP. The goals and the outcomes will be discussed as well as the implications for this year's plan.

b. Development of this school improvement plan

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

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

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

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

There were no designated school improvement funds for the 2017-2018. The SAC decided that if there were any extra funds, such as the lottery funds, such funds would be applied for technology.

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

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Kindel, Deborah	Principal
Davis, Linda	Teacher, ESE
Dooley, John	Assistant Principal
Boyd, Kim	Teacher, ESE
Hornsby, Susan	Teacher, ESE
Jackson, Virginia	Teacher, ESE
Thompson, Molly	Teacher, ESE

b. Duties

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

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

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

D. Public and Collaborative Teaching

The school's 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.

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

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

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

1. Retention of teachers at Roosevelt is not a problem. Our staff is a family and there is a welcoming and protective climate directed at what is in the best interests of our students.
2. All teachers receive support from their grade level team as well as their content area team. Even though our staff is small, a new or struggling teacher is never left to fend for themselves. They are 'adopted by' or paired with a team member and/or same subject area teacher as well as supported by resource teachers and administration.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,600

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Dooley, John, john.dooley@polk-fl.net

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

1. Data will not be collected on this strategy

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

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

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

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

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

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

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

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

No High School Feedback Report Available.

II. Needs Assessment

The school's completion of this 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.

1. 36% of the students in middle school were absent more than 10% of instructional time.
2. Roosevelt students: 87% scored a Level 1 on the FSA ELA
3. Math: 87% of Roosevelt scored a Level 1 on FSA Math.
4. Classroom computers are older than 10 years.

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.

1. Students need to be in school in order to be taught. When students are not here, they are unable to learn. When they return the students will be further behind.
2. Students need to be exposed to grade level text and have experiences to perform better. Scaffolding needs to occur more often in the classroom.
3. Students come to Roosevelt multiple grade levels behind in both reading and math. Being so far behind makes it more difficult to grasp the higher level math concepts.
4. Technology has greatly improved and students need access to working hardware as Roosevelt implements district based initiatives including Achieve 3000, a web based reading resource.

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.** To Improve student attendance for 6th through 8th Grades. Decrease the percentage of student absences in grades 6 through 8 by 6% from 36% in 2016/2017 to 30% in 2017/2018 School Year.
- G2.** To decrease the percentage of AL1 SWDs on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% in 2016-2017 (192/220) to 82% in 2017-2018.
- G3.** Decrease the percentage of AL1 SWDs for SY 2017-2018 on the FSA Math will by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) in 2016-2017 to 79% in 2017-2018.

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. To Improve student attendance for 6th through 8th Grades. Decrease the percentage of student absences in grades 6 through 8 by 6% from 36% in 2016/2017 to 30% in 2017/2018 School Year. 1a

G098099

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90% Grade 07	6.0

Targeted Barriers to Achieving the Goal 3

- 1. Student motivation
- 2. Student engagement
- 3. Parent Cooperation

Resources Available to Help Reduce or Eliminate the Barriers 2

- 1. LAT Activities and Organization
- 2. Continuous Parent Contact and Communication
- 3. Student incentives: dress on Friday, Eagle Status, rewards

Plan to Monitor Progress Toward G1. 8

Student Attendance Data

Person Responsible

Michelle Gifford

Schedule

Weekly, from 8/10/2017 to 6/8/2018

Evidence of Completion

Student Attendance Data will be emailed to all the teachers daily throughout the year. Mr. Dooley will oversee that the homeroom teacher follow-up with parental contacts.

G2. To decrease the percentage of AL1 SWDs on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% in 2016-2017 (192/220) to 82% in 2017-2018. 1a

G098100

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Classroom Observations

Person Responsible

John Dooley

Schedule

Triannually, from 8/10/2017 to 3/23/2018

Evidence of Completion

Journey data reflecting evidence of student engagement in academic classes

G3. Decrease the percentage of AL1 SWDs for SY 2017-2018 on the FSA Math will by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) in 2016-2017 to 79% in 2017-2018. 1a

G098101

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G3. 8

Quarterly Math Assessments

Person Responsible

John Dooley

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student data from quarterly math assessments will be monitored for student performance

Action Plan for Improvement

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

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. To Improve student attendance for 6th through 8th Grades. Decrease the percentage of student absences in grades 6 through 8 by 6% from 36% in 2016/2017 to 30% in 2017/2018 School Year. **1**

 G098099

G1.B1 1. Student motivation **2**

 B263869

G1.B1.S1 1. Students are awarded points each and every period which leads to LAT participation. **4**

 S279477

Strategy Rationale

Students will want to earn the right to participate in LAT time.

Action Step 1 **5**

Behavior Interventionist will provide materials, track and develop LAT activities.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Point Sheets and student sign up sheets

Action Step 2 **5**

Behavior Interventionist will provide materials, track and develop LAT activities.

Person Responsible

Schedule

Weekly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Point Sheets and student sign up sheets

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

Point Sheets will show students are coming to school to earn LAT

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

Student point sheets will show student compliance and attendance

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

Behavior Interventionist will collect input from students and make adjustments to improve LAT

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Behavior Interventionist notes and adjustments of LAT offerings

G1.B1.S2 When a student has attended all four days of the week for the full day, the student is awarded a dress down day on Friday. 4

 S279478

Strategy Rationale

Students like to have choices and will come in order to have the ability to choose what to wear on Fridays.

Action Step 1 5

Daily student attendance records will be maintained daily.

Person Responsible

Michelle Gifford

Schedule

Daily, from 8/18/2017 to 5/24/2018

Evidence of Completion

Student attendance records on Pinnacle

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

Students point sheets will indicate attendance all week when students are out of dress on Friday

Person Responsible

Michelle Gifford

Schedule

Weekly, from 8/18/2017 to 5/24/2018

Evidence of Completion

Point sheets will show attendance for the week

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

Increased Number of students earning free dress

Person Responsible

Michelle Gifford

Schedule

Weekly, from 8/18/2017 to 5/24/2018

Evidence of Completion

Student attendance records

G1.B2 2. Student engagement 2

 B263870

G1.B2.S1 Increase the use of small groups across classrooms and the type of learning activities in order to increase student engagement. 4

 S279479

Strategy Rationale

If students are involved, they will be interested. If they are interested, they will feel left out if they miss. Teens want to be part of their peer group.

Action Step 1 5

Literacy Coach will provide training and support regarding the use of small groups in the classroom

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

During classroom walkthroughs, administration will observe the increased use of small groups

Action Step 2 5

Literacy Coach will provide training and support regarding the use of small groups in the classroom

Person Responsible

Schedule

On 5/31/2018

Evidence of Completion

During classroom walkthroughs, administration will observe the increased use of small groups

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

Literacy coach will provide information and help teachers make selections of flexible groupings

Person Responsible

Deborah Kindel

Schedule

On 5/31/2018

Evidence of Completion

Classroom walkthroughs will show evidence of increased engagement and use of small groups with more students being on task

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

Students will have less absences overall due to being more engaged in class

Person Responsible

Michelle Gifford

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Guidance counselor will check absences on a monthly basis

G1.B3 3. Parent Cooperation 2

 B263871

G1.B3.S1 Make Parental Contact via agendas on an ongoing basis. 4

 S279480

Strategy Rationale

Agendas provide written documentation and allows parents insight to the students' day.

Action Step 1 5

Teachers will utilize agendas

Person Responsible

Deborah Kindel

Schedule

On 5/31/2018

Evidence of Completion

student agenda samples

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

Agendas will be checked throughout the year

Person Responsible

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Agendas will show communication of student work and notes as evidence of communication

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

Overall attendance of middle school students will be checked

Person Responsible

Michelle Gifford

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance for the school year 2017-18 will be compared to attendance for 16-17

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

Overall attendance of middle school students will be checked

Person Responsible

Michelle Gifford

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance for the school year 2017-18 will be compared to attendance for 16-17

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

Overall attendance of middle school students will be checked

Person Responsible

Michelle Gifford

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance for the school year 2017-18 will be compared to attendance for 16-17

G1.B3.S2 When a student is absent three days consecutively or 5 days nonconsecutively, make parental contact. 4

S279481

Strategy Rationale

Parents and students will respond when they realize they are missed from school.

Action Step 1 5

Teams will call parents once students have been absent more than 3 days consecutive/5 days nonconsecutive

Person Responsible

John Dooley

Schedule

On 5/31/2018

Evidence of Completion

notes made in Pinnacle regarding parent contact

Action Step 2 5

Teams will communicate and share info after making parental contact regarding attendance issues

Person Responsible

John Dooley

Schedule

On 5/31/2018

Evidence of Completion

anecdotal evidence, reports to Mr. Dooley, Ms. Gifford

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Attendance will be compared and checked for follow up in Pinnacle

Person Responsible

John Dooley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance reports will be printed. Pinnacle will be checked for parental contact. Follow up will be shared with grade level teams

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Attendance will be compared and checked for follow up in Pinnacle

Person Responsible

John Dooley

Schedule

Monthly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Attendance reports will be printed. Pinnacle will be checked for parental contact. Follow up will be shared with grade level teams

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Attendance, overall, will improve by 6% points

Person Responsible

John Dooley

Schedule

On 5/31/2018

Evidence of Completion

Attendance records will be collected and compared to previous year

G2. To decrease the percentage of AL1 SWDs on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% in 2016-2017 (192/220) to 82% in 2017-2018. 1

G098100

G2.B1 Students lack inference skills and the ability to identify important information from reading text. 2

B263873

G2.B1.S1 Teach students reading strategies specific to connecting the text and the questions, i.e. highlighting key terms, reading questions prior to reading the text, using a pencil or finger while reading the text as a guide. 4

S279482

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Teachers' notes, PDS calendar, and PLC minutes.

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

Continuous Classroom Walk-throughs and Observations

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Journey Evaluation Tool

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

Observation - Walkthroughs, In-Formal, and Formal

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Schedule of Meetings, Observation Calendar, Journey

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

 B263874

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

 S279483

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Teachers' notes, PDS calendar, and PLC minutes.

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

Continuous Classroom Walk-throughs and Observations

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Journey Evaluation Tool

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

Observation - Walkthroughs, In-Formal, and Formal

Person Responsible

John Dooley


Schedule

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


Evidence of Completion

Schedule of Meetings, Observation Calendar, Journey

G3. Decrease the percentage of AL1 SWDs for SY 2017-2018 on the FSA Math will by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) in 2016-2017 to 79% in 2017-2018. **1**

 G098101

G3.B1 Students have difficulty understanding written or verbal directions or explanations, and find mathematic word problems especially difficult to translate. **2**

 B263875

G3.B1.S1 Students will be provided with supplementary support thru an intensive math class to fill in the gaps. Both math teachers will share observations of the SWD strengths and weaknesses to discuss strategies to meet the individuals' needs. **4**

 S279484

Strategy Rationale

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

Action Step 1 **5**

All AL1 SWD will be scheduled in Intensive Math classes.

Person Responsible

John Dooley

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Master Schedule

Action Step 2 **5**

Increase availability of technology for student use

Person Responsible

David Outlaw

Schedule

On 5/31/2018

Evidence of Completion

updated computers placed in classroom as available

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

Continuous Classroom Walk-throughs and Observations

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Journey evaluation tool

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

Observation - Walkthroughs, In-Formal, and Formal

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Schedule of Meetings, Observation Calendar, Journey

G3.B2 Students lack internal motivation which causes behavior issues, resulting in out of class time. 2

 B263876

G3.B2.S1 Provide positive reinforcements that will motivate students to put forth their best efforts. 4

 S279485

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Teachers' notes, PDS calendar, and PLC minutes.

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

Continuous Classroom Walk-throughs and Observations

Person Responsible

John Dooley

Schedule

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

Evidence of Completion

Journey Evaluation Tool

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

Observation - Walkthroughs, In-Formal, and Formal

Person Responsible

John Dooley

Schedule

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


















Evidence of Completion

Schedule of Meetings, Observation Calendar, Journey

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M407431	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G2.B1.S1.MA1 M407432	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey Evaluation Tool	6/2/2017 monthly
G2.B1.S1.A1 A376664	Teachers will attain professional learning thru Online/Moodle, District Professional Development,...	Dooley, John	8/22/2016	Teachers' notes, PDS calendar, and PLC minutes.	6/2/2017 monthly
G2.B2.S1.MA1 M407433	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G2.B2.S1.MA1 M407434	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey Evaluation Tool	6/2/2017 monthly
G2.B2.S1.A1 A376665	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning...	Dooley, John	8/22/2016	Teachers' notes, PDS calendar, and PLC minutes.	6/2/2017 monthly
G3.B1.S1.MA1 M407436	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G3.B1.S1.MA1 M407437	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey evaluation tool	6/2/2017 monthly
G3.B2.S1.MA1 M407438	Observation - Walkthroughs, In-Formal, and Formal	Dooley, John	8/22/2016	Schedule of Meetings, Observation Calendar, Journey	6/2/2017 monthly
G3.B2.S1.MA1 M407439	Continuous Classroom Walk-throughs and Observations	Dooley, John	8/22/2016	Journey Evaluation Tool	6/2/2017 monthly
G3.B2.S1.A1 A376668	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning...	Dooley, John	8/22/2016	Teachers' notes, PDS calendar, and PLC minutes.	6/2/2017 monthly
G2.MA1 M407435	Classroom Observations	Dooley, John	8/10/2017	Journey data reflecting evidence of student engagement in academic classes	3/23/2018 triannually
G3.MA1 M407440	Quarterly Math Assessments	Dooley, John	8/10/2017	Student data from quarterly math assessments will be monitored for student performance	5/24/2018 quarterly
G3.B1.S1.A1 A376666	All AL1 SWD will be scheduled in Intensive Math classes.	Dooley, John	8/10/2017	Master Schedule	5/24/2018 monthly
G1.B1.S2.MA1 M407419	Increased Number of students earning free dress	Gifford, Michelle	8/18/2017	Student attendance records	5/24/2018 weekly
G1.B1.S2.MA1 M407420	Students point sheets will indicate attendance all week when students are out of dress on Friday	Gifford, Michelle	8/18/2017	Point sheets will show attendance for the week	5/24/2018 weekly
G1.B1.S2.A1 A376658	Daily student attendance records will be maintained daily.	Gifford, Michelle	8/18/2017	Student attendance records on Pinnacle	5/24/2018 daily
G1.B1.S1.MA1 M407417	Behavior Interventionist will collect input from students and make adjustments to improve LAT		8/10/2017	Behavior Interventionist notes and adjustments of LAT offerings	5/31/2018 quarterly
G1.B1.S1.MA1 M407418	Point Sheets will show students are coming to school to earn LAT		8/10/2017	Student point sheets will show student compliance and attendance	5/31/2018 one-time
G1.B1.S1.A1 A376656	Behavior Interventionist will provide materials, track and develop LAT activities.		8/10/2017	Point Sheets and student sign up sheets	5/31/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A2  A376657	Behavior Interventionist will provide materials, track and develop LAT activities.		8/10/2017	Point Sheets and student sign up sheets	5/31/2018 weekly
G1.B2.S1.MA1  M407421	Students will have less absences overall due to being more engaged in class	Gifford, Michelle	8/10/2017	Guidance counselor will check absences on a monthly basis	5/31/2018 monthly
G1.B2.S1.MA1  M407422	Literacy coach will provide information and help teachers make selections of flexible groupings	Kindel, Deborah	9/5/2017	Classroom walkthroughs will show evidence of increased engagement and use of small groups with more students being on task	5/31/2018 one-time
G1.B2.S1.A1  A376659	Literacy Coach will provide training and support regarding the use of small groups in the classroom		9/4/2017	During classroom walkthroughs, administration will observe the increased use of small groups	5/31/2018 one-time
G1.B2.S1.A2  A376660	Literacy Coach will provide training and support regarding the use of small groups in the classroom		9/4/2017	During classroom walkthroughs, administration will observe the increased use of small groups	5/31/2018 one-time
G1.B3.S1.MA1  M407423	Overall attendance of middle school students will be checked	Gifford, Michelle	8/10/2017	Attendance for the school year 2017-18 will be compared to attendance for 16-17	5/31/2018 quarterly
G1.B3.S1.MA1  M407424	Overall attendance of middle school students will be checked	Gifford, Michelle	8/10/2017	Attendance for the school year 2017-18 will be compared to attendance for 16-17	5/31/2018 quarterly
G1.B3.S1.MA1  M407425	Overall attendance of middle school students will be checked	Gifford, Michelle	8/10/2017	Attendance for the school year 2017-18 will be compared to attendance for 16-17	5/31/2018 quarterly
G1.B3.S1.MA1  M407426	Agendas will be checked throughout the year		8/10/2017	Agendas will show communication of student work and notes as evidence of communication	5/31/2018 monthly
G1.B3.S1.A1  A376661	Teachers will utilize agendas	Kindel, Deborah	8/10/2017	student agenda samples	5/31/2018 one-time
G3.B1.S1.A2  A376667	Increase availability of technology for student use	Outlaw, David	8/10/2017	updated computers placed in classroom as available	5/31/2018 one-time
G1.B3.S2.MA1  M407427	Attendance, overall, will improve by 6% points	Dooley, John	8/10/2017	Attendance records will be collected and compared to previous year	5/31/2018 one-time
G1.B3.S2.MA1  M407428	Attendance will be compared and checked for follow up in Pinnacle	Dooley, John	8/10/2017	Attendance reports will be printed. Pinnacle will be checked for parental contact. Follow up will be shared with grade level teams	5/31/2018 monthly
G1.B3.S2.MA1  M407429	Attendance will be compared and checked for follow up in Pinnacle	Dooley, John	8/10/2017	Attendance reports will be printed. Pinnacle will be checked for parental contact. Follow up will be shared with grade level teams	5/31/2018 monthly
G1.B3.S2.A1  A376662	Teams will call parents once students have been absent more than 3 days consecutive/5 days...	Dooley, John	8/10/2017	notes made in Pinnacle regarding parent contact	5/31/2018 one-time
G1.B3.S2.A2  A376663	Teams will communicate and share info after making parental contact regarding attendance issues	Dooley, John	8/10/2017	anecdotal evidence, reports to Mr. Dooley, Ms. Gifford	5/31/2018 one-time
G1.MA1  M407430	Student Attendance Data	Gifford, Michelle	8/10/2017	Student Attendance Data will be emailed to all the teachers daily throughout the year. Mr. Dooley will oversee that the homeroom teacher follow-up with parental contacts.	6/8/2018 weekly

V. Professional Development Opportunities

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

G1. To Improve student attendance for 6th through 8th Grades. Decrease the percentage of student absences in grades 6 through 8 by 6% from 36% in 2016/2017 to 30% in 2017/2018 School Year.

G1.B2 2. Student engagement

G1.B2.S1 Increase the use of small groups across classrooms and the type of learning activities in order to increase student engagement.

PD Opportunity 1

Literacy Coach will provide training and support regarding the use of small groups in the classroom

Facilitator

School based coach, Kelly Hansell

Participants

all academic teachers

Schedule

On 5/31/2018

PD Opportunity 2

Literacy Coach will provide training and support regarding the use of small groups in the classroom

Facilitator

School based coach, Kelly Hansell

Participants

all academic teachers

Schedule

On 5/31/2018

G2. To decrease the percentage of AL1 SWDs on the FSA ELA will decrease by at least 5%. This will decrease the school's overall AL1s from 87% in 2016-2017 (192/220) to 82% in 2017-2018.

G2.B1 Students lack inference skills and the ability to identify important information from reading text.

G2.B1.S1 Teach students reading strategies specific to connecting the text and the questions, i.e. highlighting key terms, reading questions prior to reading the text, using a pencil or finger while reading the text as a guide.

PD Opportunity 1

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

Facilitator

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

Participants

Classroom Teachers

Schedule

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

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

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

PD Opportunity 1

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

Facilitator

AAE, Office of Professional Development, Teaching and Learning,

Participants

Classroom Teachers

Schedule

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

G3. Decrease the percentage of AL1 SWDs for SY 2017-2018 on the FSA Math will by at least 8%. This will decrease the school's overall AL1s from 87% (126/145) in 2016-2017 to 79% in 2017-2018.

G3.B2 Students lack internal motivation which causes behavior issues, resulting in out of class time.

G3.B2.S1 Provide positive reinforcements that will motivate students to put forth their best efforts.

PD Opportunity 1

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

Facilitator

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

Participants

Classroom Teachers

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Behavior Interventionist will provide materials, track and develop LAT activities.				\$0.00
2	G1.B1.S1.A2	Behavior Interventionist will provide materials, track and develop LAT activities.				\$76,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	100-Salaries	1381 - Roosevelt Academy	Title, I Part A		\$76,000.00
Notes: Notes						
3	G1.B1.S2.A1	Daily student attendance records will be maintained daily.				\$0.00
4	G1.B2.S1.A1	Literacy Coach will provide training and support regarding the use of small groups in the classroom				\$0.00
5	G1.B2.S1.A2	Literacy Coach will provide training and support regarding the use of small groups in the classroom				\$0.00
6	G1.B3.S1.A1	Teachers will utilize agendas				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	500-Materials and Supplies	1381 - Roosevelt Academy	Title, I Part A		\$1,000.00
Notes: Notes						
7	G1.B3.S2.A1	Teams will call parents once students have been absent more than 3 days consecutive/5 days nonconsecutive				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1381 - Roosevelt Academy			\$500.00
Notes: Postage for parental contact						
8	G1.B3.S2.A2	Teams will communicate and share info after making parental contact regarding attendance issues				\$0.00
9	G2.B1.S1.A1	Teachers will attain professional learning thru Online/Moodle, District Professional Development, i.e. Teaching & Learning Content (TLC) Academy and In-house Professional Learning Communities (PLCs).				\$0.00
10	G2.B2.S1.A1	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).				\$0.00
11	G3.B1.S1.A1	All AL1 SWD will be scheduled in Intensive Math classes.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		644-Computer Hardware Non-Capitalized	1381 - Roosevelt Academy	Title, I Part A		\$2,500.00

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		Notes: Notes	
12	G3.B1.S1.A2	Increase availability of technology for student use	\$0.00
13	G3.B2.S1.A1	Teachers will attain CHAMPS Training thru Online/Moodle and In-house Professional Learning Communities (PLCs).	\$0.00
Total:			\$80,000.00