The School District of Palm Beach County

Roosevelt Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Roosevelt Elementary School

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

https://rvte.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	F*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

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

School Leadership Team

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

Name	Title
Alleyne, Sharonda	Principal
Young, Nikita	Instructional Coach
Cartwright, Chianti	Administrative Support
Mavrakis, Amanda	School Counselor
Kitchen, Danesha	Assistant Principal
Jove, Ingrid	Other
Stango, Tonina	Other

Duties

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

Each member analyzes academic, behavioral and/or attendance data in order to determine the appropriate Intervention. The administration team meets with the LLT (Literacy Leadership Team) weekly. Agenda topics include the discussion of the team's goals and progress, data analysis, identification of new strategies and activities to implement and monitors the school's progress in meeting the district's and region's targets for success.

The administrative team will conduct walkthroughs, give feedback, provide coaching and support. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of

action, shares the action with the staff, implements the action, analyzes its effectiveness, and reflects on the process.

Early Warning Systems

Year 2017-18

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	27	13	18	28	8	19	0	0	0	0	0	0	0	113
One or more suspensions	8	2	7	4	7	5	0	0	0	0	0	0	0	33
Course failure in ELA or Math	37	27	37	47	42	41	0	0	0	0	0	0	0	231
Level 1 on statewide assessment	0	0	0	32	17	25	0	0	0	0	0	0	0	74

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	21	9	15	39	22	32	0	0	0	0	0	0	0	138

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	1	11	21	12	11	0	0	0	0	0	0	0	59
Retained Students: Previous Year(s)	3	1	8	19	12	11	0	0	0	0	0	0	0	54

Date this data was collected

Thursday 8/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	23	19	24	9	17	0	0	0	0	0	0	0	114
One or more suspensions	2	3	12	7	11	4	0	0	0	0	0	0	0	39
Course failure in ELA or Math	17	40	51	64	43	52	0	0	0	0	0	0	0	267
Level 1 on statewide assessment	0	0	0	42	24	37	0	0	0	0	0	0	0	103
Level 1 on statewide Reading Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
1 or more retentions	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	20	20	50	29	39	0	0	0	0	0	0	0	166

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	22	23	19	24	9	17	0	0	0	0	0	0	0	114
One or more suspensions	2	3	12	7	11	4	0	0	0	0	0	0	0	39
Course failure in ELA or Math	17	40	51	64	43	52	0	0	0	0	0	0	0	267
Level 1 on statewide assessment	0	0	0	42	24	37	0	0	0	0	0	0	0	103
Level 1 on statewide Reading Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math Assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
1 or more retentions	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	8	20	20	50	29	39	0	0	0	0	0	0	0	166

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA and Science Achievement performed the lowest with a score of 35% of our students demonstrating proficiency in both content areas. Third grade ELA demonstrated the lowest ELA Achievement with 25% students showing proficiency which has been a school trend for the last two years.

Which data component showed the greatest decline from prior year?

Science data showed the greatest decline when compared to previous year's data, with a 9% decline. Our ELA Lowest 25% also showed a decline of 4% compared to the previous year.

Which data component had the biggest gap when compared to the state average?

When compared to state average, Math Lowest 25% showed an average of 25% higher than the state, ELA Lowest 25% showed an average of 12% higher than the state and Math Learning Gains showed an

average of 9%higher than the state. However, ELA achievement showed a -21% deficit t from the state average. Additionally, Science achievement showed a -20% difference from the state's average.

Which data component showed the most improvement? Is this a trend?

Math Lowest 25% showed the greatest improvement of 38% increase, Math Learning Gains increased 17%, Math Achievement increased 24%, ELA Lowest 25% increased 12% when compared to previous year's data.

Describe the actions or changes that led to the improvement in this area.

The leadership team worked collaboratively to set data-driven goals, conducted collaborative planning sessions, planned standards-based lesson, conducted on-going rigor walks, provided consistent feedback, utilized double-down instruction to support differentiated instruction across all content areas, provided student incentives, embedded i-ready instruction, and made instructional modifications based upon Diagnostic data.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	35%	57%	56%	24%	52%	52%
ELA Learning Gains	56%	61%	55%	49%	56%	52%
ELA Lowest 25th Percentile	60%	56%	48%	50%	51%	46%
Math Achievement	61%	65%	62%	42%	61%	58%
Math Learning Gains	66%	63%	59%	52%	61%	58%
Math Lowest 25th Percentile	72%	53%	47%	41%	51%	46%
Science Achievement	35%	56%	55%	45%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	27 (22)	13 (23)	18 (19)	28 (24)	8 (9)	19 (17)	113 (114)
One or more suspensions	8 (2)	2 (3)	7 (12)	4 (7)	7 (11)	5 (4)	33 (39)
Course failure in ELA or Math	37 (17)	27 (40)	37 (51)	47 (64)	42 (43)	41 (52)	231 (267)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (42)	17 (24)	25 (37)	74 (103)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	25%	56%	-31%	57%	-32%
	2017	16%	54%	-38%	58%	-42%

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
Same Grade Comparison		9%					
Cohort Comparison							
04	2018	33%	58%	-25%	56%	-23%	
	2017	24%	57%	-33%	56%	-32%	
Same Grade Comparison		9%					
Cohort Comparison		17%					
05	2018	33%	59%	-26%	55%	-22%	
	2017	29%	52%	-23%	53%	-24%	
Same Grade Comparison		4%					
Cohort Comparison		9%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	49%	63%	-14%	62%	-13%	
	2017	32%	62%	-30%	62%	-30%	
Same Grade Comparison		17%					
Cohort Comparison							
04	2018	61%	63%	-2%	62%	-1%	
	2017	45%	64%	-19%	64%	-19%	
Same Grade Comparison		16%					
Cohort Comparison		29%					
05	2018	57%	66%	-9%	61%	-4%	
	2017	33%	61%	-28%	57%	-24%	
Same Grade Comparison		24%					
Cohort Comparison		12%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	30%	56%	-26%	55%	-25%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	53	33	53	77	77	50				
ELL	26	87		84	93						
BLK	34	54	59	57	62	70	33				
HSP	36	62		86	85						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
FRL	35	56	60	61	66	72	35				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	58		14	32		30				
ELL	5	43		18	54						
BLK	24	55	60	37	48	33	43				
HSP	18			45							
FRL	23	56	64	39	49	34	44				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure Grade 3 student achievement to align with the district's long term outcome #1.
Rationale	ELA Achievement performed the lowest with a score of 35% of our students demonstrating proficiency. Third grade ELA demonstrated the lowest ELA Achievement with 25% students showing proficiency. This has been a school trend for the last two years with less than 30% of the students scoring with the proficient level on the FSA ELA Assessment.
Intended Outcome	By FY'19 it is expected that the school will increase it's ELA scores by 15% on the ELA Florida Standards Assessment.
Point Person	Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

Action Step	
Description	In alignment, to school board 2.09 and Florida State Statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in media our library selection is filled with books related to the variety of cultures and contributions of Blacks, African Americans, Latino, Hispanics and women within US History. Our fifth graders also complete lessons regarding to the Holocaust. Safety Patrols in the fifth grade also visit Holocaust related memorials during their annual trip to Washington, D.C. In addition, Roosevelt Elementary will also do the also actions to increase third grade literacy: Use Double-down substitutes to provide small group reading intervention in all 3-5 reading classrooms. Use Ready ELA Materials in grades K-5 ensure that students are exposed to complex, standards based texts. Revamp Literacy Blocks to a rotational model to meet the needs to students. Provide common planning time and coverage to plan standards based lessons. Administer i-Ready diagnostics in reading and math and use beginning, middle and end of the year data. Use Fundations Intervention Kits in grades K-2 to provide explicit Phonics instruction. Provide time for the Leadership Team and Teachers to analyze and calculate FSA data to determine proficiency, learning gains and identify bottom tier students. Monitor School Based Team files to prioritize and identify at-risk students. Identify bottom tier students will receive in school/afterschool tutorial. Ensure that Classroom/Technology supplies are purchased to supplant the instruction and/or assessment needs in all content areas.
Person Responsible	Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Monitoring will be documented by: Lesson Plans, Observations, PLCs Documentation, iReady Data, Minutes/Agenda from Leadership Team & SBT Meetings, Documentation of Data Chats, Invoices, Feedback/Notes in iObservation
Person Responsible	Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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

To ensure that the social-emotional needs of all students are being met, Roosevelt Elementary School will:

1. Operational school based team that meets weekly to discuss students with barriers to academic and social
success;
2. Mentors assigned to students identified with SEL concerns will check-in/check-out, check and connect with students in need of positive adult interactions and positive feedback throughout the school day.
3. Daily Instruction (Morning Meeting) and various campus activities that address social/emotional needs of students;
4. Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc.);
5. Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven
Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
6. Engage 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.

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

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

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

1. Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)
2. Scheduling of a talk/meeting with preschool children's families
3.Distribution of a letter, flyer or informational brochure sent to families of preschool children
4.Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
5.Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
6.Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
7.Providing home learning activities to help prepare children for kindergarten entry
8.Collaborating with other local agencies to promote school readiness (such as Bridges)

The Guidance Counselor annually schedules assemblies for outgoing fifth grade students with feeder middle schools and choice schools. Fifth grade students learn about the programs, courses and electives being offered at the schools. Parents participate by assisting their child in selecting courses for middle school.

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

Roosevelt Elementary has a three-tiered model of lesson delivery of instruction - core, supplemental, and intensive. Core instruction is provided from highly qualified teachers which is facilitated by our School based Team Leader, Amanda Mavrakis. Our School Based Team meets weekly to discuss interventions and data for struggling students, behavior concerns and social/emotional concerns. The team also discuss students with attendance concerns. In addition, the SBT/MTSS Leader collects weekly progress monitoring data from classroom teachers. The SBT/MTSS Leader is proactive in identifying students who need to be referred to the SBT/MTSS. Identified students also receive one on one counseling, group counseling services and/ or referred to community agencies. Administration and Single School Culture Coordinator conducts walkthroughs to monitor implementation of RTI.

Teachers in grades K-5 provide thirty minutes of Immediate Intensive Intervention (iii) that is built into the daily schedule. Retained and struggling 3rd grade or 4th grade students receive SAI (Supplemental Academic Instruction) daily. We also offer after school tutoring twice per week in Reading, Writing, Science, and Math for our lowest forty percent.

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

Our school also collaborates with local business - Bridges, fraternities, Urban League, local churches and businesses - to form community partnerships to support students through mentoring and providing in-kind services to the faculty and students.

Title I Part A funds are used to provide professional development activities for administrators and teachers, hire a Resource Teacher, Double Down Substitutes, purchase supplemental instructional programs (Ready consumables, Fundations and supplies to support classroom instruction. Family

involvement activities, and parent trainings are also supported with Title I funds.

Additionally:
* school collaborates with Student Intervention Services to provide services to homeless children and families.
* school collaborates with Department of Children and Families to address domestic violence, neglect and/abuse, etc.
* small groups and individual needs are supported by district staff from Safe Schools, ESE, Speech Language Pathologist, School Police, Multicultural and other community resource programs.

Our school integrates Single School Culture by sharing UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SWPBS. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. We also adhere to the policies set by the district on homelessness, offering a bullying hotline, culture and appreciation for multicultural diversity and a free breakfast initiative through School Food Services.

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

N/A