

The School District of Palm Beach County

Roosevelt Elementary School



2019-20 Schoolwide Improvement Plan

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Roosevelt Elementary School

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

<https://rvte.palmbeachschools.org>

Demographics

Principal: Annick Charlot

Start Date for this Principal: 9/19/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: B (55%) 2016-17: C (44%) 2015-16: C (43%) 2014-15: F (30%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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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. 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 of 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	Job Duties and Responsibilities
Alleyne, Sharonda	Principal	An educational leader in charge of executing and monitoring of personnel, resources, and strategies to ensure all students have an equitable and equal opportunity to effectively learn standards-based content
Young, Nikita	Instructional Coach	Specialized educator that focuses on providing curriculum support systems for teachers, students, parents and administrators.
Cartwright, Chianti	Administrative Support	Educational Leader who facilitates professional development, provides coaching to build teacher capacity, support positive behavior, promote school culture and analyze data.
Mavrakis, Amanda	School Counselor	Certified professional that advises students on academic and personal decisions through whole group lessons, small group and individual counseling.
Kitchen, Danesha	Assistant Principal	An educational leader in charge of assisting in the execution and monitoring of personnel, resources, and strategies to ensure all students have an equitable and equal opportunity to effectively learn standards-based content.
Jove, Ingrid	Other	Bilingual educator responsible for assessing the English skills of identified and helping English Language Learners acquire a new language.
Stango, Tonina	Other	Part Time Educator responsible for scheduling, monitoring compliance and staffing students with disabilities.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	66	47	54	64	54	57	0	0	0	0	0	0	0	342
Attendance below 90 percent	18	19	17	13	14	8	0	0	0	0	0	0	0	89
One or more suspensions	2	4	8	6	7	7	0	0	0	0	0	0	0	34
Course failure in ELA or Math	32	33	29	44	50	37	0	0	0	0	0	0	0	225
Level 1 on statewide assessment	0	0	0	28	24	25	0	0	0	0	0	0	0	77
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	13	16	14	34	31	26	0	0	0	0	0	0	0	134

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	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	1	2	1	10	0	0	0	0	0	0	0	0	0	14

FTE units allocated to school (total number of teacher units)

18

Date this data was collected or last updated

Monday 9/30/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	21	9	15	39	22	32	0	0	0	0	0	0	0	138

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	21	9	15	39	22	32	0	0	0	0	0	0	0	138	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	28%	58%	57%	23%	53%	55%
ELA Learning Gains	51%	63%	58%	56%	59%	57%
ELA Lowest 25th Percentile	48%	56%	53%	64%	55%	52%
Math Achievement	52%	68%	63%	38%	62%	61%
Math Learning Gains	52%	68%	62%	49%	62%	61%
Math Lowest 25th Percentile	63%	59%	51%	34%	53%	51%
Science Achievement	24%	51%	53%	44%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	66 (0)	47 (0)	54 (0)	64 (0)	54 (0)	57 (0)	342 (0)
Attendance below 90 percent	18 (27)	19 (13)	17 (18)	13 (28)	14 (8)	8 (19)	89 (113)
One or more suspensions	2 (8)	4 (2)	8 (7)	6 (4)	7 (7)	7 (5)	34 (33)
Course failure in ELA or Math	32 (37)	33 (27)	29 (37)	44 (47)	50 (42)	37 (41)	225 (231)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (32)	24 (17)	25 (25)	77 (74)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	19%	54%	-35%	58%	-39%
	2018	25%	56%	-31%	57%	-32%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	25%	62%	-37%	58%	-33%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	58%	-25%	56%	-23%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
05	2019	28%	59%	-31%	56%	-28%
	2018	33%	59%	-26%	55%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	65%	-5%	62%	-2%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	48%	67%	-19%	64%	-16%
	2018	61%	63%	-2%	62%	-1%
Same Grade Comparison		-13%				
Cohort Comparison		-1%				
05	2019	42%	65%	-23%	60%	-18%
	2018	57%	66%	-9%	61%	-4%
Same Grade Comparison		-15%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	24%	51%	-27%	53%	-29%
	2018	30%	56%	-26%	55%	-25%
Same Grade Comparison		-6%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	50	50	50	65	70	29				
ELL	23	44		68	31						
BLK	26	48	40	51	52	63	18				
HSP	29	69		52	44						
FRL	29	53	48	53	51	61	26				

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						
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data components showing the lowest performance are:

ELA Achievement has been consistently the lowest performing achievement area with an average of 29% scoring Level 3+ over the last 3 years. In 2019, the school's ELA Achievement was 28% depicting a -7% decline from 35% in 2018..

Science Achievement is also low performing, reflecting an -11% decline from 2018 at 35% to 24% in 2019.

Third Grade ELA Achievement has the greatest number of low performing students, with 42 students performing at Level 1, whereas 32 students were at Level 1 in grade 4 and 28 students in grade 5 on the 2019 FSA ELA.

Contributing Factors: Teacher Capacity, Student Attendance, Teacher Attendance, Lack of Common Planning Time

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data components showing the greatest decline between the range of -10% and -15% are:

ELA Lowest 25th Percentile declined -12% from 60% in 2018 to 48% in 2019.

Math Learning Gains declined -14% from 66% in 2018 to 52% in 2019.

Science Achievement declined -11% from 35% in 2018 to 24% in 2019.

ELLs Learning Gains in both Reading and Math showed the greatest decline of all subgroups with a -43% decrease in ELA from 87% in 2018 to 44% in 2019 and a -62% decrease in Math from 93% in 2018 to 31% in 2019.

Contributing Factors: Teacher Capacity, Student Attendance, Teacher Attendance, Lack of Common Planning Time

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data components with the greatest gap compared to the state average in 2019 are:

ELA Achievement gap between the school and state is -29% with a state average of 57% while the school's score is 28%. When compared to the district, ELA Achievement in grades 3-5 showed a -34% averaged decline.

Science Achievement gap between the school and state is -29% with a state average at 53% while the school's score is 24%. The Science Achievement gap between the school and the district is -27%.

Contributing Factors: Teacher Capacity, Student Attendance, Teacher Attendance, Lack of Common Planning Time

Which data component showed the most improvement? What new actions did your school take in this area?

The data components showing the most improvement are:

Third Grade Math improved from 49% in 2018 to 60% in 2019.

The Hispanic Subgroup improved 7% from 2018 to 19% in 2019 in ELA Learning Gains, from 62% to 69%.

Considering that we have multiple deficiencies, during the FY'20 School Year updates will be made to our action plan that will focus on improving ELA, Math and Science achievement. Some of the action steps will include: increased monitoring, revising extended learning opportunities, implement common planning, etc.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential Areas of concern:

Number of Students Failing (Needs Development) in ELA or Math (225 students).

Students with two or more Early Warning Indicators (134 students).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Third Grade ELA Achievement
2. ELA Lowest 25th Percentile
3. K-2 Instruction
4. Fourth & Fifth Grade Math (Achievement, Learning Gains & Lowest 25th Percentile)
5. Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure progress towards student achievement in ELA instruction to align with the District's Strategic Plan to support the expectations of LTO # 1 - Increase reading on grade level by 3rd grade.
Rationale	Our school currently demonstrates 28% in ELA Achievement, historically Reading has been the lowest performing area compared to Math & Science. In 2019, our ELA Achievement declined -7% from 35% in 2018 to 28% of the students scoring a Level 3+. Additionally, our school demonstrated a -30% decrease in comparison to district and state. When looking at our ELA subgroups, ELL Learning Gains showed the greatest decline from 2018 to 2019. If we were to increase our ELA Achievement scores by 8% to 10% this year, we will be closer to meeting the District's Strategic Plan LTO #1 - increase reading on grade level by 3rd Grade.
State the measurable outcome the school plans to achieve	<p>Improve ELA Achievement by 10% to close the achievement gap in Reading.</p> <p>Improve 3rd Grade ELA Achievement by 11%.</p> <p>Improve the ELL Subgroup Learning Gains by 20%</p>
Person responsible for monitoring outcome	Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Double Down Temp Tutors will provide in classroom support for small group differentiated instruction. 2. Standards Based Reading/Phonics Curriculum. i.e - Ready, Modules of Instruction, Units of Study, etc - will be used to provide complex text, task & talk. 3. Adaptive Technology will be used to provide scaffold instruction and build content knowledge. 4. Go to Strategies will be utilized to provide scaffold instruction, visuals and differentiated activities to engage ELLs and all students 5. Differentiated small group instruction within all ELA classrooms.
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Academic Tutors- provide assistance through small group differentiated instruction to remediate/enrich/practice a certain subject/skill taught throughout the school day. 2. Standards Based Programs ensure lessons are aligned to Florida Standards. 3. i-Ready & Study Island measures similar constructs as the ELA Florida Standards Assessment with an average predictability correlation rate of 82%. They are interactive online programs designed to assess students and provide individualized instruction based on one's unique needs. 4. Go to Strategies are infused within a lesson to meet the needs of a diverse classroom. It scaffolds instruction in listening, speaking, reading & writing that provides support to struggling readers and English Language Learners. These strategies accelerate learning

gains and empowers all students to build critical college and career literacy skills.

5. Differentiated small group instruction will provide appropriately challenging learning experiences for all students.

Action Step

1. School will employ eight (8) Long Term Substitute to serve as Academic Tutors.

a. SSCC will provide professional development.

b. Identify and create student groups

c. Create schedules to include student rotations during Literacy Block.

d. Monitor lesson plans

2. School will purchase and utilize Ready Materials as the Core Curriculum for K-5 ELA Blocks. Units of Study

and Modules of Instruction will be used as the secondary source for the Literacy Block.

a. Professional Development will be held to build teacher capacity.

b. SSCC and Resource will model effective instructional practices and provide feedback

Description

3. School Administration and SSCC will monitor lesson plans, adaptive technology programs, data and conduct

walk throughs during the instructional block.

a. Purchase Study Island

b. Pull iReady Reports, Unify Data and Study Island Reports

4. ELL Resource Teacher will push into classrooms to provide students with differentiated instruction. Small

group instruction will be targeted for all ESSA Identified Subgroups especially Hispanic ELLs.

a. Schedule refresher training on Go to Strategies for all instructional staff.

b. Identify ELL Students for extended learning opportunities

Person

Responsible

Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- students are immersed in rigorous tasks encompassing the full intent of the Florida Standards including the content required by Florida State Statue 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior and Climate with an appreciation of multicultural diversity in alignment to S.B. Policy 2.9.

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

(a) History of Holocaust

(b) History of Africans and African Americans

(c) Hispanic Contributions

(d) Women's Contributions

(e) Sacrifices of Veterans, and the value of Medal of Honor recipients

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Flag education
- Civil government: functions and interrelationships
- History of the United States
- Principles of Agriculture
- Effects of alcohol and narcotics
- Kindness to animals
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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 Schoolwide Improvement Plan 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 school builds positive relationships with all stakeholders to fulfill the mission and supports the needs of the students providing a welcoming environment, providing training at various times based on interest and need and encourage volunteering opportunities to help in school.

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.

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

1. Distribute 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. Schedule meetings with preschool children's families
3. Distribute information to families of preschool children
4. Schedule opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
5. Make plans for preschool children to practice kindergarten routines, such as carrying lunch tray
6. Distribute community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
7. Provide home learning activities to help prepare children for kindergarten entry
8. Collaborate 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.

We have a three-tiered model of lesson delivery of instruction - core, supplemental, and intensive. Our School Based Team meets weekly to discuss interventions and data for struggling students, behavior, attendance and social/emotional concerns. In addition, the SBT/MTSS Leader collects weekly progress monitoring data from 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 SSCC conducts walkthroughs to monitor implementation of RTI.

Retained and struggling 3rd grade or 4th grade students receive SAI daily. We also offer after school

tutoring twice per week.

PLCs are conducted weekly which allows teachers to unpack standards, analyze data, determine strengths/weaknesses, discuss strategies and best practices.

Our school also collaborates with local business 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 SSCC, Double Down Tutors, purchase supplemental instructional programs and supplies to support classroom instruction. Family involvement activities, and parent trainings are also supported with Title I funds.

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.

Create/Form Partnerships with local college, universities, community organizations, fraternities, etc provide mentoring opportunities for students weekly in Reading.

Promote college awareness with door decorations and college week.

Promote careers by inviting authors, community helpers, etc to speak to students, grade levels, etc.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure progress towards student achievement in ELA instruction to align with the District's Strategic Plan to support the expectations of LTO # 1 - Increase reading on grade level by 3rd grade.				\$15,090.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	640-Furniture, Fixtures and Equipment	0341 - Roosevelt Elementary School	School Improvement Funds		\$3,500.00
			<i>Notes: Classroom Rugs for K-2 Classroom Libraries</i>			
	5100	640-Furniture, Fixtures and Equipment	0341 - Roosevelt Elementary School	School Improvement Funds		\$2,500.00
			<i>Notes: Flexible Seating for grades 3-5 for Classroom Libraries and Independent Reading.</i>			

	5100	690-Computer Software	0341 - Roosevelt Elementary School	School Improvement Funds		\$1,000.00
			<i>Notes: Study Island adaptive technology for struggling readers.</i>			
	5100	640-Furniture, Fixtures and Equipment	0341 - Roosevelt Elementary School	School Improvement Funds		\$5,000.00
			<i>Notes: Poster Maker to create visual aides to support ELLs and struggling readers during the Literacy Block.</i>			
	5100	510-Supplies	0341 - Roosevelt Elementary School	School Improvement Funds		\$3,090.00
			<i>Notes: General Supplies to support Literacy Block and literacy initiatives - paper, binders, ink, chart paper, poster paper, markers, etc.</i>			
					Total:	\$15,090.00