



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Roosevelt Elementary School

1220 L A KIRKSEY ST

West Palm Beach, FL 33401

561-653-5100

www.edline.net/pages/roosevelt_es

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
97%

Alternative/ESE Center
No

Charter School
No

Minority Rate
97%

School Grades History

2013-14
D

2012-13
C

2011-12
C

2010-11
C

2009-10
D

SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Roosevelt Elementary School

Principal

Sharonda Alleyne

School Advisory Council chair

Sheila Acevedo

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sharonda Alleyne	Principal
Jacqueline Thomas	Math Coach
Willie Rhymes	Science Resource Teacher
Sandra Murph	SAI
Gerre Wood	Learning Team Facilitator
Neketa Young	4th Grade Team Leader
Geraldine Simmons	3rd Grade Team Leader

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership consists of; Sheila Acevedo SAC Chair; Jean-Thomas Espady, Parent /Community Member; Fredis O. Colato , Parent /Community Member; Vicki Jobod Ker , Parent /Community Member; Gerlyne Pierre , Parent/Community Member; Josef Schneider , Parent /Community Member; Karen Hill-Simpson, Parent /Community Member; Joseph-Jean Clerfond, Business Partnership Member; John Kins, Business Partnership Member; Fitzgerald Limontas, Business Partnership Member, Principal Sharonda Alleyne

Involvement of the SAC in the development of the SIP

The SAC assisted with the development of this school year's SIP by collaborating with the staff and being active participants in the needs assessment, development of priorities, and identification and use of resources. The SAC will also provide feedback throughout the year on the status of where the school is in relation to the SIP goals.

Activities of the SAC for the upcoming school year

The SAC activities for the upcoming school year will involve overseeing the implementation of the School Improvement Plan, promoting and supporting greater interaction between the school and community, providing input in matters concerning the disbursement of school improvement funds and other monies related to school improvement; and ensuring that such expenditures are consistent with the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

School improvement funds will be used for student achievement. Approved revisions as necessary see budget.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sharonda Alleyne

Principal

Years as Administrator: 14

Years at Current School: 5

Credentials

Bachelor of Science and Masters of Degrees in Elementary Education, Florida A & M Educational Leadership Certificate, and Florida Atlantic University Certified in English as a Second Language (ESOL)

Performance Record

2013 FCAT 2.0
 3rd grade-
 24% proficient in Reading, Math 32% proficient
 4th grade-
 35% proficient in Reading, 43% proficient in Math, 89% proficient in Writing
 5th grade-
 30% proficient in Reading, 26% proficient in Math & 30% proficient in Science
 2012 FCAT 2.0
 I-data not available
 3rd grade-
 25% proficient in Reading, Math data not available
 4th grade-
 38% proficient in Reading, 37% proficient in Math, 89% proficient in Writing
 5th grade-
 52% proficient in Reading, 46% proficient in Math & 36% proficient in Science
 2011 FCAT
 AYP NOT met/C
 3rd grade-
 41% proficient in Reading, 66% proficient in Math
 4th grade-
 42% proficient in Reading, 53% proficient in Math, 97% proficient in Writing
 5th grade-
 52% proficient in Reading, 46% proficient in Math & 36% proficient in Science
 2010 FCAT
 AYP NOT met/D
 3rd grade-
 42% proficient in Reading, 65% proficient in Math
 4th grade-
 61% proficient in Reading, 52% proficient in Math, 97% proficient in Writing
 5th grade-
 48% proficient in Reading, 40% proficient in Math & 32% proficient in Science

Instructional Coaches

of instructional coaches

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Jacqueline Thomas-Baker

Full-time / District-based Years as Coach: 9 Years at Current School: 14

Areas Mathematics

Credentials Master’s Degree in Elementary, Nova University; Bachelors of Science in Elementary Nova University; ESOL endorsed

Performance Record

FCAT 2013
 3rd grade-
 24% proficient in Reading, Math 32 proficient
 4th grade-
 35% proficient in Reading,43% proficient in Math, 89 % proficient in Writing
 5th grade-
 30% proficient in Reading,26% proficient in Math & 30 % proficient in Science
 5th in the district with learning gains for Math and 6th in the district with Learning gains in Reading
 2012 FCAT 2.0
 I-data not available
 3rd gradeMath data not available
 4th grade-
 37% proficient in Math 5th grade
 24% proficient in Math
 Outstanding Math Teacher Bonus FY 01-02
 83% Learning Gains;
 2011 FCAT
 AYP NOT met/C
 3rd grade-
 66% proficient in Math
 4th grade-
 53% proficient in Math
 5th grade-
 46% proficient in Math
 2010 FCAT
 AYP NOT met/D
 3rd grade-
 42% proficient in Reading, 65% proficient in Math
 4th grade-
 61% proficient in Reading, 52% proficient in Math, 97% proficient in Writing
 5th grade-
 48% proficient in Reading, 40% proficient in Math & 32% proficient in Science

Classroom Teachers

of classroom teachers

28

receiving effective rating or higher

100, 357%

Highly Qualified Teachers

357%

certified in-field

28, 100%

ESOL endorsed

26, 93%

reading endorsed

4, 14%

with advanced degrees

12, 43%

National Board Certified

0, 0%

first-year teachers

1, 4%

with 1-5 years of experience

6, 21%

with 6-14 years of experience

12, 43%

with 15 or more years of experience

11, 39%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

7

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The administrator advertises through the district website. The office of Human Resource screens all applicants. Beginning teachers are matched with a mentor (highly qualified teacher). In addition we

provide continuous Professional Development & support including the use of researched based best practices, FCIM model (administration and Coaches), the mentors have several meeting through the school year with the beginning teachers to provide support, resources and advice.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Our mentoring program consists of matching a veteran teacher with a teacher new to the profession or to the school. The mentor will work closely with the new teacher to offer support and practical advice to beginning teachers based on observation and discussion of the beginning teacher's professional experiences.

The goal of the mentoring program is:

- To provide beginning teachers an effective transition into the teaching profession;
- To increase the retention rate of beginning teachers;
- To have a positive effect on student achievement

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our school has a three-tiered model of for delivery of instruction (core, supplemental, and intensive): Thirty minutes of Triple-I (iii) is built into the daily schedule in every classroom. Retained and struggling 3rd grade students receive SAI (Supplemental Academic Instruction) daily. We also offer tutoring twice per week in Reading, Writing, Science, and Math for our lowest 35%. Our School Based Team meets weekly to discuss interventions and data for struggling students. LTMs (Learning Team Meetings) are conducted 4 days per week so teachers can plan and discuss strategies and best practices. Administration and Academic Coaches conduct walkthroughs to monitor implementation of RTI. In addition, the SBT leader collects weekly progress monitoring from classroom teachers.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Each member analyzes academic and behavioral data in order to determine the appropriate Intervention. The administration team meets with the LLT (Literacy Leadership Team) once a month. The administrative team will conduct walkthroughs. Agenda topics include the discussion of the team's goals and progress, data analysis, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, shares the action with the staff, implements the action, analyzes its effectiveness, and reflects on the process.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based MTSS (Multi-Tiered System of Supports) leadership team will meet regularly throughout the school year in order to address the behavioral and academic needs that arise throughout the year, as well as to monitor outcomes of supports and interventions (action plan).

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

We use the following baseline data: EDW reports, Curriculum Based Measurement, Florida Comprehensive Assessment Test (FCAT) Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Diagnostics, Palm Beach writes, K-4 Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Comprehensive English Language Learning Assessment (CELLA), Beginning of Year assessment(Math), formative and summative data for reading, writing, math and science, and benchmark assessments for math, reading and science. Office Discipline Referrals, Retentions, Absences. School Wide Positive Behavior (SEPBS) expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office referral data are maintained and monitored by the administrator. Tier 2 and tier 3 supports/interventions and the response to these interventions are provided to MTSS school-based leadership.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

We have worked diligently to support the understanding of MTSS and build capacity in data-based problem solving for our staff and parents. The staff received MTSS training by our SBTL/School Guidance Counselor during our first staff meeting. We will continue to provide additional trainings and build capacity during the following activities: Faculty Meetings, Grade Level Meetings, professional development and Learning Team Meetings. Our parents will receive training during Curriculum Night, Open House, PTO, and SAC meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,880

Extended opportunities will use diagnostic and weekly assessments to drive instruction in the students Core Academic Subjects. The students will receive small groups instructions, computer assisted learning and enrichment activities. The hour will be divided into 3 groups of 20 minutes of instruction, using the I Do, We Do and You Do model.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

The data will be collected weekly in the form of a mini-assessment for Reading, Math and Science. The writing data will be collected based on the final product. The Leadership Team will monitoring and ensuring that all tutors are implementing the identified strategies with fidelity.

Who is responsible for monitoring implementation of this strategy?

The tutorial director and Administrative Team will be responsible for monitoring and implementation of the strategies being used.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sharonda Alleyne	Principal
Beverly Orth	ELL Coordinator
Paula McCleave	ESOL Teacher/ Contact
Sandra Murph	SAI Teacher

How the school-based LLT functions

The administration team meets with the LLT once a month. Agenda topics include the discussion of the team's goals and progress, data analysis; ensure the effective Tier 1 instruction takes place, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, and share the action with the staff, implements the action, analyzes its effectiveness, and reflects on the process.

Major initiatives of the LLT

Initiatives are based on our school's data and needs assessments. These include increasing students' vocabulary, building reading stamina and utilizing higher order thinking skills and questioning, as well as implementing the ELA CCSS.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Roosevelt Elementary School cooperates with preschool programs by disseminating information to the students. We offer a VPK (Florida Voluntary Prekindergarten program) to prepare students for kindergarten. A Kindergarten Round-up is held in the spring for all parents and students who will be attending Roosevelt Elementary School. The Kindergarten Round-up helps parents with the registration process. In addition, Common Core Standards for Kindergarten are addressed and preparatory materials are shared with parents and a tour of the school. Including the Kindergarten classrooms is given. Classroom visits and school tours are available year round. All incoming Kindergarten students are assessed upon entering Kindergarten using several measurements of readiness, including FLKRS and Fountas and Pinnell Benchmark Assessment System. These assessments are used in order to ascertain individual and group needs and to assist in the development of appropriate, differentiated instruction/ intervention programs.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	46%	30%	No	51%
American Indian				
Asian				
Black/African American	44%	29%	No	50%
Hispanic	61%	45%	No	65%
White				
English language learners	51%	9%	No	56%
Students with disabilities	44%	27%	No	50%
Economically disadvantaged	45%	30%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	19%	23%
Students scoring at or above Achievement Level 4	15	9%	11%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		22%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		44%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	106	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	24	74%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	10	31%	36%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		20%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		6%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	73%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	35%	No	50%
American Indian				
Asian				
Black/African American	42%	32%	No	48%
Hispanic	67%	64%	No	70%
White				
English language learners	56%	9%	No	60%
Students with disabilities	47%	22%	No	52%
Economically disadvantaged	43%	36%	No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	27%	30%
Students scoring at or above Achievement Level 4	13	8%	9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		40%
Students scoring at or above Level 7	[data excluded for privacy reasons]		1%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	117	75%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	84%	85%

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	25%	No	50%
American Indian				
Asian				
Black/African American	42%	32%	No	48%
Hispanic	67%	60%	No	70%
White				
English language learners	56%	33%	No	60%
Students with disabilities	47%	22%	No	52%
Economically disadvantaged	43%	36%	No	49%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	11	28%	33%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		3%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		68%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	90	21%	30%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	14	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	33	7%	4%
Students who are not proficient in reading by third grade	54	75%	60%
Students who receive two or more behavior referrals	15	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	4%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Curriculum Night, Reading Under the Stars Night, Dads for Doughnuts, and Grandparents	315	79%	85%

Area 10: Additional Targets

Additional targets for the school

Roosevelt Elementary will infuse the content required by Florida Statue 1003.42(2) as applicable to appropriate grade levels:

- History of the Holocaust
- History and Contributions of African and African Americans
- History and Contributions of Hispanic and Latino Americans
- History and Contributions of Women
- Sacrifices of United States Military Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
We will use LTM to create and infuse the content to create lesson plans that are aligns to the standards.	100	100%	100%

Goals Summary

- G1.** 81% of parents will participate in school event/meeting
- G2.** 4th graders will increase in proficiency in Writing as measured by FCAT Writes.
- G3.** To increase students achievement on FCAT 2.0 in Mathematics
- G4.** To increase students achievement on FCAT 2.0 in Science
- G5.** To increase students achievement on FCAT 2.0 in Reading

Goals Detail

G1. 81% of parents will participate in school event/meeting

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Guidance Counselor, Administration, Teachers and parents. Community Resource person

Targeted Barriers to Achieving the Goal

- transportation and language

Plan to Monitor Progress Toward the Goal

Agendas and sign in sheets will be collected to measure success.

Person or Persons Responsible

Administrator

Target Dates or Schedule:

Quarterly analysis

Evidence of Completion:

Sign in sheets for school events involving parents and the community will be reviewed to see if we need to adjust our strategies. Classroom implementation Administrator and Math Coach Daily Lesson plan, Benchmark math assessments & Diagnostic Assessments

G2. 4th graders will increase in proficiency in Writing as measured by FCAT Writes.

Targets Supported

- Writing

Resources Available to Support the Goal

- Administration, Writing Resource Teacher, Writer's Workshop

Targeted Barriers to Achieving the Goal

- The barrier our students face is writing with focus, organization and details.

Plan to Monitor Progress Toward the Goal

Palm Beach Writes, Daily writes, and writing samples will be collected to measure success. Questionable or poor implementation will produce little to no students' improvement as measure by assessments. The Area 5 Support and writing teacher will provide additional professional development to assist the teachers that are having difficulty.

Person or Persons Responsible

Administration, Area 5 Writing support and Writing Teacher

Target Dates or Schedule:

Daily, weekly and quarterly

Evidence of Completion:

Palm Beach Writes, daily writing samples and FCAT Writes

G3. To increase students achievement on FCAT 2.0 in Mathematics

Targets Supported

- Math ()

Resources Available to Support the Goal

- Materials, time set aside during LTM's to plan lessons, Professional developments

Targeted Barriers to Achieving the Goal

- Using Differentiated Instruction with Fidelity and Incorporating Best Practices with Fidelity

Plan to Monitor Progress Toward the Goal

50% of the students will score proficient as measured by the Diagnostics assessments, classroom assessments and benchmark assessments. 25% or higher of the students will score level 3 or higher as measured by the FCAT 2.0

Person or Persons Responsible

Administration, Math Coach and Classroom Teachers

Target Dates or Schedule:

Daily, weekly and quarterly

Evidence of Completion:

Quick checks administered daily by classroom teachers, benchmark assessments, and diagnostic assessments.

G4. To increase students achievement on FCAT 2.0 in Science

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

- Materials, time set aside during LTMs to plan lessons, Professional developments

Targeted Barriers to Achieving the Goal

- Using "hands -on" Science experiments/labs to teach Science concepts

Plan to Monitor Progress Toward the Goal

50% of the students will score proficient as measured by the Diagnostics assessments, classroom assessments and benchmark assessments. 25% or higher of the students will score level 3 or higher as measured by the FCAT 2.0.

Person or Persons Responsible

Administration

Target Dates or Schedule:

Weekly, monthly and quarterly analysis

Evidence of Completion:

Assessments

G5. To increase students achievement on FCAT 2.0 in Reading

Targets Supported

- Reading (FCAT2.0)

Resources Available to Support the Goal

- Materials, time set aside during LTMs to plan lessons, Professional developments

Targeted Barriers to Achieving the Goal

- 1.Increasing Higher Order Thinking Skills

Plan to Monitor Progress Toward the Goal

50% of the students will score proficient as measured by the Diagnostics assessments, FAIR, RRR, classroom assessments and benchmark assessments. 25% or higher of the students will score level 3 or higher as measured by the FCAT 2.0

Person or Persons Responsible

Administrator, Reading Coach and 3rd, 4th and 5th Grade Teachers

Target Dates or Schedule:

Our schedule will include quarterly Diagnostics assessments, weekly benchmark assessments, FAIR and RRR ongoing.

Evidence of Completion:

anecdotal records, student portfolio and 25% of the 3rd, 4th and 5th grade students will score level 3 in Reading on the 2013 FCAT 2.0

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. 81% of parents will participate in school event/meeting

G1.B1 transportation and language

G1.B1.S1 Community Resource Person/Language Facilitator will make home visits, communicate with parents and facilitate family involvement trainings. Fliers and announcements will be sent home via mail and/or by students. Parents will be invited to parent/teacher conferences and report card conferences throughout the school year.

Action Step 1

The Community Resource Person will continue to work with parents by conducting home visits and sending out reminders regarding meetings and school events. The administration will analyze the number of parents attending school events and meetings to increase attendance.

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets

Facilitator:

Administration

Participants:

administration, parents and teachers

Action Step 2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Sign sheets for school events involving parents and the community will be reviewed to see if we need to adjust our strategies.

Person or Persons Responsible

administrator

Target Dates or Schedule

Quarterly analysis

Evidence of Completion

sign in sheets

Plan to Monitor Effectiveness of G1.B1.S1

The sign in sheets will be collected to determine if we are meeting our goal of 81% parents' participation

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly analysis

Evidence of Completion

sign in sheets

G2. 4th graders will increase in proficiency in Writing as measured by FCAT Writes.

G2.B1 The barrier our students face is writing with focus, organization and details.

G2.B1.S1 Top Writing Score Program, Area 5 writing Program and extended day learning opportunities and provide professional development opportunities to enhance writing proficiency

Action Step 1

Administrator, Area 5 Support and Writing Teacher will conduct walkthroughs, lesson plan checks and collect writing samples to be analyzed.

Person or Persons Responsible

Administrator, Area 5 Support and Writing Teacher

Target Dates or Schedule

daily, weekly and once a week for extended learning.

Evidence of Completion

Palm Beach Writes, daily writing samples

Facilitator:

Nikita Young

Participants:

4th Grade teachers

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

Administration, Area 5 writing support and writing teacher will recognize milestones. The Administration, area 5 writing support and writing teacher will celebrate progress and achievements, as well as a time to highlight areas where the teachers are off track. The team will use bi-weekly strategic LTM for assessing performance data and identifying tactics “about what we need to do differently to change the plan moving forward.” Continuous monitoring and evaluation will enable the Administration, Area 5 writing support and writing teacher to make smart adjustments in a timely fashion.

Person or Persons Responsible

Administration, area 5 writing support and writing teacher

Target Dates or Schedule

Daily, bi-weekly and quarterly analysis

Evidence of Completion

Palm Beach Writes, daily writing and writing samples

Plan to Monitor Effectiveness of G2.B1.S1

The data collected for success will be Palm Beach Writes, writing samples and daily writing. Successful implementation will produce gradual increase in students' proficiency as evidence by assessments and portfolio.

Person or Persons Responsible

Administration, Area 5 Writing support and Writing Teacher

Target Dates or Schedule

Daily, weekly and quarterly analysis

Evidence of Completion

Results from Palm Beach Writes, student portfolio and FCAT Writes

G3. To increase students achievement on FCAT 2.0 in Mathematics

G3.B1 Using Differentiated Instruction with Fidelity and Incorporating Best Practices with Fidelity

G3.B1.S1 Small group instruction and learning centers

Action Step 1

Administration and Math Coach will conduct walkthroughs, collect anecdotal records and assessments and analyze data.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Daily, weekly and quarterly assessments and analysis

Evidence of Completion

Diagnostics, classroom/benchmark assessments and student portfolio

Facilitator:

Math Coach and Math Specialist

Participants:

Classroom teachers

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

The administrative team and Math Coach will articulate critical milestones. The administrative team and Math Coach will celebrate progress and achievements, as well as a time to highlight areas where the teachers are off track. The team will use weekly strategic review meetings for assessing performance data and identifying tactics “about what we need to do differently to change the plan moving forward.” Continuous monitoring and evaluation will enable the administrative team, Math Coach and teachers to make smart adjustments in a timely fashion.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Daily, weekly and quarterly

Evidence of Completion

Diagnostics and benchmark assessments

Plan to Monitor Effectiveness of G3.B1.S1

Diagnostics, classroom and benchmark assessments will be collected to measure success. Questionable or poor implementation will produce little to no students’ improvement as measure by assessments. The Administrative Team and Math Coach will provide additional professional development and in some cases start the Coaches Continuum to assist the teachers that are having difficulty.

Person or Persons Responsible

Administration and Math Coach

Target Dates or Schedule

Daily, weekly and quarterly assessments and analysis

Evidence of Completion

Benchmark assessments, unit assessments and diagnostics

G4. To increase students achievement on FCAT 2.0 in Science

G4.B1 Using "hands -on" Science experiments/labs to teach Science concepts

G4.B1.S1 Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need. Grades 3-5 will rotate weekly to the Science Lab.

Action Step 1

Administration and Science Resource Teacher will conduct walkthroughs, collect anecdotal records and assessments. The Science Resource Teacher will also present mini-lessons to all 3rd - 5th classes.

Person or Persons Responsible

Administration, Science Resource Teacher

Target Dates or Schedule

daily, and weekly

Evidence of Completion

Benchmark assessments, and diagnostic

Plan to Monitor Fidelity of Implementation of G4.B1.S1

The administrative team and Science Resource Teacher will articulate critical milestones and performance metrics. The administrative team and Science Resource Teacher will celebrate progress and achievements, as well as a time to highlight areas where the teachers are off track. The team will use weekly strategic review meetings for assessing performance data and identifying tactics "about what we need to do differently to change the plan moving forward." Continuous monitoring and evaluation will enable the administrative team, Science Resource Teacher and teachers to make smart adjustments in a timely fashion.

Person or Persons Responsible

Administration and Science Resource Teacher

Target Dates or Schedule

Weekly and quarterly assessments and analysis

Evidence of Completion

Diagnostics and benchmark assessments

Plan to Monitor Effectiveness of G4.B1.S1

Diagnostics, classroom and benchmark assessments will be collected to measure success. Questionable or poor implementation will produce little to no students' improvement as measure by assessments. The Administrative Team and Science Resource Teacher will provide additional professional development and in some cases start the Coaches Continuum to assist the teachers that are having difficulty.

Person or Persons Responsible

Administration and Science Resource Teacher

Target Dates or Schedule

Weekly and quarterly

Evidence of Completion

Assessments

G5. To increase students achievement on FCAT 2.0 in Reading

G5.B1 1.Increasing Higher Order Thinking Skills

G5.B1.S1 Use Webb's Depth of Knowledge and FCAT 2.0 question stems to vary levels of questioning. Attend local & national Reading Conferences

Action Step 1

Administration and Reading Coach will conduct walkthroughs, collect anecdotal records and assessments.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

The administration and Reading Coach will conduct daily walkthroughs, collect anecdotal records and assign assessments (weekly and quarterly).

Evidence of Completion

We will administer the diagnostics assessments, FAIR, RRR, classroom assessments and mini-assessment.

Facilitator:

P. D. Area 5 Reading Specialist

Participants:

The participants will be 3rd, 4th, 5th and ESE Grade teachers.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

The administrative team and Reading Coach will articulate critical milestones and performance metrics. The administrative team and Reading Coach will celebrate progress and achievements, as well as a time to highlight areas where the teachers are off track. The team will use weekly strategic review meetings for assessing performance data and identifying tactics “about what we need to do differently to change the plan moving forward.” Continuous monitoring and evaluation will enable the administrative team, Reading Coach and teachers to make smart adjustments in a timely fashion.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Weekly and quarterly analysis

Evidence of Completion

Student portfolio, assessment data and anecdotal records

Plan to Monitor Effectiveness of G5.B1.S1

Diagnostics, FAIR, RRR, classroom and benchmark assessments will be collected to measure success. Questionable or poor implementation will produce little to no students’ improvement as measure by assessments. The Administrative Team and Reading Coach will provide additional professional development and in some cases start the Coaches Continuum to assist the teachers that are having difficulty.

Person or Persons Responsible

Administration and Reading Coach

Target Dates or Schedule

Weekly and quarterly analysis

Evidence of Completion

Diagnostics, FAIR, RRR, classroom assessments and benchmark assessments provided by district

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 update our ACTION PLANS during Learning Team Meetings. 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, a free breakfast initiative through School Food Services.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. 81% of parents will participate in school event/meeting

G1.B1 transportation and language

G1.B1.S1 Community Resource Person/Language Facilitator will make home visits, communicate with parents and facilitate family involvement trainings. Fliers and announcements will be sent home via mail and/or by students. Parents will be invited to parent/teacher conferences and report card conferences throughout the school year.

PD Opportunity 1

The Community Resource Person will continue to work with parents by conducting home visits and sending out reminders regarding meetings and school events. The administration will analyze the number of parents attending school events and meetings to increase attendance.

Facilitator

Administration

Participants

administration, parents and teachers

Target Dates or Schedule

monthly

Evidence of Completion

sign in sheets

G2. 4th graders will increase in proficiency in Writing as measured by FCAT Writes.

G2.B1 The barrier our students face is writing with focus, organization and details.

G2.B1.S1 Top Writing Score Program, Area 5 writing Program and extended day learning opportunities and provide professional development opportunities to enhance writing proficiency

PD Opportunity 1

Administrator, Area 5 Support and Writing Teacher will conduct walkthroughs, lesson plan checks and collect writing samples to be analyzed.

Facilitator

Nikita Young

Participants

4th Grade teachers

Target Dates or Schedule

daily, weekly and once a week for extended learning.

Evidence of Completion

Palm Beach Writes, daily writing samples

G3. To increase students achievement on FCAT 2.0 in Mathematics

G3.B1 Using Differentiated Instruction with Fidelity and Incorporating Best Practices with Fidelity

G3.B1.S1 Small group instruction and learning centers

PD Opportunity 1

Administration and Math Coach will conduct walkthroughs, collect anecdotal records and assessments and analyze data.

Facilitator

Math Coach and Math Specialist

Participants

Classroom teachers

Target Dates or Schedule

Daily, weekly and quarterly assessments and analysis

Evidence of Completion

Diagnostics, classroom/benchmark assessments and student portfolio

G5. To increase students achievement on FCAT 2.0 in Reading

G5.B1 1.Increasing Higher Order Thinking Skills

G5.B1.S1 Use Webb's Depth of Knowledge and FCAT 2.0 question stems to vary levels of questioning. Attend local & national Reading Conferences

PD Opportunity 1

Administration and Reading Coach will conduct walkthroughs, collect anecdotal records and assessments.

Facilitator

P. D. Area 5 Reading Specialist

Participants

The participants will be 3rd, 4th, 5th and ESE Grade teachers.

Target Dates or Schedule

The administration and Reading Coach will conduct daily walkthroughs, collect anecdotal records and assign assessments (weekly and quarterly).

Evidence of Completion

We will administer the diagnostics assessments, FAIR, RRR, classroom assessments and mini-assessment.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	81% of parents will participate in school event/meeting	\$40,532
G2.	4th graders will increase in proficiency in Writing as measured by FCAT Writes.	\$3,500
G3.	To increase students achievement on FCAT 2.0 in Mathematics	\$87,073
G4.	To increase students achievement on FCAT 2.0 in Science	\$6,000
G5.	To increase students achievement on FCAT 2.0 in Reading	\$27,617
Total		\$164,722

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Materials	Evidence-Based Program	Total
Title 1	\$27,617	\$3,500	\$133,605	\$164,722
title 1	\$0	\$0	\$0	\$0
Total	\$27,617	\$3,500	\$133,605	\$164,722

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. 81% of parents will participate in school event/meeting

G1.B1 transportation and language

G1.B1.S1 Community Resource Person/Language Facilitator will make home visits, communicate with parents and facilitate family involvement trainings. Fliers and announcements will be sent home via mail and/or by students. Parents will be invited to parent/teacher conferences and report card conferences throughout the school year.

Action Step 1

The Community Resource Person will continue to work with parents by conducting home visits and sending out reminders regarding meetings and school events. The administration will analyze the number of parents attending school events and meetings to increase attendance.

Resource Type

Evidence-Based Program

Resource

Conference with teachers, meetings ,curriculum activities, agendas, take home folders for parent communication, parent connection newsletters, Community Resource Person, part time in system for parent training.

Funding Source

Title 1

Amount Needed

\$40,532

G2. 4th graders will increase in proficiency in Writing as measured by FCAT Writes.

G2.B1 The barrier our students face is writing with focus, organization and details.

G2.B1.S1 Top Writing Score Program, Area 5 writing Program and extended day learning opportunities and provide professional development opportunities to enhance writing proficiency

Action Step 1

Administrator, Area 5 Support and Writing Teacher will conduct walkthroughs, lesson plan checks and collect writing samples to be analyzed.

Resource Type

Evidence-Based Materials

Resource

Top Writing Program, copy paper, composition books, pencils, pens, writing folders, and binders

Funding Source

Title 1

Amount Needed

\$3,500

G3. To increase students achievement on FCAT 2.0 in Mathematics

G3.B1 Using Differentiated Instruction with Fidelity and Incorporating Best Practices with Fidelity

G3.B1.S1 Small group instruction and learning centers

Action Step 1

Administration and Math Coach will conduct walkthroughs, collect anecdotal records and assessments and analyze data.

Resource Type

Evidence-Based Program

Resource

Consumables and FCAT prep materials, Acaletics Learning, Title 1 Resource, SRA Math (ESE), Reflex Math Software, FCTM, meals, Math Coach, Dry erase markers, washable, crayons, and other manipulatives, poster paper, laminating film and Part-Time in System and substitutes for teachers to attend professional development

Funding Source

Title 1

Amount Needed

\$87,073

G4. To increase students achievement on FCAT 2.0 in Science

G4.B1 Using "hands -on" Science experiments/labs to teach Science concepts

G4.B1.S1 Extended day learning opportunities and enrichment activities (tutoring) will be provided for students based upon need. Grades 3-5 will rotate weekly to the Science Lab.

Action Step 1

Administration and Science Resource Teacher will conduct walkthroughs, collect anecdotal records and assessments. The Science Resource Teacher will also present mini-lessons to all 3rd - 5th classes.

Resource Type

Evidence-Based Program

Resource

Aims, Picture Perfect Science, conferences (in and out of state), tutorial and boot camp, science lab supplies, materials for experiments and microscopes,

Funding Source

title 1

Amount Needed

\$6,000

G5. To increase students achievement on FCAT 2.0 in Reading

G5.B1 1.Increasing Higher Order Thinking Skills

G5.B1.S1 Use Webb's Depth of Knowledge and FCAT 2.0 question stems to vary levels of questioning. Attend local & national Reading Conferences

Action Step 1

Administration and Reading Coach will conduct walkthroughs, collect anecdotal records and assessments.

Resource Type

Professional Development

Resource

Online Subscription/Software Rental/License, Part-Time in System, mobis, printers, he adphones and smartboards for classroom and tutorial, document camera, ipads, Nooks, Kindles, Staff Develop[ment, Travel out-of-county including registration, travel in county including registrations, substitutes for teacher release time to attend professional degvelopment,

Funding Source

Title 1

Amount Needed

\$27,617