# Roosevelt Academy

2019-20 Schoolwide Improvement Plan

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# Roosevelt Academy

115 E ST, Lake Wales, FL 33853

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

## Demographics

## Principal: Carla Wiggs

Start Date for this Principal: 7/1/2017

| | |
|---|---|
| **2019-20 Status** <br> (per MSID File) | Active |
| **School Type and Grades Served** <br> (per MSID File) | High School <br> 6-12 |
| **Primary Service Type** <br> (per MSID File) | Alternative Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate** <br> (as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented** <br> (subgroups with 10 or more students) <br> (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities* <br> English Language Learners* <br> Black/African American Students* <br> Hispanic Students* <br> White Students* <br> Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: No Grade <br><br> 2017-18: No Grade <br><br> 2016-17: No Grade <br><br> 2015-16: No Grade <br><br> 2014-15: No Grade |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southwest |
| **Regional Executive Director** | |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | CS&I |

* 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 Polk 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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# Roosevelt Academy

## 115 E ST, Lake Wales, FL 33853

### http://schools.polk-fl.net/rooseveltacademy

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| High School 6-12 | No | % |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| Alternative Education | No | % |

## School Grades History

| Year | 2012-13 |
|---|---|
| Grade | |

## School Board Approval

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## SIP Authority

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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.

To provide a supportive and caring environment in which students can be successful in meeting high expectations for academic success.

### Provide the school's vision statement.

Roosevelt is a learning community that fosters a culture of high quality educational practice to challenge all students to achieve at their greatest potential.

## 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 |
|---|---|---|
| Kindel, Deborah | Principal | The School Leadership Team is comprised of the grade level chairs and the subject area chairs as well as the behavior specialist and administration. The Chairs act as the liaisons for their content; bringing information to and from the Leadership team. The Chairs are respected by both teachers and administration. They are leaders in their area and therefore trusted to act in the best interest of the school. |
| Dooley, John | Assistant Principal | |
| Boyd, Kim | Teacher, ESE | |
| Bagby, Amy | Teacher, ESE | |
| Woodford, Tamara | Teacher, K-12 | |
| Hendrick, Stefanie | Teacher, K-12 | |
| Hansell, Kelly | Instructional Coach | |
| Cobb, Tracy | Teacher, K-12 | |

## 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 | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 30 | 50 | 37 | 41 | 24 | 36 | 245 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 3 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 22 | 45 | 32 | 35 | 21 | 32 | 206 |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

31

**Date this data was collected or last updated**

Tuesday 8/20/2019

## 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 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 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 1 | 16 | 8 | 5 | 9 | 10 | 55 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 1 | 2 | 1 | 10 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 0 | 0 | 5 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 16 | 28 | 19 | 0 | 0 | 0 | 69 |

**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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 4 | 1 | 4 | 2 | 2 | 14 |

## 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 | 0% | 47% | 56% | 0% | 44% | 53% |
| ELA Learning Gains | 0% | 46% | 51% | 0% | 41% | 49% |
| ELA Lowest 25th Percentile | 0% | 37% | 42% | 0% | 33% | 41% |
| Math Achievement | 0% | 43% | 51% | 0% | 37% | 49% |
| Math Learning Gains | 0% | 45% | 48% | 0% | 33% | 44% |
| Math Lowest 25th Percentile | 0% | 44% | 45% | 0% | 32% | 39% |
| Science Achievement | 0% | 58% | 68% | 0% | 56% | 65% |
| Social Studies Achievement | 0% | 61% | 73% | 0% | 60% | 70% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 27 (0) | 30 (0) | 50 (0) | 37 (0) | 41 (0) | 24 (0) | 36 (0) | 245 (0) |
| Attendance below 90 percent | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| One or more suspensions | 1 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 1 (0) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 1 (0) | 2 (0) | 0 (0) | 0 (0) | 0 (0) | 3 (0) |
| Level 1 on statewide assessment | 19 (0) | 22 (0) | 45 (0) | 32 (0) | 35 (0) | 21 (0) | 32 (0) | 206 (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 |
| 06 | 2019 | 9% | 48% | -39% | 54% | -45% |
|  | 2018 | 7% | 41% | -34% | 52% | -45% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 4% | 42% | -38% | 52% | -48% |
|  | 2018 | 2% | 42% | -40% | 51% | -49% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | -3% | | | | |
| 08 | 2019 | 2% | 48% | -46% | 56% | -54% |
|  | 2018 | 2% | 49% | -47% | 58% | -56% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 0% | | | | |
| 09 | 2019 | 0% | 45% | -45% | 55% | -55% |
|  | 2018 | 4% | 43% | -39% | 53% | -49% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | -2% | | | | |
| 10 | 2019 | 5% | 42% | -37% | 53% | -48% |
|  | 2018 | 13% | 42% | -29% | 53% | -40% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | 1% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 12% | 47% | -35% | 55% | -43% |
|  | 2018 | 7% | 40% | -33% | 52% | -45% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 16% | 39% | -23% | 54% | -38% |
|  | 2018 | 4% | 40% | -36% | 54% | -50% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 9% | | | | |
| 08 | 2019 | 16% | 35% | -19% | 46% | -30% |
|  | 2018 | 13% | 34% | -21% | 45% | -32% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | 12% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 2% | 41% | -39% | 48% | -46% |
|  | 2018 | 0% | 42% | -42% | 50% | -50% |
| Same Grade Comparison | | 2% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 8% | 54% | -46% | 67% | -59% |
| 2018 | 19% | 59% | -40% | 65% | -46% |
| Compare | | -11% | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 22% | 70% | -48% | 71% | -49% |
| 2018 | | | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 7% | 57% | -50% | 70% | -63% |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 5% | 50% | -45% | 61% | -56% |
| 2018 | 4% | 60% | -56% | 62% | -58% |
| Compare | | 1% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 4% | 53% | -49% | 57% | -53% |
| 2018 | 3% | 41% | -38% | 56% | -53% |
| Compare | | 1% | | | |

## 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 | 5 | 29 | 44 | 13 | 43 | 46 | 3 | 17 | | 63 | |
| ELL | 4 | 36 | | 19 | 33 | | | | | | |
| BLK | | 17 | | | 62 | | | | | | |
| HSP | 2 | 28 | 56 | 11 | 35 | 25 | 5 | 13 | | | |
| WHT | 8 | 35 | 42 | 16 | 41 | 69 | 5 | 21 | | | |
| FRL | 2 | 27 | 38 | 9 | 34 | 45 | 3 | 15 | | 64 | |

| 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 |

| 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 |

## 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) | CS&I |
| OVERALL Federal Index – All Students | 26 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 261 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 26 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 23 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | |
|---|---|
| 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 | 20 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 22 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 30 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 26 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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.**

Reading Achievement Levels. It is a trend in district and in school. A high percentage (greater than 90% for the 2018-19 SY) of our students are classified are SWD. Typically, SWD struggle in reading.

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

All areas shown growth within the students' achievement levels. therefore, reading achievement levels have the greatest opportunity for increased growth.

**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.**

Reading Achievement Levels for all grade levels.

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

Math Gains increased by at 5% for the second year in a row due to increased articulation and collaborative planning with the math department.

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

A continued high percentage (87% for the 2019-20 SY) of our students are classified are SWD. Typically, SWD struggle in reading.

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

1. Language Arts teachers will use research validated focused note taking techniques for students.
2. Language Arts teachers will increase use of formative checks daily and weekly regarding the content using various approaches.
3. Math Teachers will use research validated focused note taking techniques that will incorporate math equations and problem-solving skills within the students focused notes.
4. Math Teachers will conduct formative checks daily and weekly regarding the content using various approaches.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Reading Gains |
| **Rationale** | Reading is our lowest area and reading affects every other content area |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | Increase reading learning gains by 5% |
| **Person responsible for monitoring outcome** | John Dooley (john.dooley@polk-fl.net) |
| **Evidence-based Strategy** | 1. Language Arts Teachers will conduct formative checks daily and weekly regarding the content using various approaches. Students will participate in monthly formative checks related to the skills using the STAR assessment program. Teachers will use the data to monitor student learning to provide ongoing feedback and improve focused teaching. The reading coach will conduct professional development with literacy teachers through a book study to facilitate student ownership of the data.<br>2. All teachers will use research validated focused note taking techniques for students: Cornell note taking skills to help students organize, process and remember the content. To do so, teachers will utilize paired reading activities to help students comprehend the content. |
| **Rationale for Evidence-based Strategy** | 1. Formative assessment strategies in the classroom provide both teachers and students with invaluable information about what students understand, and what they don't. ... When formative assessments are used consistently, and effectively, neither teachers nor students are surprised by their final grades.<br>2. Cornell Notes are a proven focused note-taking method. Cornell Notes are taken during class lectures, class power points, class readings, and classroom activities in which students are responsible for the information. |

| Action Step | |
|---|---|
| **Description** | Strategy #1<br>1. Analyze Student Work.<br>2. Teachers will track which students need enrichment and which students require reteaching.<br>3. Students groups will be used daily as determined by student needs.<br>4. The Literacy Coach will create, maintain and share the monthly data with teachers and administrators.<br>5. The Literacy Coach will conduct professional learning with literacy teachers through a book study -<br>"Developing Student Ownership"<br>6. A great deal of information can be learned from students' homework, tests, and quizzes. Such as; Round Robin Charts, Strategic Questioning, 3-Way Summaries, Think-Pair-Share, 3–2–1 Countdown, Classroom Polls, and Exit/Admit Tickets.<br>Strategy #2<br>1. Teachers will use AVID instruction strategies incorporated in their lessons. Using 5 simple tips to take effective notes in a lecture. Being able to take clear comprehensive notes, which allow you to understand and learn the presented material for your course assignments or exams, is a vital skill for students at all levels. |

2. Prepare. ...
3. Listen. ...
4. Write only what's needed. ...
5. Organize their notes. ...
6. Review.

**Person Responsible**    John Dooley (john.dooley@polk-fl.net)

| #2 | |
|---|---|
| **Title** | Math Gains |
| **Rationale** | Mathematics is an important aspect of student success. It is one of the areas that determines Roosevelt's school rating and there is room for improvement. |

| **State the measurable outcome the school plans to achieve** | Increase math gains by 5% |
|---|---|
| **Person responsible for monitoring outcome** | John Dooley (john.dooley@polk-fl.net) |
| **Evidence-based Strategy** | 1. Math Teachers will conduct formative checks daily and weekly regarding the content using various approaches. Students will participate in unit formative checks related to the skills using the curriculum workbooks and assessments. Teachers will use the data to monitor student learning to provide ongoing feedback and improve focused teaching.<br>2. Math Teachers will use research validated focused note taking techniques for students: Cornell note taking skills to help students organize, process and remember the content. To do so, teachers will utilize paired reading activities to help students comprehend the content. Teachers will increase the use of questions that are written in alignment with the FSA Mathematics and EOC standards in the appropriate courses. Teachers will incorporate math equations and problem-solving skills within the students focused notes. |
| **Rationale for Evidence-based Strategy** | 1. Formative assessment strategies in the classroom provide both teachers and students with invaluable information about what students understand, and what they don't. ... When formative assessments are used consistently, and effectively, neither teachers nor students are surprised by their final grades.<br>2. Cornell Notes are a proven focused note-taking method. Cornell Notes are taken during class lectures, class power points, class readings, and classroom activities in which students are responsible for the information. |

| Action Step | |
|---|---|
| **Description** | Strategy #1<br>1. Analyzing Student Work.<br>2. Teachers will track which students need enrichment and which students require reteaching.<br>3. Students groups will be used daily as determined by student needs.<br>4. The Instructional Coach will create, maintain and share the monthly data with teachers and administrators.<br>5. A great deal of information can be learned from students' homework, tests, and quizzes. Such as; Round Robin Charts, Strategic Questioning, 3-Way Summaries, Think-Pair-Share, 3–2–1 Countdown, Classroom Polls, and Exit/Admit Tickets.<br>Strategy #2<br>1. Teachers will use AVID instruction strategies incorporated in their lessons. Using 5 simple tips to take effective notes in a lecture. Being able to take clear comprehensive notes, which allow you to understand and learn the presented material for your course assignments or exams, is a vital skill for students at all levels.<br>2. Prepare. ...<br>3. Listen. ... |

4. Write only what's needed. ...
5. Organize your notes. ...
6. Review.

| | |
|---|---|
| **Person Responsible** | John Dooley (john.dooley@polk-fl.net) |

| #3 | |
|---|---|
| **Title** | College and Career Readiness |
| **Rationale** | Students have traditionally been channeled to workplace opportunities. Access to opportunities for both college and career are important for students post-secondary planning and success as a responsible citizen. |
| **State the measurable outcome the school plans to achieve** | Increase the college acceptance rate for seniors from 15% (2019) to 20% (2020) |
| **Person responsible for monitoring outcome** | Tracy Cobb (tracy.cobb@polk-fl.net) |
| **Evidence-based Strategy** | 1. AVID based strategies will be used throughout all classrooms for college and career readiness skills.<br>2. A point system will be used for students to support the soft skills needed in the academic and workplace environment. |
| **Rationale for Evidence-based Strategy** | 1. Students, especially those from non-college going backgrounds, need information and college awareness in order to make informed decisions about their post-secondary plans.<br>2. Students need soft skills such as initiative, problem solving, and collaboration for college and career. |
| **Action Step** | |
| **Description** | Strategy #1<br>1. An AVID Strategy for college readiness in Writing will be used school-wide<br>2. Advanced Coursework will be implemented including honors classes and dual enrollment<br>3. AVID students will participate in selected tutoring to gain self-confidence in challenging work<br>4. Seniors and AVID students will participate in college visits<br>5. A parent meeting will held for a "College Information Night" to increase parent awareness about college<br>opportunities and financial aid. Invitations will be mailed to parents of high school students<br>6. Success Coach will meet with seniors in Aug./Sept. to establish a post-secondary plan<br>7. Success Coach will meet quarterly with seniors to ensure progress toward post-secondary goals<br>Strategy #2<br>1. Behavior Interventionist will monitor points earned by students for soft skills |
| **Person Responsible** | Tracy Cobb (tracy.cobb@polk-fl.net) |

## 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).**

N/A

<div style="background-color:#1a2b5e; color:white; text-align:center; font-weight:bold;">Part IV: Title I Requirements</div>

**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.**

Roosevelt will use a variety of strategies to build positive relationship with all stakeholders to include -
1. Hosting parent nights including Open House, College Awareness, Testing Information, and Transition Nights
2. Participating in Community Organizations such as Chamber of Commerce & Rotary
3. Participating in district-wide Academy Showcase In October to engage with the public about Roosevelt program
4. Host two school-based Academy Showcases, one in December and one in April, to engage with the public
about Roosevelt programs
5. Hosting four School Advisory Council meetings a year inviting any parent and business partner to participate
6. Partnering with Polk State College and Southeastern University for college visits
7. A See attached Parent and Family Engagement Plan for any further details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

**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.**

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
• Champs
• PBIS
• Mindful Schools
• Mentoring Programs
• Action Based Learning
• DrumBeats

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

• 5th graders visiting/touring middle schools - The guidance counselor provides opportunities for incoming students to visits and provides tours of the school and meetings with parents.
• Middle school parent events for incoming 6th graders and returning students are conducted annually.
• 8th graders visiting/touring high schools - The guidance counselor provides opportunities for incoming students to visits and provides tours of the school and meetings with parents.
• High school parent event for incoming 9th graders and returning students are conducted annually.
• College Visits - The Student Success Coach and the guidance counselor provides opportunities for juniors and seniors to visit college campuses and conducts meetings with parents.
• Career Academies - High School teachers and elective teachers invite community leaders as guest speakers and provide opportunities for students to visit local area businesses.

**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.**

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

• Through our career academies, work-based learning opportunities are being implemented within the experiential learning domains and standards of practice. Partnerships continue being developed assuring those opportunities for students and the bridges to post-secondary educational institutions remain a priority. Articulation agreements are continually being developed with technical colleges and state colleges in response to higher attainment levels of high school industry certifications. Dual enrollment courses within the CTE field are consistently evaluated and provided to students as often as possible.
• Accelerated programs, such as Dual enrollment and Advanced Placement, in addition to high school courses being offered at middle schools, will be available to students to provide academic rigor and to earn college credit while in high school.
• Our Student Success Coach will work with targeted students to ensure that high school graduation and

post-secondary education is achieved in a timely manner.
• AVID is being implemented to support targeted students in participating in accelerated programs and enrolling in college.
• Students will create academic plans for high school and graduation, and will also track planning for post-secondary education and training. FloridaShines and Overgrad will be used to track this information.
• Career inventories will be used at all grade levels to help students identify skills and interests for college and career planning.

## Part V: Budget

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

| 1 | III.A. | **Areas of Focus: Reading Gains** | | | | $14,183.20 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | | 1381 - Roosevelt Academy | Title, I Part A | | $500.00 |
| | | | *Notes: Teacher Professional Development conducted by Reading Coach* | | | |
| | 6400 | | 1381 - Roosevelt Academy | Title, I Part A | | $7,344.00 |
| | | | *Notes: Literacy Coach Salary Part from Title 1 = $7,344.00* | | | |
| | 5100 | | 1381 - Roosevelt Academy | Title, I Part A | | $6,023.20 |
| | | | *Notes: Purchase of approximately 8 computers for reading classrooms for formative assessments and to support computer-based reading tasks* | | | |
| | 5100 | | 1381 - Roosevelt Academy | Title, I Part A | | $316.00 |
| | | | *Notes: Purchase of books to develop classroom libraries in reading classrooms* | | | |
| 2 | III.A. | **Areas of Focus: Math Gains** | | | | $0.00 |
| 3 | III.A. | **Areas of Focus: College and Career Readiness** | | | | $78,610.05 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 7800 | | 1381 - Roosevelt Academy | Title, I Part A | | $200.00 |
| | | | *Notes: Bus transportation will be used for college visits* | | | |
| | 6120 | | 1381 - Roosevelt Academy | Title, I Part A | | $257.79 |
| | | | *Notes: Postage will be used to mail parent letters regarding meetings for college and financial aid/scholarship information* | | | |
| | 5100 | | 1381 - Roosevelt Academy | Title, I Part A | | $78,152.26 |
| | | | *Notes: Salary for Behavior Interventionist* | | | |
| | | | | | **Total:** | **$92,793.25** |