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Roosevelt Elementary School

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

<https://rvte.palmbeachschools.org>

Demographics

Principal: Annick Charlot

Start Date for this Principal: 9/19/2013

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

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

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Roosevelt Elementary School

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

<https://rvte.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>98%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	B	C

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

School District of Palm Beach County – Mission Statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Roosevelt Elementary School – Mission Statement

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

Provide the school's vision statement.

School District of Palm Beach County - Vision Statement

The School District of Palm Beach County envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

Roosevelt Elementary School - Vision Statement

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

Core Values/Goals:

Promote academic excellence through rigorous and engaging lessons, interventions and/or enrichment that are aligned to standards.

Develop a culture of collaboration to improve student achievement.

Use technology as a tool to enhance the curriculum.

Encourage positive behavior and teach social skills.

Foster partnerships with families, businesses and the local community.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Alleyne, Sharonda	Principal	<p>Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. Challenges beliefs and practices that interfere with achieving the vision. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. Serves as the cheerleader, coach, and standard bearer for the vision. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. Monitors the implementation of effective instruction to meet the needs of all students. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. Creates school-wide and team norms and expectations for collective responsibility for student success. Develops staff's capacity to collaborate effectively about standards and effective instruction. Celebrates success as well as opportunities for growth. Eliminates barriers and distractions that interfere with effective teaching and learning. Provides a clean, safe and nurturing school environment. Builds a culture of pride, trust, and respect. Implements and monitors an effective approach to bullying prevention. Aligns new and existing community and parent partnerships. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. Provides ongoing coaching with constructive feedback to teacher leaders. Implements a comprehensive performance management system. Implements rigorous project management, structures, protocols, and processes. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. Sets clear goals with individuals, teams, and the whole</p>

Name	Title	Job Duties and Responsibilities
		<p>faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday. Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels. Quickly and proactively addresses problems in instruction and student learning. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. Monitors and improves instruction. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. Hires and retains highly qualified and effective employees. Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. Uses data to inform decisions and instruction, professional learning, performance, and student learning. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities. Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received. Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports. Supervises the school's food, transportation, maintenance, facility and support services. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. Coordinates community activities relevant to the school within the school area. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. Implements and monitors career and leadership advancement pathways. Monitors systemic customer service. Effectively implements resource optimization, including</p>

Name	Title	Job Duties and Responsibilities
		<p>programmatic decisions based on program evaluation or return on investment.</p>
<p>Young, Nikita</p>	<p>Instructional Coach</p>	<p>Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Provides modeling and coaching support for small group instruction. Assists School Leaders in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides side-by-side support at Professional Learning Communities (PLC). Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>
<p>Cartwright, Chianti</p>	<p>Administrative Support</p>	<p>Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. Provides modeling and coaching support for small group instruction. Provides curricular support for Summer bridge/Summer slide programs. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (Rtl) process. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. Provides side-by-side support at Professional Learning Communities (PLC). Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school</p>

Name	Title	Job Duties and Responsibilities
		<p>improvement decisions, and development of the school-wide culture. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>
Mavrakis, Amanda	School Counselor	<p>The role of the School Counselor is to improve student success for all students by implementing a comprehensive school counseling program. The School Counselor does this by addressing the academic, career and social/ emotional development of all students. The School Counselor will design and deliver a School Counseling program that improves student outcomes. This will be accomplished through the upholding of the ethical and professional standards of ASCA (American School Counseling Association) and promoting the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess. Descriptions of these areas are listed below: DEFINE: School Counselors create School Counseling programs based on three sets of standards that define the profession. These standards help School Counselors develop, implement and assess their School Counseling program to improve student outcomes. DELIVER: School Counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the School Counselor's interaction with others. MANAGE: To be delivered effectively, the School Counseling program must be efficiently and effectively managed. School Counselors use program focus and planning tools to guide the design and implementation of a School Counseling program that gets results. ASSESS: To achieve the best results for students, School Counselors regularly assess their program to determine its effectiveness and inform improvements to their School Counseling program design and delivery and show how students are different as a result of the School Counseling program.</p>
Kitchen, Danesha	Assistant Principal	<p>The Assistant Principal will assist the Principal with establishing data-based goals, monitoring student progress, building staff capacity, and increasing student achievement. Additionally, she is responsible for ensuring that families and educators work collaboratively to enhance student capacity under ESSA, the Every Student Succeeds Act. To further attribute to student success, Ms. Kitchen will also coordinate the administration of all mandated State assessments. In addition, the Assistant Principal is accountable for developing new teachers through the Educator Support Program. More importantly, Ms. Kitchen contributes to a positive school climate by managing discipline, enforcing the Student Code of Conduct, and supporting staff with providing appropriate behavior interventions. Ultimately, the Assistant Principal holds a myriad of roles that are pivotal in improving the state of the school.</p>
Jove, Ingrid	Other	<p>Provides schools with instructional leadership and support for the continuous academic improvement of all ELLs in the community of schools</p>

Name	Title	Job Duties and Responsibilities
		<p>with which they engage. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. Provides coaching, support, and professional learning strategies to individual ESOL instructional specialists to improve classroom instruction for ELLs and facilitate growth as instructional leaders. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all ELL students. Facilitates building, shaping and changing the prevailing culture in schools to ensure a culture of pride, trust, and respect. Assists school administrators in using a variety of walk-through templates to help Leadership Teams assess and evaluate how the faculty prepares ELLs for purposeful learning. Develops in-depth understanding of English language development standards and content standards to support school improvement. Uses existing ELL data appropriately to diagnose and assess school needs; guides schools in tailoring instruction to meet individual needs of ELLs. Increases schools' capacity to seek, critically assess, and selectively incorporate new ideas and practices for ELLs. Collaborates in creating Professional Learning Communities and Learning Team Meetings / Lesson Study Groups at the school level. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each ELL. Monitors schools in fulfilling requirements outlined in the District ELL Plan, as required by the Florida Department of Education (FDOE). Guides schools in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide ESOL plan. Identifies effective, long lasting professional development, focused on ELLs, which will act as a change lever; ensures professional development is intensive, targeted, ongoing and embedded. Supervises and evaluates performance of ESOL instructional specialists. Participates in meetings with various departments, committees, public affairs groups and parents regarding matters pertaining to ELLs; meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. Provides technical assistance with federal laws, state statutes and FDOE rules by attending meetings and responding to questions from school/district administration, ESOL instructional specialists, school-based ESOL contacts, and parents. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>

Stango, Tonina	Other	<p>As the ESE Contact, I will actively work towards maintaining compliance within the ESE department. This includes reviewing student files, student referrals, scheduling and updating IEPs and Reveals, and facilitating ESE meetings. The ESE contact will actively participate in SBT meetings to assist with analyzing data and problem solving with the team. The ESE contact will collaborate with team members to help and assist students to meet goals and improve student scores. The ESE contact will review data submitted for IEP goal progress and SBT goals. The ESE contact will meet with teachers to discuss student progress. The ESE contact will</p>
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Name	Title	Job Duties and Responsibilities
		collaborate with a psychologist to gather data needed for eligibility. The ESE contact will work with parents of students with special needs to provide assistance as needed.
Zacharias, Stephanie	Teacher, ESE	As the ESE VE Teacher at Roosevelt Elementary School, I will actively participate in annual IEP renewal meetings. This includes collecting data on their IEP goals, creating a small group curriculum that effectively targets their goals in ELA and in Mathematics and writing the updated IEP on Edplan. I will also contribute information at SBT meetings; I will provide my knowledge of student background (behavior, test scores) and assist with creating the most effective intervention. The VE Teacher will aid grade level teachers with the understanding of the IEP as well as SBT process.

Demographic Information

Principal start date

Thursday 9/19/2013, Annick Charlot

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

28

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students)	Students With Disabilities* English Language Learners*

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: B (55%) 2016-17: C (44%) 2015-16: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	36	61	50	56	67	64	0	0	0	0	0	0	0	334
Attendance below 90 percent	0	29	19	24	37	21	0	0	0	0	0	0	0	130
One or more suspensions	0	3	1	6	6	7	0	0	0	0	0	0	0	23
Course failure in ELA	0	23	29	31	36	37	0	0	0	0	0	0	0	156
Course failure in Math	0	8	17	32	27	25	0	0	0	0	0	0	0	109
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	20	0	0	0	0	0	0	0	24
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	8	0	0	0	0	0	0	0	11
FY20 ELA Winter Diag Lvl 1 & 2	0	0	0	33	33	40	0	0	0	0	0	0	0	106
FY20 MATH Winter Diag Lvl 1 & 2	0	0	0	26	26	30	0	0	0	0	0	0	0	82
	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	17	22	31	35	34	0	0	0	0	0	0	0	139

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	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/10/2020

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	1	2	1	10	0	0	0	0	0	0	0	0	0	14

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

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

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

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Students retained two or more times	1	2	1	10	0	0	0	0	0	0	0	0	0	14

Part II: Needs Assessment/Analysis

School Data

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

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	19%	54%	-35%	58%	-39%
	2018	25%	56%	-31%	57%	-32%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	25%	62%	-37%	58%	-33%
	2018	33%	58%	-25%	56%	-23%
Same Grade Comparison		-8%				
Cohort Comparison		0%				
05	2019	28%	59%	-31%	56%	-28%
	2018	33%	59%	-26%	55%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		-5%				

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

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50	50	50	65	70	29				
ELL	23	44		68	31						
BLK	26	48	40	51	52	63	18				
HSP	29	69		52	44						
FRL	29	53	48	53	51	61	26				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	53	33	53	77	77	50				
ELL	26	87		84	93						
BLK	34	54	59	57	62	70	33				
HSP	36	62		86	85						
FRL	35	56	60	61	66	72	35				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	58		14	32		30				
ELL	5	43		18	54						
BLK	24	55	60	37	48	33	43				
HSP	18			45							
FRL	23	56	64	39	49	34	44				

ESSA Data

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

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

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

When looking at the subgroup data for FY19 our LW25% of students had the lowest achievement in ELA when compared to the other subgroups showing a drop of 12% points from the previous year. The contributing factors were: teacher vacancies, high teacher turnover and a large number of retained students. Our lowest performing students continues to demonstrate inconsistent performance on the state assessment. However, during the midyear reflection, our LW25% students achieved a 6% increase on the Winter Diagnostics.

As a result of COVID 19, state mandated school closure and the cancellation of state assessments end of the progress could not be determined. Therefore, we will continue our FY20 goals for FY21.

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

According to FY20 ELA Winter Diagnostics, seventeen students dropped one or more levels when comparing data from year to year. Math data revealed that thirty-three students dropped one or more levels when comparing data from year to year. Contributing factors to the decline are teacher vacancies, teacher capacity, inconsistent student performance and poor motivation.

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

The greatest gap for ELA Data occurs in the primary grades according to K-2 RRR Data. After analyzing the data, there is a drastic decline in reading comprehension, accuracy and fluency after students leave Kindergarten. Data shows that only 20% of the students in Grades K-2 are proficient by the end of year. This proves to be a trend for the last three years and could be leading effect in meeting the district's LTO related to students reading on grade level by the end of third grade.

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

When comparing the FY'20 ELA Winter Diagnostics to FY'19 Winter Diagnostics the following improvements were noted:

1. Increase of 10% in overall student performance in grades 3-5
2. Increase in all grade levels - 14% in Grade 4, 11% in Grade 3 & 9% in Grade 5
3. Increase by gender - 13% Females & 8% Males
4. Increase by Subgroup - 39% ELL & 4% SWD

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Potential Areas of Concern:

1. Number of Students with a Failure (ND) in ELA - Our grading system is standards-based and when students receive an ND marking there is an indication that mastery has not been met. Therefore, it is impossible or improbable that our students will be successful with the state grade level assessment causing an achievement gap. Course failures causes our students to fall behind and not be on track to meet the expectations for success and may dictate a future grade level failure. Grade failure causes children to be older than their same-grade peers, which will eventually affect their self-esteem negatively and a strong probability of a higher dropout rate.

2. Level 1 & 2 on ELA Winter Diagnostics - Assessments are a good indicator of student learning. Due to the amount of students scoring level one on the state-wide assessments solidifies our concern with how many students are performing 1 to 2 or more years below grade level and hinders the natural trajectory of the child's educational success. Students scoring a level one are demonstrating an inadequate understanding or knowledge of grade level content. Students scoring level two are demonstrating below satisfactory understanding or knowledge of grade level content. This would indicate the students would need substantial support for learning in the future.

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

At Roosevelt Elementary School, our priorities are:

1. Teacher Capacity - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies.
2. Grades 4-5 ELA & MATH Learning Gains & Lowest 25% - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement for all.
3. Grades 3-5 ELA, MATH & SCIENCE Achievement - This ensures personalized instruction and learning for all our students to perform on grade level which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.
4. K-2 Literacy - Focusing on K-2 will ensure that students are on grade level by third grade. Strengthen foundational skills, oral literacy, fluency, accuracy and comprehension are key indicators to build good reading skills. This will improve student achievement and foster continuous improvement.
5. ESSA Subgroups - Our ESSA (SWD, ELL, Black, Hispanic, Economically Disadvantaged) subgroups indicates that we need to provide additional support to help with achievement in all content areas including but not limited to mentoring, tutorials, focused teacher planning/collaboration &

professional development to ensure we meet the needs of all of our students in an equitable and accessible manner.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

To ensure progress towards student achievement in ELA, Math, and Science to align with the District’s Strategic Plan; LTO #1; Increase reading proficiency and LTO #2; Ensure High School Readiness.

Area of Focus Description and Rationale:

Based on state data from FY19, overall ELA data is 28% which is a decrease of 7%. When looking at ELA performance by grade level, third grade decreased (6%), fourth grade decreased (8%) and fifth grade decreased (5%). However, our ELA learning gains decreased by 5% from 56% in 2018 to 51% in 2019. In addition, our ELA L25 percentile decreased 12% from 60% in 2018 to 48% in 2019. Our greatest decline from the previous year is a decrease in ELA learning gains of our LW25% population, a decrease of 12%, 60% in 2018 to 48% in 2019. The gap between Mathematics Achievement (52) and the District average (68) is 16% points. Science Achievement declined 11% points in 2019, reflecting a gap with the District of 27% points.

ESSA data shows SWD (49 ESSA points), ELLs (42 ESSA points), Black (42 ESSA points), Hispanics (49 ESSA points) does meet the required federal threshold of the 41 percentage points. During Midyear, our Diagnostic data demonstrated an increase of 7% increase in ELA. Our ESSA subgroups showed growth too. In addition, our Window 3 iReady data shows our students are making progressive improvements. This data demonstrates we are on the correct path to meet our goals.

As a result of COVID 19, state mandated school closure and the cancellation of state assessments end of the progress could not be determined. Therefore, we will continue our FY20 goals for FY21.

Measurable Outcome:

Our measurable goals for FY20 will be to increase ELA academic achievement by 10% to result in 38% in FY20. During the midyear we saw an increase of 7% in ELA. This is a strong indicator that we are on the right track The school year ended with our students being instructed via distance learning rather than face to face instruction.

As a result of COVID 19, state mandated school closure and the cancellation of state assessments end of the progress could not be determined. Therefore, we will continue our FY20 goals for FY21.

Person responsible for monitoring outcome:

Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

1. Double Down Temp Tutors will provide in classroom support for small group differentiated instruction.
2. Standards Based Reading/Phonics Curriculum. i.e - Ready, Modules of Instruction,etc - will be used to provide complex text, task & talk.
3. Adaptive Technology will be used to provide scaffold instruction and build content knowledge.

Evidence-based Strategy:

4. Go to Strategies are infused within a lesson to meet the needs of a diverse classroom. It scaffolds instruction in listening, speaking, reading & writing that provides support to struggling readers and English Language Learners. These strategies accelerate learning gains and empowers all students to build critical college and career literacy skills.

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

1. Academic Tutors- provide assistance through small group differentiated instruction to remediate, enrich, practice a certain subject/skill taught throughout the school day.

2. Standards Based Programs ensure lessons are aligned to Florida Standards.

3. i-Ready & Raz-Plus measures similar constructs as the ELA Florida Standards Assessment with an average predictability correlation rate of 82%. They are interactive online programs designed to assess students and provide individualized instruction based on one's unique needs.

**Rationale
for
Evidence-
based
Strategy:**

4. Go to Strategies are infused within a lesson to meet the needs of a diverse classroom. It scaffolds instruction in listening, speaking, reading & writing that provides support to struggling readers and English Language Learners. These strategies accelerate learning gains and empowers all students to build critical college and career literacy skills.

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

Action Steps to Implement

1. School will employ two (2) Long Term Substitute to serve as Academic Tutors.

- a. SSCC will provide PD
- b. Identify and create student groups
- c. Create master board
- d. Monitor lesson plans

2. Modules of Instruction will be utilized for the Core Curriculum for K-5 ELA. Raz-Plus will be used as the secondary source for the differentiated instruction.

- a. PD will be held to build teacher capacity.
- b. SSCC and Resource Teacher will model and provide coaching.

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

- a. Pull iReady Reports, Unify Data and Study Island Reports

4. ELL Teacher will push into classrooms to provide students with differentiated instruction. Small group instruction will be targeted for all ESSA Identified Subgroups.

- a. Schedule refresher training on Go to Strategies for all instructional staff.
- b. Identify ELL Students for extended learning opportunities

Person Responsible Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students

- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the Sacrifices of Veterans in serving our country.

Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. It is anticipated Science Achievement and Math Achievement of the Lowest 25th Percentile of Students will demonstrate positive data gains as a result from the action steps developed for both Areas of Focus as well.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Throughout the school year, the school hosts and students participate in art expos and music programs of different cultures, countries, and eras. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42) This access to ongoing multi cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Roosevelt Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning.

Roosevelt Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. A student will be recognized every week for demonstrating an act of kindness or support for their fellow classmate(s). Additional programs include National Honor Society tutoring in any subject area and math tutoring every week after school. EOC, PERT and FSA tutorials will begin in January 2021 and end in May 2021.

Roosevelt Elementary School integrates Single School Culture by sharing our Universal Guidelines for Success, Single School Culture Scripts, Grade Level Assemblies, Family Nights, Curriculum Nights, and SAC meetings. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

Special funds are allocated for Parent Liaison, teachers, and instructional coaches. Funds are also utilized for tutorials, supplies, refreshments for parental training, remediation, and the MSCR program. A migrant liaison provides services, and support for students and their parents. The liaison coordinates with Title I and programs to ensure that qualifying students' needs are met. Services are provided through the district for educational materials and ELL district support services to improve the education of immigrant and ELL students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Roosevelt Elementary continues to demonstrate a positive culture & environment even through the nation's pandemic and the onset of distance learning. Both parents and teachers were pleased with the level of commitment given to teaching and learning during an unprecedented time. we would like to continue and/or implement:

Parents:

- Welcoming Environment
- School Google Site
- Parent University
- Trainings, Guest Speakers, Discussion around various topics
- Flyers, Emails, Text, Call Outs

Students

- SEL Practices
- Incentives
- Spirit Week(s)
- Virtual Field Trips
- Kudos & Shouts Outs

Teachers

- Wellness Room
- SEL Practices
- Birthday Recognition
- Kudos & Shout Outs
- Monthly Treats
- Professional Learning Communities

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Differentiation				\$381.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0341 - Roosevelt Elementary School	School Improvement Funds	346.0	\$381.00
			<i>Notes: Pending SAC Approval</i>			
					Total:	\$381.00