Roosevelt Middle School

2020-21 Schoolwide Improvement Plan

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Roosevelt Middle School

1900 N AUSTRALIAN AVE, West Palm Beach, FL 33407

https://rms.palmbeachschools.org

Demographics

Principal: Jeremiah Stewart

Start Date for this Principal: 8/17/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (52%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&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 Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

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

School Board Approval

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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.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

We aim to broaden our students' awareness of the college and career pathways that are aligned with our choice programs and provide structures and opportunities that will strengthen their knowledge and preparation. This will prepare our students for high school through our academic curricula and additional accelerated learning. With the collaborative support of staff, parents and community, each student will be provided with a succession plan for continuous educational growth and development.

Provide the school's vision statement.

The vision of Roosevelt Community Middle School is to nurture, inspire and empower a generation of innovative thinkers, creative problem solvers, and aspiring leaders who are prepared to excel in college and lead in careers.

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
Stewart, Jeremiah	Principal	The principal provides the overall school vision for achieving academic and social goals. The principal utilizes the FCIM Model to monitor the progress in meeting the goals. The principal meets frequently with assistant principals, academic coaches, and other instructional leaders to review progress and make instructional decisions to enhance student achievement.
Jones, Lori	Assistant Principal	The assistant principal is responsible for their respective grade level. This includes all content areas and discipline. The assistant principal works closely with each department instructional leader to ensure that standards-based instruction is implemented and monitored. The assistant principal also provides ongoing support to the departments to ensure data-based decisions are the focus for instructional practices within the content.
Pettiford, Kimberly Y.	Assistant Principal	The assistant principal is responsible for their respective grade level. This includes all content areas and discipline. The assistant principal works closely with each department instructional leader to ensure that standards-based instruction is implemented and monitored. The assistant principal also provides ongoing support to the departments to ensure data-based decisions are the focus for instructional practices within the content.
Moreland, Deidra	Instructional Coach	The instructional coach works with the leadership team, instructional leaders, and classroom teachers to evaluate school core content. With support from the school leaders, the instructional coach designs instructional routines, standards-based assessments, and classroom interventions for each content area. The instructional coach also works with district personnel for support in meeting to academic needs of the whole school. The instructional coach analyzes grade level/content data, and provides professional development in evidence-based strategies to increase student achievement.
Kelly, Mercia	Instructional Coach	The instructional coach works with the leadership team, instructional leaders, and classroom teachers to evaluate school core content. With support from the school leaders, the instructional coach designs instructional routines, standards-based assessments, and classroom interventions for each content area. The instructional coach also works with district personnel for support in meeting to academic needs of the whole school. The instructional coach analyzes grade level/content data, and provides professional development in evidence-based strategies to increase student achievement.
Rolle, Samuel	Assistant Principal	The assistant principal is responsible for their respective grade level. This includes all content areas and discipline. The assistant principal works closely with each department instructional leader to ensure that standards-based instruction is implemented and monitored. The assistant principal also provides ongoing support to the departments to ensure data-based decisions are the focus for instructional practices within the content.

Name	Title	Job Duties and Responsibilities
Fletcher, Robert	Instructional Coach	The instructional coach works with the leadership team, instructional leaders, and classroom teachers to evaluate school core content. With support from the school leaders, the instructional coach designs instructional routines, standards-based assessments, and classroom interventions for each content area. The instructional coach also works with district personnel for support in meeting to academic needs of the whole school. The instructional coach analyzes grade level/content data, and provides professional development in evidence-based strategies to increase student achievement.
Potenza, Mia	Administrative Support	Support Administration and professional development of instructional staff

Demographic Information

Principal start date

Friday 8/17/2018, Jeremiah Stewart

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.*

8

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.*

23

Total number of teacher positions allocated to the school

73

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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* Asian Students

(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
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SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* 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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	341	349	326	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	78	12	8	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	21	65	38	0	0	0	0	124
Course failure in ELA	0	0	0	0	0	0	0	7	36	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	49	86	81	0	0	0	0	216
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	54	63	0	0	0	0	164
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	179	182	188	0	0	0	0	549
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	145	135	158	0	0	0	0	438

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	113	62	66	0	0	0	0	241

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	

Date this data was collected or last updated

Monday 8/17/2020

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	0	0	0	0	0	0	369	369	380	0	0	0	0	1118
Attendance below 90 percent	0	0	0	0	0	0	22	11	18	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	56	41	39	0	0	0	0	136
Course failure in ELA or Math	0	0	0	0	0	0	13	17	83	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	105	168	171	0	0	0	0	444

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	40	41	70	0	0	0	0	151

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	3	4	0	0	0	0	8

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	0	0	0	0	0	0	369	369	380	0	0	0	0	1118
Attendance below 90 percent	0	0	0	0	0	0	22	11	18	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	56	41	39	0	0	0	0	136
Course failure in ELA or Math	0	0	0	0	0	0	13	17	83	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	105	168	171	0	0	0	0	444

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	40	41	70	0	0	0	0	151

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	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	1	3	4	0	0	0	0	8

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	44%	58%	54%	42%	56%	52%
ELA Learning Gains	50%	56%	54%	46%	57%	54%
ELA Lowest 25th Percentile	41%	49%	47%	39%	48%	44%
Math Achievement	55%	62%	58%	54%	61%	56%
Math Learning Gains	55%	60%	57%	60%	61%	57%
Math Lowest 25th Percentile	48%	53%	51%	49%	52%	50%
Science Achievement	31%	52%	51%	36%	53%	50%
Social Studies Achievement	56%	75%	72%	57%	76%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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
06	2019	45%	58%	-13%	54%	-9%
	2018	41%	53%	-12%	52%	-11%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	40%	53%	-13%	52%	-12%
	2018	38%	54%	-16%	51%	-13%
Same Grade Comparison		2%				
Cohort Comparison		-1%				
08	2019	44%	58%	-14%	56%	-12%
	2018	44%	60%	-16%	58%	-14%
Same Grade Comparison		0%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	60%	-1%	55%	4%
	2018	53%	56%	-3%	52%	1%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	9%	35%	-26%	54%	-45%
	2018	13%	39%	-26%	54%	-41%
Same Grade Comparison		-4%				
Cohort Comparison		-44%				
08	2019	55%	64%	-9%	46%	9%
	2018	57%	65%	-8%	45%	12%
Same Grade Comparison		-2%				
Cohort Comparison		42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	51%	-21%	48%	-18%
	2018	31%	54%	-23%	50%	-19%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	72%	-18%	71%	-17%
2018	63%	72%	-9%	71%	-8%
Compare		-9%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	85%	64%	21%	61%	24%
2018	95%	62%	33%	62%	33%
Compare		-10%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	60%	40%	57%	43%
2018	96%	57%	39%	56%	40%
Compare		4%			

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	16	39	34	28	46	38	8	30	71		
ELL	34	43	42	51	57	47	16	40	79		
ASN	86	93		100	92				87		
BLK	44	48	41	52	53	48	28	55	80		
HSP	44	52	44	61	61	51	35	55	80		
MUL	43	50		57	43						
WHT	63	65		73	63						
FRL	42	47	40	53	54	48	28	53	79		

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	12	30	27	22	43	40	8	28			
ELL	24	46	44	34	53	54		45			
ASN	84	80		96	88		82		100		
BLK	42	49	39	52	57	45	33	65	80		
HSP	36	47	39	53	64	65	20	55	59		
MUL	67	50		58	42						
WHT	58	46		92	85						
FRL	42	49	38	53	59	50	31	63	84		
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	17	37	32	25	45	31	11	17			
ELL	19	35	52	33	40	33		51			
ASN	84	78		91	88		85	82	100		
BLK	40	44	40	50	58	49	27	56	80		
HSP	40	45	36	60	60	43	51	50	92		
MUL	67	67		57	57						
WHT	54	54		83	92						
FRL	38	44	39	51	58	48	32	55	89		

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	500
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
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	92
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	50
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	52
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	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
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.

Based on our FY20 PBPA, 54% of the current eighth grade students performed a 5 or lower. Within our ESE subgroup, 70% of those current eighth graders scored a 5 or lower. Writing is a component of the FSA ELA test that our students struggle with. Many of these students are below grade level in reading, which causes them to be lower in writing. From FY19 Science FSA to FY20 Science Winter Diagnostic, our science pass rate went from 31% to 38%. However, this is still the lowest in the school. A contributing factor is the limited exposure to the 8th grade content in 6th and 7th grade. On the FY20 Math Winter Diagnostic, our lowest subgroup was our Students with Disabilities, with a 36% pass rate. These students also had the lowest Reading Diagnostic at 18% passing. The Math Diagnostic requires the students to be able to read the word problems and decipher what to do. Since these students are also low in reading, that is a contributing factor to the low math scores. On the FY 19 FSA ELA test, our Students with Disabilities had a 16% pass rate. This is a trend over the past years.

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

Our greatest decline as a whole is seen within our ELL population. On the FY19 ELA test, we had a 34% proficiency. However, on the FY20 Winter ELA Diagnostic, we only had a 17% proficiency in that subgroup. On the FY19 Math test, we had a 51% proficiency but a 43% proficiency on the winter diagnostic. One contributing factor is that we are comparing different tests that occured within half of a school year. These students are now being tested on the next grade level but have only had half of the school year to understand the language and vocabulary needed for that level.

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.

When comparing our data to the state, we see that the greatest gap is in science achievement. On the FY19 assessment, our school has a negative 20% difference from the state. A contributing factor is that each year a different group of students is assessed. There is no baseline data to support differentiated instruction to ensure student success within content. On the FY20 Winter Science Diagnostic, we did see an increase from 31% proficiency to 38%. For FY21 we will be utilizing FSQ's and USA's to ensure teachers analyze data to guide instruction.

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

Comparing the FY19 FSA and NGSS to the FY20 Winter Diagnostics, science showed the most improvement with an increase of 7% proficiency. Since the FY19 results were so low compared to the state and district, our teachers began using more frequent assessments to gather data. This data was then used to determine what standards needed to be remediated and which students required additional support.

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

Our main area of concern is the number of students who have two or more early warning indicators, especially in the sixth grade. These students will be a part of our school for the next three years and it is crucial that we address the issues early. Our sixth grade assistant principal along with the guidance counselors have identified these students to arrange parent conferences as well as progress monitoring plans. Another area of concern is the number of level 1 students on both the math and ELA FSA. These students will be provided with additional support within those classes as well as have an extra intensive class to provide more individualized instruction.

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

1. Improve student achievement in all content areas. To reach this goal, we are creating a school wide instructional framework and digital Cornell notes study guides for all of our students to use. We have purchased Study Island, Measure Up and iXL to provide our students with online platforms that can be individualized for each student's needs. We are providing our students with the necessary background knowledge earlier for the Civics and Science exams.
2. Increase student and teacher proficiency for virtual learning. We are providing our teachers with ongoing professional development on the various online platforms to become proficient blended teachers. The SSCC and instructional coaches are also providing individual professional development for teachers and their specific needs. The teachers are then able to train their students how to use the platforms effectively.
3. Continue to support progress for students who are in ESE and ESOL. The ESE coordinator, ESOL guidance counselor, inclusion teachers and mainstream teachers are being provided with training for providing accommodations and support these students during blended learning. Each ESE/ESOL teacher is assigned certain students to track and monitor progress throughout the year.
4. Improve EOC results within Civics and Algebra. At the end of sixth grade history, our teachers will provide instruction to prepare our students for Civics in seventh grade. This will include key vocabulary and important US historical documents. Our Civics teachers are to conduct item analysis after each assessment to determine proficient standards and those that need to be remediated. Students are using iCivics for additional support. For algebra, careful consideration was taken into place in selecting the students that are ready for a high school level class. The students are going to use Edulastic and iXL to provide individual instruction to remediate any areas of weakness.
5. Decrease out of school suspensions. Through PBS, we will be providing more positive support and incentives to increase positive behavior. Assistant principals will conduct parent student conferences at the beginning of the year for those students that are not following the Roosevelt PRIDE expectations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	When looking at our subgroup data within ELA achievement we see that our multiracial students have a decline of 24% from FY18 to FY 19. In acceleration our Asian students had a decline of 13%. Within our math Learning Gains our white students had a 22% decline. Overall as a school we see an achievement decline in Civics -9% and Algebra -10%. In FY19 our school scored 56% and in FY18 we scored 64% a difference of 8%.
Measurable Outcome:	ELA Achievement 47% ELA Learning Gains 53% ELA L25 44% Math Achievement 58% Math Learning Gains 58% Math L25 51% Science Achievement 35% Civics EOC 66% Algebra EOC 98%
Person responsible for monitoring outcome:	Jeremiah Stewart (jeremiah.stewart@palmbeachschools.org)
Evidence-based Strategy:	1. Differentiated Small Group Instruction 2. Academic Tutors (In School Tutorials) 3. After School Tutorial 4. Adaptive Technology 5. Remediation through Technology: Measure Up 6. HMH Collection to improve writing 7. AVID (Focus Note-taking, Reading Strategies) 8. SwPBS 9. Intensive Math classes to provide additional support
Rationale for Evidence-based Strategy:	1. Differentiated Small Group Instruction allows for targeted instruction based on student needs. 2. Academic Tutors (In School Tutorials) will remediate and enrich students in addition to the core instructions 3. After School Tutorial provides students the opportunity to receive additional instruction, strategies, and resources to close the achievement gap. 4. Adaptive Technology provides students to receive differentiated remediation and enrichment at their level. 5. AVID (Focus Note-taking, Reading Strategies) allows for students to learn and practice the skills necessary to become life learners. 6. SwPBS allows students to build character and self esteem through positive behavior methodologies.

Action Steps to Implement

1. Differentiated small group
a. identifying students through data analysis to create small groups
b. teachers develop a schedule incorporating rotating small group instruction
c. teachers will plan differentiated lessons evidencing a variety of tasks, processes and products

Person Responsible   Jeremiah Stewart (jeremiah.stewart@palmbeachschools.org)

2. Academic Tutors (in school tutorials)
a. employ content expert academic tutors
b. train tutors to understand expectations and how to use resources available
c. identify specific students in need of additional support
d. allow for collaborative planning between content area teachers and tutors

Person Responsible   Robert Fletcher (robert.fletcher@palmbeachschools.org)

3. After School Tutorial
a. Select content expert teachers based on data.
b. Identify specific students in need of additional support

Person Responsible Mia Potenza (mia.potenza@palmbeachschools.org)

4. Adaptive Technology
a. teachers will incorporate Study Island within classrooms
b. teachers will incorporate Reading Plus within Reading and ELA classrooms
c. teachers will incorporate iXL within math classrooms

Person Responsible Deidra Moreland (deidra.smith@palmbeachschools.org)

5. AVID (focus note-taking, reading strategies)
a. school-wide use of strategies in all classes
b. all teachers are trained on the focus strategies above

Person Responsible Robert Fletcher (robert.fletcher@palmbeachschools.org)

6. SWPBS
a. Principal's 200 Incentive Program. Teachers will nominate a student biweekly that has demonstrated on of the Roosevelt PRIDE characteristics. Students will be provided an incentive and membership card to the 200 club.
b. Create virtual grade level assembly videos to ensure teachers, faculty, and students understand expectations and processes.
c. Consistent and continual motivation throughout the school year.

Person Responsible Mia Potenza (mia.potenza@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

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

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. To appreciate the diversity on our campus, our students will be provided opportunities to share their cultures through Hispanic Heritage and Black History months. During these months, students will create projects on important people from those cultures and the impact that they had. Students will be provided reading and writing prompts using Commonlit that highlight important people and customs of various cultures. Through AVID, students will be exposed to the culture of college. College spirit days, college research projects and bulletin boards will allow them to start thinking about college and their plans beyond high school.

Teachers will be provided with professional development to build their capacity to teach effectively online. Students and parents will be provided with resources and videos to navigate the online platforms and be successful while learning virtually.

Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures.

The Choice Coordinator and Guidance Counselors will continuously work with students to help them identify high school choice programs that will enable them to continue their focused program of study. They will also help all students to create succession plans that build on their future goals and aspirations. The Athletic Director and Academic Coaches will help students understand the eligibility rules for obtaining scholarships for college.
We will provide 2 college tours to assist students in conceptualizing the ideology of college life and preparation.
Additionally, Roosevelt's Magnet Coordinator will partner with various business and agencies that are aligned to our magnet programs. These agencies will provide real-world connections, opportunities and explorations to enhance students' knowledge of being college and career ready.

The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Additionally, several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

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.

Parent Podcast: The leadership team will be conducting a weekly online Parent Podcast through Youtube Live to communicate with all stakeholders different events that are happening at Roosevelt. The instructional coaches will be providing weekly tips and tricks to help parents help their child. These tips will focus on the various online platforms that our students use on a daily basis and how the parents can check their child's work.
PTSA/SAC: The PTSA and SAC allow various stakeholders to be involved with on campus decisions and support school initiatives.
Choice Open House: Upcoming, future Roosevelt students and families can explore and learn more about the different magnet programs that we offer and how they can apply for them.
Science Night: Science Night allows students and parents to explore different STEM activities to enhance the science curriculum.
Curriculum Night: Stakeholders are provided with information from the instructional coaches on ways to prepare our students to be successful in their content FSA and NGSS testing.
AVID: AVID creates a school culture that is focused on our students becoming college ready and having the conversations about what it takes to go to college. Our students will participate in college spirit days, college projects, college bulletin boards and college presentations.
PBS: Students are rewarded for positive behaviors which creates a positive school culture. Teachers will nominate students to be a member of the Principal's 200 Club. These students will be given an immediate reward as well as a membership card. At the end of the year, there will be a large incentive for all students with membership cards.
Social Emotional Learning: All teachers are required to complete a social/emotional check or activity at the beginning of the class period to ensure that all students' needs are being met. Guidance counselors and the mental health behavior specialist provide services for any student who might need more assistance.

The school Employs Behavior Health Specialist to support students with social and emotional needs. The specialists meets with the students 1 on 1 or in small group environments.We have 3 specialist who's primary function is to provide emotional support for student in need of additional services. Our support staff work closely along side of our guidance, assistant principals, and teachers to identify, help, and monitor students students in need of special support.

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: Standards-aligned Instruction				$1,188.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0311 - Roosevelt Middle School	School Improvement Funds	1079.0	$1,188.00
			Notes: Funds will be used for a program or prorcess towards student achievement.			
					Total:	**$1,188.00**