

Brevard Public Schools

# Theodore Roosevelt Elementary School



2020-21 Schoolwide Improvement Plan

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# Theodore Roosevelt Elementary School

1400 MINUTEMEN CSWY, Cocoa Beach, FL 32931

<http://www.roosevelt.brevard.k12.fl.us>

## Demographics

Principal: Elizabeth Hill Brodigan J

Start Date for this Principal: 6/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (68%) 2016-17: A (73%) 2015-16: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Brevard 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](http://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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# Theodore Roosevelt Elementary School

1400 MINUTEMEN CSWY, Cocoa Beach, FL 32931

<http://www.roosevelt.brevard.k12.fl.us>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-6</p>	<p><b>2019-20 Title I School</b></p> <p>No</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>35%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>25%</p>

## School Grades History

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

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## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

To provide a safe and supportive environment in which students are guided in becoming independent lifelong learners and respectful citizens. We strive to meet the unique needs of all students through a commitment to educational equity and excellence. (Revised 20-21)

#### **Provide the school's vision statement.**

Roosevelt students are empowered to reach their full potential and succeed in a safe, engaging environment filled with a rigorous education and an understanding, respect, and tolerance for differences.  
(Revised 20-21)

### 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
Humphrey, Kimberly	Principal	<p>Lead overall school instructional plan and implementation.</p> <p>Oversee implementation of professional development of educators.</p> <p>Engage in goals setting with educators.</p> <p>Monitor, observe instruction and provide feedback for noted achievement and growth needs.</p> <p>Oversee eLearning instruction and assess the needs of teachers.</p> <p>Communicate key information vital to our school improvement goals and needs to faculty, staff and community.</p> <p>Be an active member and participant in stakeholder focused organizations (School Advisory and Parent Teacher Organizations).</p> <p>Make decisions regarding: everyday function and needs of campus facilities as they impact the ability of teachers to provide high-quality standards-driven instruction.</p> <p>Keep track of whole school data and coordinate efforts to address strengths and weaknesses.</p> <p>Support faculty, staff, and students through recognition of their efforts and accomplishments.</p> <p>Monitor whole school Multi-tiered System of Support process.</p> <p>Collaborate with instructional leadership team to ensure whole school implementation improvement focus.</p> <p>Organize and facilitate school-wide efforts to maintain security of campus.</p> <p>Communicate with various district level entities in maintaining campus and addressing various building, instructional, personnel and community needs throughout each day.</p> <p>Communicate district generated updates and expectations for faculty/staff, to ensure adherence via monitoring and collaborating with impacted faculty and staff.</p>
Parker, Elizabeth	Instructional Coach	<p>Responsibilities include:</p> <ul style="list-style-type: none"> <li>* supporting teachers and administration with state/district and school base assessments</li> <li>* data collection and analysis</li> <li>* providing professional development to assist with rigorous standards-based instruction</li> <li>* managing the iReady data and observing instruction to provide assistance and any needed resources</li> <li>* instructing and managing Reading Endorsement course</li> </ul>
Anderson, Stephanie	School Counselor	<p>Responsibilities not limited to:</p> <ul style="list-style-type: none"> <li>* Recognize and appropriately take care of individual students' social-emotional challenges.</li> <li>* Provide Psychoeducational counseling to students as needed.</li> <li>* Collaborate with stakeholders to determine how to best meet academic needs of our students.</li> <li>* Submit referrals to outside agencies as necessary.</li> <li>* Respond effectively to crises affecting students and faculty.</li> <li>* MTSS Chairperson</li> <li>* 504 Contact</li> <li>* ESOL Contact</li> </ul>



Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>* LEA</li> <li>* Student-in-Transition Contact</li> <li>* Hospital Homebound Contact</li> <li>* Healthy Living Liaison</li> </ul>
Carlo-Coryell, Doreen	Assistant Principal	<p>Assist the Principal in leading overall school instructional plan and implementation.</p> <p>Assist the Principal in implementation of professional development of educators.</p> <p>Engage in goals setting with educators.</p> <p>Monitor, observe instruction and provide feedback for noted achievement and growth needs.</p> <p>Assist the Principal in overseeing eLearning instruction and assess the needs of teachers.</p> <p>Communicate key information vital to our school improvement goals and needs to faculty, staff and community.</p> <p>Be an active member and participant in stakeholder focused organizations (Parent Teacher Organization).</p> <p>Assist the Principal in make decisions regarding: everyday function and needs of campus facilities as they impact the ability of teachers to provide high-quality standards-driven instruction.</p> <p>Assist the Principal in keeping track of whole school data and coordinate efforts to address strengths and weaknesses.</p> <p>Support faculty, staff, and students through recognition of their efforts and accomplishments.</p> <p>Facilitate the COVID and ASP Academic Support Program after school for our lowest 25% students.</p>

**Demographic Information**

**Principal start date**

Thursday 6/1/2017, Elizabeth Hill Brodigan J

**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.*

2

**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.*

1

**Total number of teacher positions allocated to the school**

26

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	39%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (68%) 2016-17: A (73%) 2015-16: A (71%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	22	28	30	43	33	43	46	0	0	0	0	0	0	245
Attendance below 90 percent	0	0	1	3	1	3	4	0	0	0	0	0	0	12
One or more suspensions	0	0	1	2	1	3	6	0	0	0	0	0	0	13
Course failure in ELA	0	0	2	2	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**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	2	3	0	0	3	0	0	0	0	0	0	8
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**

Friday 9/11/2020

**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	34	31	52	47	50	58	65	0	0	0	0	0	0	337
Attendance below 90 percent	7	11	13	11	15	10	0	0	0	0	0	0	0	67
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	1	3	4	4	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	4	4	0	0	0	0	0	0	0	0	8

**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	3	5	11	7	13	26	26	0	0	0	0	0	0	91

**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	3	1	3	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**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	34	31	52	47	50	58	65	0	0	0	0	0	0	337
Attendance below 90 percent	7	11	13	11	15	10	0	0	0	0	0	0	0	67
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	3	1	3	4	4	0	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	4	4	0	0	0	0	0	0	0	0	8

**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	3	5	11	7	13	26	26	0	0	0	0	0	0	91

**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	3	1	3	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

**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	78%	62%	57%	83%	63%	55%
ELA Learning Gains	62%	60%	58%	76%	60%	57%
ELA Lowest 25th Percentile	53%	57%	53%	76%	52%	52%
Math Achievement	75%	63%	63%	78%	64%	61%
Math Learning Gains	71%	65%	62%	72%	62%	61%
Math Lowest 25th Percentile	72%	53%	51%	55%	52%	51%
Science Achievement	73%	57%	53%	71%	56%	51%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	64%	6%	58%	12%
	2018	78%	63%	15%	57%	21%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	70%	61%	9%	58%	12%
	2018	74%	57%	17%	56%	18%
Same Grade Comparison		-4%				
Cohort Comparison		-8%				
05	2019	79%	60%	19%	56%	23%
	2018	77%	54%	23%	55%	22%
Same Grade Comparison		2%				
Cohort Comparison		5%				
06	2019	82%	60%	22%	54%	28%
	2018	81%	63%	18%	52%	29%
Same Grade Comparison		1%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	57%	61%	-4%	62%	-5%
	2018	59%	62%	-3%	62%	-3%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	69%	64%	5%	64%	5%
	2018	71%	59%	12%	62%	9%
Same Grade Comparison		-2%				
Cohort Comparison		10%				
05	2019	88%	60%	28%	60%	28%
	2018	87%	58%	29%	61%	26%
Same Grade Comparison		1%				
Cohort Comparison		17%				
06	2019	84%	67%	17%	55%	29%
	2018	83%	68%	15%	52%	31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		-3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	72%	56%	16%	53%	19%
	2018	83%	57%	26%	55%	28%
Same Grade Comparison		-11%				
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	57	55	56	49	66	64	69				
HSP	67	50		63	56						
MUL	79	45		79	82						
WHT	81	64	56	78	70	71	78				
FRL	83	72		69	71	77	60				

  

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	59	50	14	57	59	42	55				
BLK	70			80							
HSP	67	61		67	61						
MUL	93	75		80	67						
WHT	84	68	44	80	61	56	84				
FRL	79	65	45	68	63	55	80				

  

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	64	85	83	44	50	42	30				
BLK	91			73							
HSP	73	82		68	100						
MUL	88	80		76	80						
WHT	83	74	72	82	67	33	73				
FRL	72	77	64	69	69	42	45				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
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	
Total Points Earned for the Federal Index	484
Total Components for the Federal Index	7
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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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

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	59
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	71
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	71
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	72
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 2018-2019 data: The data component that showed the lowest performance was in math 3rd grade. In 2018 we were at 59% and in 2019 we decreased to 57%. Overall as a school, we made gains in math, but we show our lowest performance was in math 3rd grade with measurement, data, and geometry scoring the lowest. Inconsistency of staffing and rigorous instruction contributed to this weakness. As we do not have FSA as well as NGSSS Data to make comparisons, we have utilized our growth and achievement data from our mid-year to our beginning of year iReady. In Math: Grades 1- 5 show a range of actual increase and on grade level of 19% to 22%, Grade 6 show the highest at 38%. This means that 80% of our students in grades 1-5 and 62% of our students in grade 6 are not



showing adequate growth to be considered on grade level. This we are attributing to the break in continuous face to face instruction due to the pandemic.

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

Based on our 2018-2019 data: The school data reflect the greatest decline in Science. The percentage went from 83% to presently 72%. In looking deeper into the data we see that SWD made an increase of 14%, while decreases were made from WHT and FRL students. WHT students went from 84% to 78%. This was declined by 6%. FRL students went from 80% to 60% showing the greatest decline of 20%. Factors that may have contributed could be because students did not master standards in 3rd and 4th grade, therefore, when tested in 5th they did not demonstrate proficiency at high levels. As we do not have FSA as well as NGSSS Data to make comparisons, we will administer the summative district SSA assessments to assess a baseline for our 5th grade students in order to monitor achievement and progress.

**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.**

Based on our 2018-2019 data; Compared to the state average the biggest gaps were found in Math in 3rd grade. While the state overall average was at 62% for math our averages were 57%. Factors that may have contributed to this gap are inconsistencies with staffing and rigorous standards-based instruction. As we do not have FSA as well as NGSSS Data to make comparisons, we have utilized our growth and achievement data from our mid-year to our beginning of year iReady Data. We do not currently have access to state iReady data; however, should this become available, we will add this component to our SIP analysis and reflection.

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

Based on our 2018-2019 data; The school data reflect that most gains were made in the Math Lowest 25th percentile. Gains are as follows: Overall LG went for 56% to 72% which was an increase of 16 percentage points.

Subgroup break is as follows: 2018-2019 Gains, SWD 42% 64% +22, WHT 56% 71% +15, FRL 55% 80% +25

Our action plan for increasing in this area in the 2018-2019 school year reflected implementing small group instruction in math. This showed to be a great success for all students. As we do not have FSA as well as NGSSS Data to make comparisons, we have utilized our growth and achievement data from our mid-year to our beginning of year iReady Data. Although our main objective is to have achievement and growth reflective of students at or above grade level, we did show increases in scale scores for all grades of at least 50% or more with the exception of grade 5 which showed 49%. In addition to these data, when looking at the performance of White students to that of Hispanic considering number of students tested to those who showed on grade level and growth, there is only a 4% gap.

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

Roosevelt has a population of less than 400 students. Of those students, 91 students show as having two or more Early Warning Indicators. The majority in grades 5 and 6 with 26 students in each. Secondly, sixty-seven students had an attendance rate of below 90%

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

1. Math achievement as reflective of being on grade level and growth to include lowest 25%.
2. ELA achievement as reflective of being on grade level and growth to include lowest 25%.
3. ESSA Subgroup-Students With Disabilities in ELA and Math.
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**

Collaborative planning for Standards-Aligned instruction, monitoring, documenting, and implementing with rigor Walk to Intervention (WTI) along with consistency in writing across the curriculum to increase the proficiency levels in ELA. Students need to be consistently working at a rigorous level and writing across the curriculum to the full intent of the standards. This will be accomplished through instructional leaders and coaches facilitating data chats, collaborative planning sessions, and professional developing in writing across the curriculum incorporating The Writing Revolution (TWR) methods. Teachers will be given support and time to analyze and create purposeful lessons that are standard-based to ensure instruction, tasks and assessments that are standard-aligned and rigorous. The purpose or goal is to implement all instruction with fidelity to ensure all students needs are met and that equity across the grade level is consistent for success that would be measured by the local and state assessments.

**Measurable Outcome:**

We will continue with our measurable outcome goal from our 2018-2019 FSA data which was as follows: 2018-2019 FSA data showed a decrease in students earning a level 3 or higher in ELA with 3rd and 4th grade being the lowest. Grade 3 students earning a level three or higher declined 8 percentage points and in grade 4, those earning level 3 or higher declined by 4 percentage points. We will use these data in connection with iReady data to determine growth measures. The percentage of students who score level 3 or higher, for the 20-21 FSA, will increase by 5 percentage points. Measurable outcomes using our iReady Reading diagnostic end of year results for students who were enrolled for 19-20 and 20-21 as follows: Grade 1 will increase from 24% to 67% proficiency. Grade 2 will increase from 40% to 70% proficiency. Grade 3 will increase from 55% to 75% proficiency. Grade 4 will increase from 47% to 70% proficiency. Grade 5 will increase from 48% to 70% proficient. Grade 6 will increase from 69% to 79% proficiency.

**Person responsible for monitoring outcome:**

Elizabeth Parker (parker.elizabeth@brevardschools.org)

**Evidence-based Strategy:**

Students will be provided intervention instruction for 30 minutes two times a week using Research Based Instruction that is Standards Aligned. Students and teachers will monitor and have weekly/bi-weekly data chats in regard to their progress in reading, writing, and iReady data. Teachers will monitor their WTI students by completing monthly WTI progress monitoring and collaborating with school leaders, coaches, and grade team members.

**Rationale for Evidence-based Strategy:**

The rationale for selecting these strategies is as follows: Students need to understand the rationale behind iReady and take ownership in their learning through data chats and data notebooks to monitor progress. Teachers need to allow students to write across the curriculum daily with consistent methods being taught throughout the grade levels. Teachers need to have a rigorous research-based instruction plan when teaching all students including intervention students. Teachers need to be given time for professional learning and collaboration. According to Jim Knight professional development impacts teaching and students' learning.

**Action Steps to Implement**

1. Review and Analyze 18-19 FSA, iReady data with faculty during pre-planning.

**Person Responsible**

Elizabeth Parker (parker.elizabeth@brevardschools.org)

2. Assess students' current level on iReady. Utilize these iReady data along with Standards Mastery assessment data to guide and individualize instruction based on student progress.

**Person Responsible** Elizabeth Parker (parker.elizabeth@brevardschools.org)

3. Provide professional development in The Writing Revolution (all grades) and Reading Endorsement (all grades with the exception of teachers who are already endorsed) for teachers. The Literacy Coach and lead ELA teacher will be trained in The Hochman Method which is essentially The Writing Revolution. They will then train the faculty. Implementation throughout the year will include monitoring instruction and collecting student samples for discussion and review.

**Person Responsible** Elizabeth Parker (parker.elizabeth@brevardschools.org)

4. Provide Academic Support Program to students who are in the lowest 25% as indicated in iReady, 18-19 FSA, and Standards Mastery assessment data.

**Person Responsible** Elizabeth Parker (parker.elizabeth@brevardschools.org)

5. Provide opportunities for modeling, side-by side coaching and peer feedback using the Instructional Planning Guide (IPG) for teachers of ELA.

**Person Responsible** Elizabeth Parker (parker.elizabeth@brevardschools.org)

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Overall we did well in Math, however there has been a gradual decline of overall achievement in math over the past few years. In addition data show that 3rd grade demonstrated the lowest performance in one of the strands. Due to these data, we must continue to prioritize Math. Math competence is needed in many life circumstances and is linked in many ways to Science.

**Measurable Outcome:** Math Achievement, Math Learning Gains, and Learning Gains for the Lowest 25% for Roosevelt were at 75%, 72%, and 71% respectively. Although our percentages in these three categories were higher than the state and district, we are looking to grow continuously. With this in mind, the goal is to show a 3% or higher overall growth percentage in all three categories.

**Person responsible for monitoring outcome:** Kimberly Humphrey (humphrey.kimberlya@brevardschools.org)

**Evidence-based Strategy:** In the 2018-2019 school year, Roosevelt began targeting the instructional needs of students via: differentiated instruction (DI) and progress monitoring using iReady, FSA, subgroup and other formative assessments. We will continue these strategies for the 2020-2021 school year.

**Rationale for Evidence-based Strategy:** DI relies on the teacher knowing students academically and social emotionally and using these data to meet the needs of the students (Tomlinson, 2013, Ferlazzo (n.d.)). Acquiring and using data effectively, calls for both students and teachers to engage in progress monitoring. Monitoring student progress provides ongoing checks which enables the teacher to plan for instruction based on the various data collection tools (i.e. iReady, FSA, formative and summative classroom assessments etc...) Effect size speaks to the impact that a particular strategy has on student achievement. Any effect size .40 or higher, is positive (Hattie, 2013). Roosevelt has shown increases in our Math Learning Gains and Lowest 25th Percentile learning gains by double digits. The teachers know that what they have implemented works. Teacher confidence after a year of success implementing these strategies will increase and confidence in one's ability has a .92 effect size (Hattie, 2017).

**Action Steps to Implement**

1. Review and Analyze 18-19 FSA data with faculty during pre-planning.

**Person Responsible** Kimberly Humphrey (humphrey.kimberlya@brevardschools.org)

2. Assess students current level on iReady and analyze with educators in Data Chats.

**Person Responsible** [no one identified]

3. Provide opportunities for observations, collaborative planning and professional development for teachers in Eureka Math.

**Person Responsible** [no one identified]

4. Provide Academic Support Program to students who are in the lowest 25% as indicated in iReady, FSA, and Standards Mastery assessment data.

**Person Responsible** Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

5. Conduct goal setting conferences with teachers and based on those goals, conduct regular data-driven team meetings, walk-throughs, observations and provide feedback to teachers based on achievement and growth as it relates to standards mastery.

**Person Responsible** Kimberly Humphrey (humphrey.kimberlya@brevardschools.org)

6. In collaborative efforts with educators, it was determined that eLearners would need lesson and activity manipulatives in order to effectively participate in the learning day. With this in mind, educators concluded that to support our eLearners, they would provide students with the manipulatives and any other materials they need for hands-on activities in math. This will be done weekly and in some cases bi-weekly depending upon what is needed.

**Person Responsible** Kimberly Humphrey (humphrey.kimberlya@brevardschools.org)

### #3. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus Description and Rationale:** Based on 2019 FSA data the Students with Disabilities subgroup continues to be our area of focus. While we did see an increase in ELA FSA scores for our Lowest 25% from 2018 (46%) to 2019 (53%) this continues to be our lowest performing area.

**Measurable Outcome:** ESSA Subgroup-Students With Disabilities will increase in achievement from 57% to 62% and in learning gains from 55% to 60% on the 2021 ELA FSA.

**Person responsible for monitoring outcome:** Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

**Evidence-based Strategy:** A combination of Walk to Intervention, COVID tutoring as well as ASP tutoring and MTSS progress monitoring will be used by our classroom teachers, the ESE teacher and School Counselor during the school day. Our ESE teacher, a general education teacher and our school counselor will provide counseling and after school tutoring virtually and face to face based on prescribed IEPs and grade level standards goals. Research based materials will be utilized including iReady tool box and iReady LAFS books.

**Rationale for Evidence-based Strategy:** Our Students with Disabilities subgroup has shown a gap in learning due to the COVID pandemic and we continue to scaffold instruction to help meet their needs. According to the PEW Research Center (April 2020) the corona virus pandemic has resulted in elementary and secondary school closures in all 50 states and the District of Columbia and has forced a sudden and widespread shift to online learning. This transition has been especially challenging for the nation's nearly 7 million disabled students. Instruction and support for this group of students are not as easily transferred to the internet, and school systems and families are struggling to meet the challenge.

#### Action Steps to Implement

The Leadership Team and classroom educators will monitor iReady data.

**Person Responsible** Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

The Leadership Team and classroom educators will monitor data from iReady and other district assessments for our lowest 25% ESE subgroup quarterly.

**Person Responsible** Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

The School Counselor and classroom teachers will monitor MTSS progress.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

The Assistant Principal will monitor after-school tutoring participation to ensure the lowest 25% students' needs are being met.

**Person Responsible** Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

Each student with disabilities identified in our lowest 25% group will be assigned to an in-house adult mentor to serve as a role model and be a cheerleader for that child. The plan is for the mentor to be in contact with the child's teacher and be made aware of their two or more Early Warning indicators, attendance rates and behavior issues.

**Person Responsible** Doreen Carlo-Coryell (carlo-coryell.doreen@brevardschools.org)

Incorporate training for teachers in the Tools for Scaffolding Comprehension from iReady in order to scaffold instruction as needed for students with disabilities.

**Person Responsible** Elizabeth Parker (parker.elizabeth@brevardschools.org)



**#4. Culture & Environment specifically relating to Equity & Diversity**

**Area of Focus Description and Rationale:** By understanding and responding to a person’s social/emotional needs to include trauma-informed practices, the school based community consisting of administrators, teachers, and staff can help to reduce its negative impact, support critical learning opportunities, and create a more positive school environment. The area of focus was identified through District initiatives, student needs, academics data, and recent worldwide events.

**Measurable Outcome:** Measurement of the baseline data will be at the onset of the school year upon completion of the student pre, midyear, and an end of year survey. Our goal is to ensure that students see equity and diversity in their experiences at Roosevelt and to address any trauma associated with the current state of our country, show by end of year a 25% decrease in the impact of trauma for those identified through fewer behavior referrals, Scholastics Reading Inventory (SRI) assessments and/or positive student responses on the post survey.

**Person responsible for monitoring outcome:** Stephanie Anderson (anderson.stephanie@brevardschools.org)

**Evidence-based Strategy:** Roosevelt will be targeting the Social/Emotional needs of students, equity and diversity through Pre/mid/post surveys, monthly thematic in class lessons; individual psycho-educational counseling, small group counseling, Character Education, and Trauma-Informed Care Principles. Roosevelt will also be targeting equity and diversity through providing training to faculty and staff. The goal being to train adults so that they may be able to better address the needs of students in this area.

**Rationale for Evidence-based Strategy:** It is hypothesized that with social/emotional learning, psycho-educational counseling opportunities, trauma-informed care practices, equity, and professional development, it will lead to improvement of educational outcomes and fewer behavioral referrals and SRI assessments. In relation to adults, the topic of equity and diversity is key in ensuring that the needs of students are met adequately. According (Gunn (n.d.)) equity "Equity is about ensuring that everyone receives what they need to be successful — even if that varies across racial or socioeconomic lines". This according to Gunn (n.d.) is inclusive of culturally responsive teaching. Therefore, we are not just responsible that our students are sound in the social-emotional sense but with that connected to how their social-emotional well-being is being impacted by equity related factors.

**Action Steps to Implement**

Review the Student Survey from the '19-'20 School Year-SIP Team.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Review Systemic Risk Factors/Barriers to Learning Data-SIP Team

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Create a Pre/Mid/Post Student Survey regarding students’ views on social/emotional & equity and distribute to teachers in order to have students complete in October, January, and April. Update Professional Development and Social/Emotional goals based on the results of the surveys.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Provide opportunities throughout the year for Professional Development on Trauma Informed Care.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Provide opportunities for monthly Social/Emotional thematic lessons within the classroom.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Provide feedback to teachers on ways to differentiate instruction of social/emotional and academic needs with students.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Review school referral and SRI data-SIP Team.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

Disaggregate the survey data for the year and identify over-arching themes to use during the '21-'22 school year.

**Person Responsible** Stephanie Anderson (anderson.stephanie@brevardschools.org)

### Additional Schoolwide Improvement Priorities

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

n/a

## 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.

Due to recent pandemic and societal unrest as it relates to race relations, we are approaching this year with our students a bit differently. To be proactive, our school counselor will visit classrooms once per month to discuss and share strategies in line with our district discipline initiatives and school initiatives related to social emotional well being. Those are as follows: Conscious Discipline, Trauma Informed Classroom, and Equity. A survey will be given three times this year (beginning, middle and end). The goal is to gain benchmark data to assess student need in efforts to help drive the content of these classroom meetings/ visits and to focus progress monitoring and modifications along the way on each specific initiative.

Our 2019-2020 Teacher Insight Survey yielded a 96% response rate. We are pleased with the participation as it helps us to have a truer and broader sense of the perspective of our Educators. Our School Index Score is 9.8 and our Index Percentile Rank is 99%. Educators feel that our culture and environment are positive and overall meeting their needs. Continuous opportunities to collaborate with peers is desired. They are provided two 1/2 day sessions per year to work with their teams and one 1/2 day session in vertical teams. Seventeen percent of teachers expressed the desire to be able to observe and in some case be mentored by highly qualified peers in their grade or subject areas. In efforts to be creative with our time and human resources, this will be incorporated into our bi-monthly team meetings and early release PD days. While one grade level is on planning the other will be observing and vice-verse. During early release PD, one group will be collaborating and one group will be in PD.

Our 2019-2020 Parent Survey showed an increase in participation by 76%. This represents the efforts put forth to increase parent involvement in the arena of hearing parent voices as it relates to our overall culture and environment. Of the 117 parents who responded to the questions of whether or not they felt welcomed at Roosevelt, 92.31% responded in the affirmative. The high percentage of those who feel welcomed at Roosevelt speaks volumes to overall environment. Our goal is to continue this work through: front office communication, creating opportunities for parents to participate and volunteer in campus initiatives (virtual), and being responsive to individual needs as they arise. While the majority of the remaining questions yielded answers that were diverse and multi-faceted as they related to specific experiences with the parent's personal child and their teacher, the one question that gave us an idea of an arena that we will need to continue to be innovative is how our school could assist parents in playing a more active role in school decision-making. We offer on open and frequent opportunity for parents to become involved in our Parent Teacher Organization as well as our School Advisory Committee, the participation is low. Through multiple means of advertising we hope to see an increase.

#### **Parent Family and Engagement Plan (PFEP) Link**

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