Roosevelt Elementary School

2021-22 Schoolwide Improvement Plan

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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: 9/16/2014

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%

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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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 mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system.

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

We envision…

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

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 or 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	Position Title	Job Duties and Responsibilities
Alleyne, Sharonda	Principal	Vision of Academic Success for All 1. 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. 2. 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. 3. Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. 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. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. 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. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Creates school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Eliminates barriers and distractions that interfere with effective teaching and learning. 16. Provides a clean, safe and nurturing school environment. 17. Builds a culture of pride, trust, and respect. 18. Implements and monitors an effective approach to bullying prevention. 19. Aligns new and existing community and parent partnerships. Cultivating Leadership 20. Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. 22. Provides professional learning for teacher leaders to ensure they have the

Name	Position Title	Job Duties and Responsibilities

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.

23. Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.

24. Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.

25. Provides ongoing coaching with constructive feedback to teacher leaders.

26. Implements a comprehensive performance management system.

27. Implements rigorous project management, structures, protocols, and processes.

Improving Instruction

28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.

29. Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.

30. 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.

31. 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.

32. Quickly and proactively addresses problems in instruction and student learning.

33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.

34. Monitors and improves instruction.

35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.

People, Data, and Processes

36. Hires and retains highly qualified and effective employees.

37. 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.

38. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.

39. Uses data to inform decisions and instruction, professional learning, performance, and student learning.

40. Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.

Name	Position Title	Job Duties and Responsibilities
		41. 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. 42. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 43. 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. 44. 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. 45. 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. 46. Supervises the school's food, transportation, maintenance, facility and support services. 47. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 48. Coordinates community activities relevant to the school within the school area. 49. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 50. Implements and monitors career and leadership advancement pathways. 51. Monitors systemic customer service. 52. Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment. Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Kitchen, Danesha	Assistant Principal	Vision of Academic Success for All 1. 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. 2. 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

Name	Position Title	Job Duties and Responsibilities
		exemplars of the vision in action and barriers to it. 3. Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. 4. Challenges beliefs and practices that interfere with achieving the vision. 5. Demonstrates through daily decisions and actions that the school's priority is academic success for every student. 6. Serves as the cheerleader, coach, and standard bearer for the vision. 7. 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. 8. Monitors the implementation of effective instruction to meet the needs of all students. 9. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. Climate 10. Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. 11. Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. 12. Supports school-wide and team norms and expectations for collective responsibility for student success. 13. Develops staff's capacity to collaborate effectively about standards and effective instruction. 14. Celebrates success as well as opportunities for growth. 15. Assists with eliminating barriers and distractions that interfere with effective teaching and learning. 16. Ensures the provision of a clean, safe and nurturing school environment. 17. Supports the principal in building a culture of pride, trust, and respect. 18. Supports the principal in implementing and monitoring an effective approach to bullying prevention. 19. Assists the principal in aligning new and existing community and parent partnerships. Cultivating Leadership 20. Focuses school leadership teams' work on implementation of standards and reformed instruction. 21. Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. 22. Supports 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. 23. Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. 24. Coordinates and narrows teacher leaders' work on learning-focused

Name	Position Title	Job Duties and Responsibilities
		behaviors and tasks. 25. Provides ongoing coaching with constructive feedback to teacher leaders. 26. Assists the principal in implementing a comprehensive performance management system. 27. Assists the principal in implementing rigorous project management, structures, protocols, and processes. Improving Instruction 28. Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. 29. Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards. 30. Supports 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. 31. 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. 32. Quickly and proactively addresses problems in instruction and student learning. 33. Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. 34. Monitors and improves instruction. 35. Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. People, Data, and Processes 36. Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. 37. Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. 38. Uses data to inform decisions and instruction, professional learning, performance, and student learning. 39. Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. 40. Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. 41. Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities. 42. Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-

Name	Position Title	Job Duties and Responsibilities
		instructional school-based personnel, and property inventories. 43. Assists the principal in supervising the school's food, transportation, maintenance, facility and support services. 44. Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. 45. Coordinates community activities relevant to the school within the school area. 46. Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. 47. Assist the principal in implementing and monitoring career and leadership advancement pathways. 48. Monitors systemic customer service. Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned
Cartwright, Chianti	Other	1. Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. 2. Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. 3. Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. 4. Provides modeling and coaching support for small group instruction. 5. Provides curricular support for Summer bridge / Summer slide programs. 6. 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 (RtI) process. 7. Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. 8. Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. 9. Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. 10. Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). 11. Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. 12. Guides teachers in effectively using data to make adjustments to

Name	Position Title	Job Duties and Responsibilities
		instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture. 13. Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan. 14. Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas. Additional Job Functions: 1. Follows adopted policies and procedures in accordance with School Board priorities. 2. Conducts oneself in the best interest of students, in accordance with the highest traditions of public education and in support of the District's Mission Statement. 3. Performs other duties as assigned.
Mavrakis, Amanda	School Counselor	1. Designs and implements a data driven, comprehensive school counseling program for all students to address barriers to student learning and to close the achievement/opportunity gap. 2. Provides direct services for students including, but not limited to, school counseling core curriculum, individual counseling and student planning, large and small group counseling, and preventative and responsive services. 3. Provides indirect services on behalf of students including, but not limited to, referrals for additional assistance and consultation/collaboration with parents, teachers, administrators, and other key stakeholders to create learning environments that promote educational equity, access and success for every student. 4. Delivers programs that promote students' development of essential mindsets and behavior standards including, but not limited to, learning skills, social skills, self-management skills, and college/career readiness skills. 5. 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/career readiness. 6. Advocates for student equity and access to a world-class education that leads to high school graduation and fosters post-graduate success. 7. Uses the skills of leadership, advocacy and collaboration to create systemic change to improve the academic, social/emotional, and post-graduate success for all students. 8. Supports school staff in analysis of student performance data, rigorous goal-setting and the sub-group levels, and development of effective action plans for improving academic, social/ emotional, and post-graduate outcomes for all students. Promoting Positive School Climate 9. Acts as a systems change agent to ensure a safe and supportive school climate that promotes the social/emotional and academic development and success of all students. 10. Fosters parent and community partnerships to support the social/ emotional and academic development of all students.

Name	Position Title	Job Duties and Responsibilities
		11. Infuses cultural competence and ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program. 12. Supports a comprehensive 'Single School Culture' that addresses the social/emotional development and well-being of all students. 13. Aids in the development and implementation of a multi-tiered system of supports (MTSS) including, but not limited to, response to intervention (RtI) and School-Wide Positive Behavior Support (SwPBS). 14. Builds a school-wide culture of pride, trust and respect, including the development of preventative approaches against all forms of mistreatment and bullying. 15. Provides counseling for students during times of transition, separation, heightened stress and critical change. 16. Uses appropriate responses and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response. 17. Supports the continuum of mental health services, including prevention and intervention strategies, and identifies best practices for collaborating with both school-based and community mental health providers to enhance student success. People, Data, and Processes 18. Develops and communicates a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and vision of the program's benefits for every student and alignment with the school, District and state missions. 19. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps. 20. Reviews and disaggregates student achievement, attendance, and behavior data to identify and implement interventions as needed. 21. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school. 22. Creates a yearly, data-driven Student Development Plan (SDP) that advances student outcomes in areas of academic, social/emotional, and college/career development as a result of the comprehensive school counseling program. 23. Analyzes and reports outcomes of the school counseling program, which are presented in the context of the overall school and District performance. 24. Utilizes technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program. 25. Uses legal and ethical decision-making based on standards and principles of the school counseling profession and educational systems, including District and building policies.
Young, Nikita	Curriculum Resource Teacher	Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards.

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date
Tuesday 9/16/2014, 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
26

Total number of students enrolled at the school
309

Identify the number of instructional staff who left the school during the 2020-21 school year.
6

Identify the number of instructional staff who joined the school during the 2021-22 school year.
0

Demographic Data

Early Warning Systems

2021-22

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	41	34	60	47	49	58	0	0	0	0	0	0	0	289
Attendance below 90 percent	0	19	27	19	18	32	0	0	0	0	0	0	0	115
One or more suspensions	0	1	3	2	5	0	0	0	0	0	0	0	0	11
Course failure in ELA	0	18	43	26	28	39	0	0	0	0	0	0	0	154
Course failure in Math	0	11	25	23	34	47	0	0	0	0	0	0	0	140
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	26	17	14	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide FSA Math assessment	0	0	0	11	15	10	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	1	24	40	38	46	0	0	0	0	0	0	0	149
FY21 ELA Winter Diag Level 1 & 2	0	0	0	42	51	52	0	0	0	0	0	0	0	145
FY21 Math Winter Diag Level 1 & 2	0	0	0	30	54	54	0	0	0	0	0	0	0	138
	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	15	35	24	33	43	0	0	0	0	0	0	0	150

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 9/16/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				28%	58%	57%	35%	57%	56%
ELA Learning Gains				51%	63%	58%	56%	61%	55%
ELA Lowest 25th Percentile				48%	56%	53%	60%	56%	48%
Math Achievement				52%	68%	63%	61%	65%	62%
Math Learning Gains				52%	68%	62%	66%	63%	59%
Math Lowest 25th Percentile				63%	59%	51%	72%	53%	47%
Science Achievement				24%	51%	53%	35%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	19%	54%	-35%	58%	-39%
Cohort Comparison						
04	2021					
	2019	25%	62%	-37%	58%	-33%
Cohort Comparison		-19%				
05	2021					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	65%	-5%	62%	-2%
Cohort Comparison						
04	2021					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-60%				
05	2021					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	51%	-27%	53%	-29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning. In Grades K-2, we will use iReady & SuccessMaker for Fall, Winter & Spring to monitor students' ELA and/or Math progress. In grades, 3-5 we will use iReady in the Fall, ELA/Math Diagnostics Data in the Winter, and FSA ELA/Math Data the Spring to progress monitor students' performance.

A brief description below will highlight the data sources that will be used to progress monitor student performance in grades K-5.

-iReady: Provides user-friendly dashboards and clear reports with actionable data that give teachers a foundational understanding of students' strengths and areas of need.

-Unit Standardized Assessments (USAs), Florida Standards Quiz (FSQs) and Formal/Informal Benchmark Advance Assessments: gives teachers data on how well the students have mastered the standard. Supports the monitoring of student learning and provides ongoing feedback that instructors can use to make adjustments to instruction to improve student learning.

-SuccessMaker is an adaptive learning program that continuously personalizes math instruction for student growth and differentiation.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	64.9	26.8	47.5
	Economically Disadvantaged	65.7	28.2	48.6
	Students With Disabilities	667	20.0	40.0
	English Language Learners	100.0	100.0	100.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		77.5	69.6
	Economically Disadvantaged		78.9	70.5
	Students With Disabilities		83.3	66.7
	English Language Learners		100.0	33.3

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26.0	39.2	25.5
	Economically Disadvantaged	26.5	40.0	26.0
	Students With Disabilities	100.0	0.0	0.0
	English Language Learners	20.0	40.0	0.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		59.3	71.0
	Economically Disadvantaged		60.3	72.9
	Students With Disabilities		50.0	50.0
	English Language Learners		62.5	66.7

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.5	3.8	9.3
	Economically Disadvantaged	18.5	3.8	9.4
	Students With Disabilities	11.1	0.	0.0
	English Language Learners	25.0	25.0	25.0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		66.7	66.1
	Economically Disadvantaged		67.3	66.7
	Students With Disabilities		50.0	42.9
	English Language Learners		77.8	80.0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18.0	4.8	10.9
	Economically Disadvantaged	16.7	5.0	9.7
	Students With Disabilities	25.0	0.0	0.0
	English Language Learners	14.3	14.4	14.3
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	26.2	21.2	10.9
	Economically Disadvantaged	26.2	21.2	10.9
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners	33.3	33.3	50.0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18.3	6.3	NA
	Economically Disadvantaged	17.2	4.8	NA
	Students With Disabilities	0.0	6.3	NA
	English Language Learners	0.0	0.0	NA
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23.2	16.7	17.8
	Economically Disadvantaged	21.8	15.6	16.9
	Students With Disabilities	0.0	0.0	0.0
	English Language Learners	0.0	0.0	12.5
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	24.4	26.5	29.0
	Economically Disadvantaged	22.5	25.4	28.4
	Students With Disabilities	16.7	8.3	0.0
	English Language Learners	25.0	37.5	37.5

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	30		17	10	18	26				
ELL	29			33							
BLK	26	43	57	21	20	15	24				
HSP	19			19							
FRL	25	40	53	20	19	19	22				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In comparing our SY21 Winter Diag to the SY21 FSA results shows:
ELA: -1.82 points in Grade 3, -8.89 points in Grade 4, +8.1 points in Grade 5
Math: -25.2 points in Grade 3, -3.8 points in Grade 4, +4.71 points in Grade 5
Science: +6.1
Blacks: -0.4
ELLs: +7.8

Our end of the year adaptive technology results show the following percentages of students are on grade level:

IREADY:
3rd Grade Total: 9.3, ELLs: 25.0
4th Grade Total: 10.9, ELLs: 14.3
5th Grade: Not Assessed

SUCCESSMAKER:
3rd Grade Total: 21.2, ELLs: 33.3
4th Grade Total: 16.7, ELLs: 0
5th Grade Total: 25.8, ELLs: 25.0

Based on data trends, our focus will be to decrease the number of course failure, increase learning gains and achievement. Our trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in ELA. We will specifically focus on our ESSA targeted subgroups; ELLs and Black students; who will receive strategic,targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring. If we are unsuccessful in addressing skill deficits and mastery of standards, then students will score a Level 3 or above on the FSA ELA Assessment.

Our In-School & Saturday tutorial programs ensured student participation and success. Selected teachers and Academic Tutors collaborated to ensure program success. Administrators assigned to support the students and build relationships with them to motivate and ensure their attendance.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our focus will be to increase learning gains and achievement for grades 3-5 in addition to focusing on the needs of our ELL and Black Students. If we do not support these concerns, we are increasing the learning gaps. When we focus on literacy with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards we will support all learners, especially our ELL and Black ESSA subgroups.

iReady Data results in K-5 indicates significant numbers of students scoring below grade level in foundational skills (Phonemic Awareness/Phonics/Vocabulary). To address this problem, we will utilize Benchmark Advance Phonics Components (K-2) and Tools for Instruction (3-5) ensuring training of all teachers to effectively implement the strategies. Explicit vocabulary instruction is a school wide initiative to occur in the context of all content area instruction. Additionally, high-level

research based texts provided for teachers to implement rigorous standards-based instruction using the three Core Actions (Text, Talk & Task). Targeted support provided for all struggling learners with focus on our ELL and Blacks students. Academic Tutors will assist teachers with small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Teacher Data Chats scheduled by administration to analyze student data are followed by teacher led student data charts. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During SY19, RES employed certified teachers; many were new/developing their instructional capacity. We replaced two vacant teaching positions. Additionally, there have been vacancies in 4th/ 5th grade for the last few years resulting in substitutes filling them. During the SY21, we had four teachers to resigned mid-year leaving those positions vacant and lacking certified teachers. There was also an increase in teacher absences.

We also experienced a lack of participation in tutorials. There was a significant increase in social-emotional behavioral issues among our ESSA Subgroups. During SY21, we had over half of our students learning virtually; creating concerns with transition, regular routines & participation. Because of this, attendance was also affected with signing on to virtual classes and participation of small group instruction. There was a lack of traditional resources, students had to virtually engage with materials.

During SY20 and SY21, more than two-thirds of our students were virtual learners. Contact information was not accurate which caused communication breakdowns. Many of our teachers and administrators were also severely affected by the pandemic, many were quarantined which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced our new instructional platforms; Peardeck, Smart Suite, Google Classroom, and Google Meets to ensure all students equal opportunity to learn and be supported.

With the elimination of hybrid learning, student attendance will improve. Aggressive monitoring of attendance and teacher recruit for both vacancies and tutorial will be done throughout the year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on progress monitoring in SY19, our data shows that the SWD Subgroup increased 17% in the ELA LW25 Category. In addition, the learning gains of 3-5 Male Students improved 3.4 percentage points. The males in the LW25 Category had an increased of 8.3 percentage points. The Hispanic Subgroup in the Learning Gains Category increased 7.2 percentage points. They also increased in the LW25 Category by 22.9 percentage points.
Actions taken last year to support these improvements were during, before and afterschool tutorial, implementation of supplemental materials, and an increase in collaborative planning by teachers.

Data from the SY20 Winter Diagnostics revealed that our students made significant improvements when compared to the previous year, diagnostic. ELA demonstrated an increase in proficiency in all grade levels. Our ELLs made drastic improvements overall. Our LW25 and SWDs in 3rd & 4th Grade also made improvements. When comparing our data from the SY21 Diagnostics to the SY21 FSA, our 5th Grade students demonstrated an 8-point increase. Male students also improved 4 percentage points.

SY21 FSA Data, shows that our ELA Learning Gain Category demonstrated an increase of 5 points.

The number of 5th Grade Students improved by 1% in ELA. Third Grade students who returned back to school for Brick & Mortar outperformed their virtual learning counterparts by 3%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. The teachers kept parents abreast of student achievement and underperformance through parent phone calls and conferences. In addition, they sent home progress reports that parents had to sign. All teachers held all students to high expectations. Strategic PLCs implemented to analyze data, monitor student progress, and develop lessons plans to support all student learning.

At Roosevelt Elementary School, we focused on student achievement, student-learning gains and overall social/emotional growth. We dedicated time to the following priorities to ensure an equitable and equal opportunity for all our students by positively influencing:
- Increased Positive Behavior Support (PBS) Initiatives
- Enhanced Social-Emotional Learning Opportunities
- Increased Monitoring of Systems to Support Student Achievement
- Enhanced Student and Teacher Incentives

What strategies will need to be implemented in order to accelerate learning?

1. Tutorials
2. Small group differentiated instruction
3. Parent trainings
4. Data analysis & data chats
5. Develop positive environments through SEL, Mental Health personnel, incentives, and motivation (SwPBS)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Data analysis
2. Differentiation
3. SwPBS
4. SEL
5. Content & curriculum nights

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Professional Learning Communities
Differentiation
SEL strategies/ SwPBS
Technology
Double Down
Best Practices
Bell to bell instruction

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	If Roosevelt Elementary focuses on standards-based instruction to increase ELA performance; then we will increase student achievement and ensure alignment to the District's Strategic Plan; this area of focus aligns directly with our District's Strategic Plan,Theme 1 - Goal 3, College & Career Readiness. The results over a two year period, from 2018 - 2021, shows that our ELA Achievement Category has been our lowest performing category. The gap between Roosevelt Elementary's SY21 ELA Achievement (25%) and the District's average (63%) is 38 percentage points. Our ELA school-wide Achievement decreased three percentage points. When looking at ELA performance by grade level, third grade decreased (2%) and fourth grade decreased (10%). Meanwhile, fifth grade maintained their performance of 28%. Currently we do not have any identified ESSA subgroups that meet the required federal threshold of 41 percentage points; however, our ELL and Black ESSA subgroups continue to fall within 1-2 percentage points on the Federal Percent of Points Index (FPPI). Our SY21 FSA Data, also shows our ELA learning gains decreased by 12% from 51% in 2019 to 39% in 2021. The Lowest 25% category had a positive results with a 5 point increase. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout the Literacy Block. We want to give all our students the opportunity to reach their potential and increase student achievement. We also want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of all ELA Standards. By doing so, we will improve ELA Data in all categories by 10 points.
Measurable Outcome:	By SY22, Roosevelt Elementary will increase the overall ELA Achievement, percentage of students scoring a Level 3 or above, on the ELA FSA by 10 percentage points resulting in 35% proficiency. We will also increase the percentage of students making Learning Gains by 12% with a total of 51% of our students showing ELA improvement from the previous year. Additionally, Roosevelt Elementary School will increase the achievement of our ELLs and Black ESSA Subgroups by 5% based on the SY22 ELA FSA.
Monitoring:	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Roosevelt Elementary School, we will strategically plan for a variety of monitoring techniques: Review of Lesson Plans/Grade Books Data Analysis Classroom Walks Student Work Samples/Portfolio Student Attendance Data Chats Formal Observations Professional Learning Communities (Attendance/Participation) Formative/Summative Assessments Adaptive Technology The monitoring will be supported by key members of the leadership team:

Assistant Principal
Single School Culture Coordinator
Resource Teacher
Data Processor
Guidance Counselor

Person responsible for monitoring outcome:

Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

Evidence-based Strategy:

1. Teachers/Academic Tutors will provide small group differentiated instruction to support students learning at their ability with a variety of tasks, process, and product and to ensure learning supplemented with additional resources and teacher support.

2. Teachers will use Standards-Based Reading Curriculum (i.e. Benchmark Advance, Ready, Modules of Instruction) for the core instruction.

3. Teachers will use Technology (i.e. iReady, Benchmark Advance) to provide scaffold instruction, build content knowledge, and enhance students' ability to integrate knowledge.

4. Go to Strategies will be infused within a lesson to meet the needs of a diverse classroom. Scaffold instruction in listening, speaking, reading & writing to provide support to struggling readers and English Language Learners.

5. Professional Learning Communities (PLCs)/Professional Development will ensure teachers collaboratively unite to focus on best practices. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Strategy:

1. Incorporate differentiated small-group instruction utilizing Benchmark Advance/FSQ/USA data to meet all students' needs for standards-based practice and to identify areas of weakness for targeted remediation. It supports the learning of ELLs and Black students.

2. Will provide complex text, task & talk and help guide the planning, implementation, and assessment of student learning.

3. Aids in significantly increasing student achievement when the programs are used with fidelity. Effective tools that enable teachers to differentiate instruction for all students based on students' specific areas of need.

4. Go-to Strategies meets the needs of a diverse classroom. It scaffolds instruction in listening, speaking, reading & writing that provides support to struggling readers and English Language Learners.

5. PLC's and PD's allow teachers and leadership an opportunity to collaborate, analyze data, and make decisions to improve student achievement and progress.

Action Steps to Implement

1. Recruit/Retain Teachers and Academic Tutors to provide small group instruction in grades 3-5.
a. School will employ two (2) Long Term Substitute to serve as Academic Tutors.
b. SSCC will provide PD
c. Identify and create student groups
d. Create master board
e. Monitor lesson plans

2. Provide Small group instruction to provide remediation and/or enrichment with ELA standards.

a. During PLCs teachers will collaboratively analyze data to develop small groups.

b. Teachers will plan standards-based differentiated lessons to support student learning.

c. Teachers will execute instruction and assess student learning to ensure proper monitoring of student learning gains to adjust instruction as needed.

d. Teachers review data and participate in data chats with administration, parents, and students.

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

2. Utilize the SDPBC - Modules of Instruction and Ready to teach core ELA Standards in grades 3-5 & Benchmark Advance to teach core ELA standards in grades K -2.

a. PD will be held to build teacher capacity.

b. SSCC and Resource Teacher will model and provide coaching.

c. Data analysis of assessments to ensure students are progressing and to support with remediation/enrichment

d. Teachers will attend PLCs with the SSCC and the North Region to preview lessons, develop small groups, and understanding materials and program components.

Person Responsible   Chianti Cartwright (chianti.cartwright@palmbeachschools.org)

3. Utilize Adaptive Technology Programs (i.e. iReady, Benchmark Advance) to provide personalized, differentiated instruction in grades K-5.

a. Students will participate in Diagnostic testing (3x per year) as per the District's calendar.

b. Teaches develop rotational schedules to ensure students utilize technology to supplement learning.

c. Teachers pull i Ready Reports to analyze data and encourage participation and use and make adjustments to instructions during small groups.

d. Professional development/supports will be provided throughout the year by SSCC, Region, and the iReady contact.

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

Person Responsible   Chianti Cartwright (chianti.cartwright@palmbeachschools.org)

4. Implements Go to Strategies with ELLs to enhance acquisition and utilization of spoken and/or written English.

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

b. Schedule refresher training on Go to Strategies for all instructional staff.

c. Identify ELL Students for extended learning opportunities

d. Provide and support parent involvement through training opportunities to help them understand student needs and the resources and materials we use.

Person Responsible   Danesha Kitchen (danesha.kitchen@palmbeachschools.org)

5. Provide PLC's/Professional Development

a. Development of a PLC schedule to include all content area teachers, resource teachers, and fine arts.

b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

c. SSCC and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.

d. SSCC and resource teacher will assist with standards-based planning to build teachers' capacity with the Florida standards, item specifications, ALDs during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.

e. SSCC and resource teacher will build professional learning opportunities for teachers to utilize research-based strategies.

Person Responsible   Chianti Cartwright (chianti.cartwright@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data from SafeSchoolsforAlex.org, Roosevelt Elementary School ranks 425 out of 1,395 schools earning the ranking of LOW when compared to all elementary schools statewide. The school ranked 37 out of 82 schools in the county. The school reported .3 incidents per 100 students with a total enrollment of 360 students accounting for 1 incident during the 2019-2020 school year. When analyzing the ranking details 1 incidents rated MIDDLE for a violent incident of a Physical Attack. There were zero property incidents resulting in a VERY LOW ranking. There was 0 incidents for for Drug/Public Order also resulting in a ranking of VERY LOW. The school's ranking was 1132/1395 in the county and 74/126 suspensions per 100 students was 7.8, a ranking of Very High. Total reported suspensions in 2019 - 2020 was 28 resulting in a decrease of 9 when compared to 2018 - 2019.

To support our students and make an impact on incidents, we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via our Standard Operating Procedures (Student Handbook),monitoring SwPBS through data,lessons and resources. Roosevelt Elementary School will provide in school support to foster positive relationships with all. Our School Behavioral Health Professional and part-time Co-Located Therapist also supports students and helps to build a positive, safe school climate.

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.

Roosevelt Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and monitoring PBS through data. Our behavior matrix and expectations are posted throughout the school. Students are encouraged to R.O.C.K - be

RESPECTFUL and RESPONSIBLE; OWN their actions, be good school CITIZENS so that they can KEEP learning. Our school also strives to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways - celebrations, assemblies and other incentives. In alignment to the School Board Policy 2.09 and Florida State Statue 1003.42. Roosevelt 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 media our library selection is filled with books related to the variety of cultures.

Our Guidance Counselor, teachers mental health lessons mandated by the State Florida utilizing Suite 360 Lessons. Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health awareness. Throughout the Suite 360 Curriculum, students participate in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking and Awareness of Resources and the Process of Assessing Treatment.

Our School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. This SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our School Counselor works in partnership with families and the District McKinney-Vento Liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Teacher to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. Our ESOL Teacher work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Safe and Drug Free Schools initiatives such as Red Ribbon Week and other programs that support prevention of violence in and around the school are implemented on an ongoing basis.

The school nurse provides support and nutrition information for those students who have food allergies or have been diagnosed with diabetes.

Teaming is leveraged across all school staff to ensure the effective implementation of school initiatives and other programs, including weekly PLCs, weekly Administrative Collaboration, monthly Instructional Leadership Team meetings, monthly Wellness/Safety Meetings, etc.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the councilors, and the SBT is key to building a positive culture. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

Roosevelt Elementary School implements multiple measures of analyzing school-wide data that drives the RTI process. Student assessments include but are not limited to FLICKERS, Diagnostics, Performance Matters Assessments, Florida Standards Assessments, iReady district diagnostics, and RRR. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional

coaches to assess data, modify, and implement differentiated instruction based on the results of data.

Roosevelt Elementary School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectation Scripts, Grade Level Assemblies,Student/Teacher Incentives & Recognition, Spirit Week(s), SwPBS, Teacher Wellness Room,Parent University Google Classroom,Family Curriculum Nights/Workshops & SAC meetings. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promotes collaboration among staff members with a focus on leadership and creates a positive environment in which teachers can share best practices that are responsive to student needs. Ensures that platforms are available that promote collaboration that positively influence the school culture and climate which ultimately impact student achievement.

School Counselor: Supports a positive culture and environment through lessons that are centered around Social Emotional Practices and Character Education to include drug/substance abuse, technology safety and wellness. Planned and impromptu interactions with students creates a welcome and warm school climate.

Teachers: Incorporate SwPBS which is a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few).

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting

democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: Math, Reading, Social Studies, Science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00