

The School District of Palm Beach County

Roosevelt Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Positive Culture & Environment	25
Budget to Support Goals	26

Roosevelt Middle School

1900 N AUSTRALIAN AVE, West Palm Beach, FL 33407

<https://rms.palmbeachschools.org>

Demographics

Principal: Jeremiah Stewart

Start Date for this Principal: 8/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (51%) 2017-18: C (52%) 2016-17: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	26

Roosevelt Middle School

1900 N AUSTRALIAN AVE, West Palm Beach, FL 33407

<https://rms.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2020-21 Title I School</p> <p>Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>94%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>99%</p>

School Grades History

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

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Stewart, Jeremiah	Principal	<p>The principal provides the overall school vision for achieving academic and social goals.</p> <p>The principal utilizes the FCIM Model to monitor the progress in meeting the goals.</p> <p>The principal meets frequently with assistant principals, academic coaches, and other instructional leaders to review progress and make instructional decisions to enhance student achievement.</p>
Jones, Lori	Assistant Principal	<p>The assistant principal is responsible for their respective grade level. This includes all content areas and discipline. The assistant principal works closely with each department instructional leader to ensure that standards-based instruction is implemented and monitored. The assistant principal also provides ongoing support to the departments to ensure data-based decisions are the focus for instructional practices within the content.</p>
Rolle, Samuel	Assistant Principal	<p>The assistant principal is responsible for their respective grade level. This includes all content areas and discipline. The assistant principal works closely with each department instructional leader to ensure that standards-based instruction is implemented and monitored. The assistant principal also provides ongoing support to the departments to ensure data-based decisions are the focus for instructional practices within the content.</p>
Pettiford, Kimberly Y.	Assistant Principal	<p>The assistant principal is responsible for their respective grade level. This includes all content areas and discipline. The assistant principal works closely with each department instructional leader to ensure that standards-based instruction is implemented and monitored. The assistant principal also provides ongoing support to the departments to ensure data-based decisions are the focus for instructional practices within the content.</p>
Potenza, Mia	Other	<p>The SSCC supports the administration and provides professional development to the instructional staff. This includes whole group PD and PD on an as-needed basis based on observations by the administration. The SSCC leads the PLCs for the math department and provides support during PLCs for all other departments.</p>
Kelly, Mercia	Reading Coach	<p>The instructional coach works with the leadership team, instructional leaders, and classroom teachers to evaluate school core content. With support from the school leaders, the instructional coach designs instructional routines, standards-based assessments, and classroom interventions for each content area. The instructional coach also works with district personnel for support in meeting to academic needs of the whole school. The instructional coach analyzes grade level/content data, and provides professional development in evidence-based strategies to increase student achievement.</p>

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

Demographic Information

Principal start date

Monday 8/2/2021, Jeremiah Stewart

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

5

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.*

21

Total number of teacher positions allocated to the school

74

Total number of students enrolled at the school

910

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

1

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

3

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	273	351	330	0	0	0	0	954
Attendance below 90 percent	0	0	0	0	0	0	78	26	24	0	0	0	0	128
One or more suspensions	0	0	0	0	0	0	15	13	2	0	0	0	0	30
Course failure in ELA	0	0	0	0	0	0	149	96	116	0	0	0	0	361
Course failure in Math	0	0	0	0	0	0	129	57	23	0	0	0	0	209
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	77	97	113	0	0	0	0	287
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	38	44	59	0	0	0	0	141
Number of students with a substantial reading deficiency	0	0	0	0	0	0	196	191	153	0	0	0	0	540
FY21 ELA Diag Levels 1 & 2	0	0	0	0	0	0	101	117	85	0	0	0	0	303
FY21 Math Diag Levels 1 & 2	0	0	0	0	0	0	135	127	132	0	0	0	0	394

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	137	77	76	0	0	0	0	290

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 8/18/2021

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	0	0	0	0	0	0	341	349	326	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	78	12	8	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	21	65	38	0	0	0	0	124
Course failure in ELA	0	0	0	0	0	0	0	7	36	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	49	86	81	0	0	0	0	216
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	54	63	0	0	0	0	164
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	179	182	188	0	0	0	0	549
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	145	135	158	0	0	0	0	438

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	113	62	66	0	0	0	0	241

The number of students identified as retainees:

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

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	0	0	0	0	0	0	341	349	326	0	0	0	0	1016
Attendance below 90 percent	0	0	0	0	0	0	78	12	8	0	0	0	0	98
One or more suspensions	0	0	0	0	0	0	21	65	38	0	0	0	0	124
Course failure in ELA	0	0	0	0	0	0	0	7	36	0	0	0	0	43
Course failure in Math	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	49	86	81	0	0	0	0	216
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	47	54	63	0	0	0	0	164
FY20 ELA Diag Levels 1 & 2	0	0	0	0	0	0	179	182	188	0	0	0	0	549
FY20 Math Diag Levels 1 & 2	0	0	0	0	0	0	145	135	158	0	0	0	0	438

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	113	62	66	0	0	0	0	241

The number of students identified as retainees:

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

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				44%	58%	54%	42%	56%	53%
ELA Learning Gains				50%	56%	54%	49%	57%	54%
ELA Lowest 25th Percentile				41%	49%	47%	38%	49%	47%
Math Achievement				55%	62%	58%	54%	61%	58%
Math Learning Gains				55%	60%	57%	59%	61%	57%
Math Lowest 25th Percentile				48%	53%	51%	50%	54%	51%
Science Achievement				31%	52%	51%	33%	55%	52%
Social Studies Achievement				56%	75%	72%	64%	75%	72%

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
06	2021					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison						
07	2021					
	2019	40%	53%	-13%	52%	-12%
Cohort Comparison		-45%				
08	2021					
	2019	44%	58%	-14%	56%	-12%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	60%	-1%	55%	4%
Cohort Comparison						
07	2021					
	2019	9%	35%	-26%	54%	-45%
Cohort Comparison		-59%				
08	2021					
	2019	55%	64%	-9%	46%	9%
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	30%	51%	-21%	48%	-18%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	72%	-18%	71%	-17%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	85%	64%	21%	61%	24%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

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

For each grade level and time frame, we used the district USA data. These assessments are created by the district to mimic the rigor of questions the students will see on the FSA, EOC and NGSS assessments at the end of the year.

		Grade 6			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		46.8	41.7	39.8
	Economically Disadvantaged		46.1	40.6	38.6
	Students With Disabilities		21.9	23.3	19
	English Language Learners		22.5	15.6	11.4
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		37.7	30.7	34.7
	Economically Disadvantaged		37.2	30.1	34
	Students With Disabilities		22.9	17.5	18.2
	English Language Learners		19.4	15.9	26.7

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43.4	40.1	37.7
	Economically Disadvantaged	42.6	38.9	36.3
	Students With Disabilities	9.5	10.2	13.2
	English Language Learners	19	16.3	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.7	37.3	32.6
	Economically Disadvantaged	31.1	35.8	31.7
	Students With Disabilities	17.6	20.8	18
	English Language Learners	20.6	20.8	21.6
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students		47.7	38.2
	Economically Disadvantaged		47	37.5
	Students With Disabilities		32	17.3
	English Language Learners		32	15.4

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62.4	66.4	57.5
	Economically Disadvantaged	61.4	66.1	56.2
	Students With Disabilities	34	38	32.1
	English Language Learners	25	39.3	25.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43.3	40.7	40.6
	Economically Disadvantaged	43	40.8	39.7
	Students With Disabilities	15.4	5.4	8.7
	English Language Learners	75	26.1	17.9
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	47.6	56.6	57.7
	Economically Disadvantaged	45.7	55.1	56.7
	Students With Disabilities	26.1	34.6	32.7
	English Language Learners	22.7	28.6	28.6
	Number/% Proficiency	Fall	Winter	Spring

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	9	18	17	14	18	19	11	8	40		
ELL	35	40	34	34	22	10	12	32	62		
ASN	79	71		71	43						
BLK	35	33	25	27	18	21	23	31	59		
HSP	44	42	28	40	23	9	29	42	72		
MUL	67	53		57	21						
WHT	47	43		40	29						
FRL	38	36	26	31	19	18	25	35	62		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	39	34	28	46	38	8	30	71		
ELL	34	43	42	51	57	47	16	40	79		

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
ASN	86	93		100	92				87		
BLK	44	48	41	52	53	48	28	55	80		
HSP	44	52	44	61	61	51	35	55	80		
MUL	43	50		57	43						
WHT	63	65		73	63						
FRL	42	47	40	53	54	48	28	53	79		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	30	27	22	43	40	8	28			
ELL	24	46	44	34	53	54		45			
ASN	84	80		96	88		82		100		
BLK	42	49	39	52	57	45	33	65	80		
HSP	36	47	39	53	64	65	20	55	59		
MUL	67	50		58	42						
WHT	58	46		92	85						
FRL	42	49	38	53	59	50	31	63	84		

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	34
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	336
Total Components for the Federal Index	10
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	32
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	66
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	32
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	36
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	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
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?

With the exception of 8th grade ELA, all of our grade level and content areas dropped on the 2021 FSA as a result of blended learning. Overall, math (all grade levels) and civics took the biggest hit. Civics dropped from a 54% pass rate in 2019 to a 34% pass rate in 2021. Math averages about a 25% drop. Looking at our subgroups, our ELL students dropped the most compared to the other subgroups. Our ELLs dropped 16.8% in 6th grade ELA, 16.3% in Civics, and about 25% in math. Our ESE subgroup also took a hit with the exception of 8th grade ELA and Science. ESE went up 0.1% in 8th grade ELA and up 3.1% in science. Our eighth grade ESE students appeared to perform the best with those improvements and only a 9.8% drop in math. However, ESE dropped 22.4% in Civics, 23.6% in 6th grade math, 13.3% in 6th grade ELA and 10.6% in 7th grade ELA. Our lowest assessment continues to be 7th grade math with only a 2.9% pass rate in 2021 compared to a 9.5% pass rate in 2019.

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

According to our 2019 and 2021 FSA data, our lowest performing subgroup is our ESE students. The only areas where ESE improved during 2021 was 8th grade ELA (+0.1%) and 8th grade Science (+3.1%). Even though our ELLs took the biggest drop in 2021, they still outperformed our ESE students. For example, only 2.3% of 7th grade ESE students passed the ELA FSA compared to 34.8% of the entire grade level. Similarly in 7th grade, only 7.8% of ESE students passed the Civics EOC compared to 34.1% of all 7th graders. Our greatest content area of need are Civics and 7th grade math. With a 34.1% pass rate in Civics, it is one of the lowest in the district. In 7th grade math, we only has 2.9% pass the FSA in 2021. In 7th grade, our level 3-5 students take 8th grade level math and take the 8th grade FSA. Our lower level math students in 7th grade demonstrate a high level of improvement.

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

The biggest obstacle our school faced last year was blended learning. On average, we only had about one-third of our students on campus on a daily basis and the rest were at home attending school virtually. The ESE and ELL students particularly struggled in this type of learning setting because the ones at home only received their additional support virtually instead of in person. Our math students struggled so much with blended learning because the teacher could not watch them perform the math problems and address the mistakes as they were happening like in a traditional setting. To improve, all of our students are face-to-face this school year. Our ESE teachers will be able to pull small groups during class to provide individualized instruction based on the level of the students and fill any gaps they may have from last year. The ESE teachers will be able to provide

them with the proper accommodations that they may not have been able to have while at home (small group test setting). To assist our students in math, we have intensive math classes for all three grade levels that has been offered to those students who showed a decline last school year. We also will purchase "All for One" learning online platform that will allow the teachers to make common assessments that resemble the test questions on the FSA for the students to be more familiar with the rigor and question types of the FSA.

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

Our only areas of improvement during the 2021 school year fall under 8th grade ELA and 8th grade science. Our 8th grade ELA scores went up in all categories. Overall the pass rate went from 44.1% in 2019 to 44.4% in 2021. The ESE students went up 0.1% and free/reduced lunch students went up 2.8%. There is no 2019 8th grade ELL data to compare this year to. Although 8th grade science dropped overall from 30% passing to 25.4%, their ESE students went up from 7.5% passing to 10.6%. This subcategory is the biggest improvement in 2021.

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

Our 8th grade ELA and 8th grade science teachers did a lot of collaborating on different strategies to use during blended learning. Both sets of teachers utilized the "shopping cart" strategy for test taking and conducted a standard breakdown with the students while introducing every new standard. This allowed the students to know exactly what was expected of them for each standard and had a uniform method for taking all of their assessments.

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

In order to accelerate learning, we will be implementing collaborative study groups. This will allow the students to interact more with one another with their learning. They can help each other master the content. We will continue to use iXL, Kessler Science and Gizmos online learning platforms. This year we will add Successmaker for intensive math, Writable for ELA and All for One Learning. These online platforms allow the students to practice the current standards they are on while also providing individualized learning plans to fill any gaps they may have. All for One learning is an assessment platform that allows the teachers to make common assessments and get real time data from their students. This platform also mimics the rigor and question types that the students will see on the FSA so they will be very familiar and confident once it becomes testing time.

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.

Our first professional development opportunity of the year will be on the AVID Collaborative Study Groups. During this session, teachers will learn various strategies for how to effectively use collaborative study groups and train their students for proper implementation. We will also offer professional development on each of the online learning platforms that our teachers will be using for their content area this year. SMART is providing a training for our teachers how to use their platform and create small groups based on specific needs.

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

We will start our tutorial program early this school year to provide extra support for our students. Tutorial will be available after school and during lunch for those students who cannot stay late. Through the use of our online programs, our students will be able to build their skills in each content

area throughout their three years in middle school. Our teachers are being trained on collaborative study groups which is an AVID strategy they will use this year as well as in the future.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:

Based on our FY21 FSA results, our students dropped in all subject areas. Regardless of the classroom setting, the teachers need to be able to teach to the full extent of the standard including the rigor intended, associated Depth of Knowledge level questions and the question types associated with the standard. Through standards-aligned instruction our teachers can ensure that our students are getting practice with all parts of the standard. Data shows with the exception of 8th grade ELA, all of our grade level and content areas dropped on the 2021 FSA as a result of blended learning. Overall, math (all grade levels) and civics took the biggest hit. Civics dropped from a 54% pass rate in 2019 to a 34% pass rate in 2021. Math averages about a 25% drop. Looking at our subgroups, our ELL students dropped the most compared to the other subgroups. Our ELLs dropped 16.8% in 6th grade ELA, 16.3% in Civics, and about 25% in math. Our ESE subgroup also took a hit with the exception of 8th grade ELA and Science. ESE went up 0.1% in 8th grade ELA and up 3.1% in science. Our eighth grade ESE students appeared to perform the best with those improvements and only a 9.8% drop in math. However, ESE dropped 22.4% in Civics, 23.6% in 6th grade math, 13.3% in 6th grade ELA and 10.6% in 7th grade ELA. Our lowest assessment continues to be 7th grade math with only a 2.9% pass rate in 2021 compared to a 9.5% pass rate in 2019.

Measurable Outcome:

Our goals for the FY22 FSA:
 ELA 6th: 47%
 ELA 7th: 43%
 ELA 8th: 48%
 Science: 35%
 Civics: 60%
 Math 6th: 60%
 Math 7th: 12%
 Math 8th: 58%
 Algebra: 90%
 Geometry: 90%

Monitoring:

District created and team created common assessments will be administered to students to monitor the progress of each standard. During PLCs our teachers will analyze the data from these assessments to determine areas of strength and areas that need to be retaught. Administrators and coaches will perform weekly walk throughs to ensure lessons are standards-based and students are getting the correct level or rigor and item types for each standard. Teachers are to turn in lesson plans every other week for the observing administrator to look over and provide suggestions for improvement.

Person responsible for monitoring outcome:

Jeremiah Stewart (jeremiah.stewart@palmbeachschools.org)

Evidence-based Strategy:

1. Differentiated Small Group Instruction to support all students, specifically our SWDs.
2. Academic Tutors (In School Tutorials)
3. After School Tutorial
4. Adaptive Technology
5. Remediation through Technology
6. HMH Collection to improve writing
7. AVID (Focus Note-taking, Reading Strategies, Collaborative Study Groups)
8. SwPBS
9. Intensive Math classes to provide additional support

Rationale for Evidence-based Strategy:

1. Differentiated Small Group Instruction allows for targeted instruction based on student needs.
2. Academic Tutors (In School Tutorials) will remediate and enrich students in addition to the core instructions
3. After School Tutorial provides students the opportunity to receive additional instruction, strategies, and resources to close the achievement gap.
4. Adaptive Technology provides students to receive differentiated remediation and enrichment at their level.
5. AVID (Focus Note-taking, Reading Strategies) allows for students to learn and practice the skills necessary to become life learners.
6. SwPBS allows students to build character and self esteem through positive behavior methodologies.

Action Steps to Implement

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

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

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

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

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

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

4. Adaptive Technology
 - a. teachers will incorporate ALL in Learning within classrooms to create common assessments
 - b. teachers will incorporate Writable and Reading Plus within Reading and ELA classrooms
 - c. teachers will incorporate iXL within math classrooms
 - d. teachers will incorporate Kessler Science and Gizmos in the science classrooms
 - e. intensive math teachers will incorporate Successmaker in class

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

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

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

6. SWPBS
 - a. Velt Bucks: students earn Velt Bucks when demonstrating any part of PRIDE anywhere on campus. All teachers, administrators and support staff are given Velt Bucks to hand out. Students can purchase items

- on the prize cart or attend a PBS day at the end of each quarter.
- b. Conduct grade level assembly videos to ensure teachers, faculty, and students understand expectations and processes.
 - c. Consistent and continual motivation throughout the school year.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

According to Safeschoolsforalex.org, Roosevelt Middle School is the #1 ranked middle school in the county and #20 in the state as far as incidents reported in FY20. We were ranked #84 in the state in the Drug/Public Order Incidents category. Our suspension rate has dropped from 136 in FY14 to 96 in FY19. We fall in the middle of the state in this category.

Our two main areas of focus are Drug/Public Incidents and Out of School Suspensions. We have partnered with DATA (Drug Abuse Treatment Association) and they have placed a drug prevention counselor at our school on a daily basis. This counselor can work with identified at-risk students who may already be using or could potentially be using drugs. Through this partnership, we hope to drastically decrease our number of drug incidents. Through PBS, one of our main focuses will be decreasing the number of out of school suspensions. We will analyze the suspension data to determine common locations and times of these incidents and repeat offenders. The repeat offenders will be placed in Tier 2 and Tier 3 interventions to try to prevent another incident. By identifying any common locations or times we can place support staff or necessary interventions to try to eliminate the problem. Students will constantly be rewarded through PBS for following our Universal Guideline (PBS) to try to encourage the correct behavior and eliminate the negative behaviors.

For example, RMS will support SWD student by creating a discipline committee team. The team will consist of an assistant principal, a teacher, guidance counselor, ESE coordinator, Behavior Health Specialist, ELL Counselor, CLF, and the Principal. The responsibility of the team would be to meet once a month to discuss any incidents occurring on campus resulting in an out of school suspension of SWD students over 5 days. The team will establish and provide a list of appropriate and effective alternatives to out of school suspensions that effectively and appropriately address the inappropriate behaviors and discipline needs that are identified on our campus; including but not limited to mental health counseling, social emotional counseling, restorative justice, community service and referral for School Based Teams and Outside Organizations.

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.

Parent Podcast: The leadership team will be conducting a weekly online Parent Podcast through Youtube Live to communicate with all stakeholders different events that are happening at Roosevelt. The instructional coaches will be providing weekly tips and tricks to help parents help their child. These tips will focus on the various online platforms that our students use on a daily basis and how the parents can check their child's work.

PTSA/SAC: The PTSA and SAC allow various stakeholders to be involved with on campus decisions and support school initiatives.

Choice Open House: Upcoming, future Roosevelt students and families can explore and learn more about the different magnet programs that we offer and how they can apply for them.

Science Night: Science Night allows students and parents to explore different STEM activities to enhance the science curriculum.

Curriculum Night: Stakeholders are provided with information from the instructional coaches on ways to prepare our students to be successful in their content FSA and NGSS testing.

AVID: AVID creates a school culture that is focused on our students becoming college-ready and having the conversations about what it takes to go to college. Our students will

participate in college spirit days, college projects, college bulletin boards, and college presentations.

PBS: Students are rewarded for positive behaviors which creates a positive school culture.

Teachers will give students "Velt Bucks" when they are doing something that represents PRIDE. The students will be able to cash in Velt Bucks on certain days during lunch for various prizes/incentives.

Social-Emotional Learning: All teachers are required to complete a social/emotional check or activity at the beginning of the class period to ensure that all students' needs are being met.

Guidance counselors and the mental health behavior specialist provide services for any student who might need more assistance

Culture of Diversity: Students are 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 with a focus on reading and writing across all content areas.

To appreciate the diversity on our campus, our students will be provided opportunities to share their cultures through Hispanic Heritage and Black History months. During these months, students will create projects on important people from those cultures and the impact that they had. Students will be provided reading and writing prompts using Commonlit that highlight important people and customs of various cultures.

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

Mrs. Potenza is our Single School Culture Coordinator and PBS Internal Coach. Through both roles, her responsibility is to create and promote positive school culture and environment. The Velt Bucks system is in place to empower all staff members (both instructional and non-instructional) to reward students for demonstrating the positive behaviors that are outlined in our PBS matrix and universal guidelines. Mrs. Potenza is in charge of overseeing the Velt Bucks program and its fidelity.

Our administration is responsible for promoting and ensuring a safe environment for the students and staff. They do this by constantly being visible on campus, ensuring all doors in their assigned area are locked and immediately handling any incidents on campus.

Our staff is responsible for promoting a positive culture by following the Velt Bucks system and encouraging a positive environment in all areas of campus.

The families of our students are responsible for ensuring that any homework is completed and the students know they are held to high expectations at school and home.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$0.00