Theodore Roosevelt Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Theodore Roosevelt Elementary School

1400 MINUTEMEN CSWY, Cocoa Beach, FL 32931

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

Demographics

Principal: Elizabeth Hill Brodigan J

Start Date for this Principal: 6/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (68%) 2016-17: A (73%)
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 Brevard County School Board.

SIP Authority

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

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

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

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

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

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-6	No	34%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Humphrey, Kimberly	Principal	Lead overall school instructional plan and implementation. Oversee implementation of professional development of educators. Engage in goals setting with educators. Monitor, observe instruction and provide feedback for noted achievement and growth needs. Oversee instruction and assess the needs of teachers. Communicate key information vital to our school improvement goals and needs to faculty, staff and community. Be an active member and participant in stakeholder focused organizations (School Advisory and Parent Teacher Organizations). Make decisions regarding: everyday function and needs of campus facilities as they impact the ability of teachers to provide high-quality standards-driven instruction. Keep track of whole school data and coordinate efforts to address strengths and weaknesses. Support faculty, staff, and students through recognition of their efforts and accomplishments. Monitor whole school Multi-tiered System of Support process. Collaborate with instructional leadership team to ensure whole school implementation improvement focus. Organize and facilitate school-wide efforts to maintain security of campus. Communicate with various district level entities in maintaining campus and addressing various building, instructional, personnel and community needs throughout each day. Communicate district updates and expectations for faculty/staff, to ensure adherence via monitoring and collaborating with impacted faculty and staff. etc.
Blaile, Roxanne	Assistant Principal	Observe instruction in efforts to support teacher goal setting and implementation. Site in-service representative-this component of the assistant principal's role is vital to ensure that teachers are participating in ongoing quality professional development. Monitor, observe instruction and provide feedback for noted achievement and growth needs. Collaborate with the principal in efforts to review and communicate faculty/staff/student needs. Discipline of students Tracking data to ensure student discipline needs are being met and addressed adequately. Coordinate and facilitate yearly after school support program. Partners in Education Contact. Serve as an active member of school leadership team, threat assessment team. Coordinate safety drills. Ensure textbook needs are met. FOCUS contact and campus facilitator. Assist the Principal in overseeing eLearning instruction and assess the

Name	Position Title	Job Duties and Responsibilities
		needs of teachers. Communicate key information vital to our school improvement goals and needs to faculty, staff and community. Be an active member and participant in stakeholder focused organizations (Parent Teacher Organization). Assist the Principal in make decisions regarding: everyday function and needs of campus facilities as they impact the ability of teachers to provide high-quality standards-driven instruction. Assist the Principal in keeping track of whole school data and coordinate efforts to address strengths and weaknesses. Support faculty, staff, and students through recognition of their efforts and accomplishments.
Anderson, Stephanie	School Counselor	* Recognize and appropriately take care of individual students' social-emotional challenges. * Provide Psychoeducational counseling to students as needed. * Collaborate with stakeholders to determine how to best meet academic needs of our students. * Submit referrals to outside agencies as necessary. * Respond effectively to crises affecting students and faculty. * MTSS Chairperson * 504 Contact * ESOL Contact * LEA * Student-in-Transition Contact * Hospital Homebound Contact * Healthy Living Liaison
Parker, Elizabeth	Instructional Coach	* supporting teachers and administration with state/district and school base assessments * data collection and analysis * providing professional development to assist with rigorous standards-based instruction * managing the iReady data and observing instruction to provide assistance and any needed resources * instructing and managing Reading Endorsement course

Demographic Information

Principal start date

Thursday 6/1/2017, Elizabeth Hill Brodigan J

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

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
22

Total number of students enrolled at the school
263

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	21	30	31	33	49	45	54	0	0	0	0	0	0	263
Attendance below 90 percent	1	6	4	6	3	5	10	0	0	0	0	0	0	35
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	1	2	2	6	3	0	0	0	0	0	0	14
Level 1 on 2021 FSA ELA	0	0	0	1	3	5	5	0	0	0	0	0	0	14
Level 1 on 2021 FSA Math	0	0	0	1	8	5	6	0	0	0	0	0	0	20

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	1	12	11	11	0	0	0	0	0	0	35

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	1	1	1	2	1	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Sunday 9/12/2021

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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				78%	62%	57%	82%	60%	56%
ELA Learning Gains				62%	60%	58%	69%	54%	55%
ELA Lowest 25th Percentile				53%	57%	53%	46%	46%	48%
Math Achievement				75%	63%	63%	78%	62%	62%
Math Learning Gains				71%	65%	62%	61%	59%	59%
Math Lowest 25th Percentile				72%	53%	51%	56%	49%	47%
Science Achievement				73%	57%	53%	85%	57%	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	70%	64%	6%	58%	12%
Cohort Comparison						
04	2021					
	2019	70%	61%	9%	58%	12%
Cohort Comparison		-70%				
05	2021					
	2019	79%	60%	19%	56%	23%
Cohort Comparison		-70%				
06	2021					
	2019	82%	60%	22%	54%	28%
Cohort Comparison		-79%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	61%	-4%	62%	-5%
Cohort Comparison						
04	2021					
	2019	69%	64%	5%	64%	5%
Cohort Comparison		-57%				
05	2021					
	2019	88%	60%	28%	60%	28%
Cohort Comparison		-69%				
06	2021					
	2019	84%	67%	17%	55%	29%
Cohort Comparison		-88%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	72%	56%	16%	53%	19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

i-Ready Diagnostic was used as the school's progress monitoring tool. It was administered to all students during the Fall, Winter, and Spring in all grade levels.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/78%	20/89%	25/89%
	Economically Disadvantaged	7/57%	7/86%	7/86%
	Students With Disabilities	2/100%	2/100%	3/100%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19/50%	19/83%	24/83%
	Economically Disadvantaged	7/29%	6/57%	7/71%
	Students With Disabilities	2/100%	2/100%	3/100%
	English Language Learners	0	0	0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/48%	23/57%	24/86%
	Economically Disadvantaged	7/43%	7/57%	7/86%
	Students With Disabilities	3/0%	3/0%	3/67%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	21/33%	23/62%	24/81%
	Economically Disadvantaged	7/57%	7/57%	7/86%
	Students With Disabilities	3/0%	3/0%	3/33%
	English Language Learners	0	0	0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/28%	24/48%	24/52%
	Economically Disadvantaged	7/57%	7/57%	7/57%
	Students With Disabilities	8/38%	8/25%	8/50%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24/24%	23/32%	24/28%
	Economically Disadvantaged	7/29%	7/43%	7/43%
	Students With Disabilities	8/25%	8/25%	8/13%
	English Language Learners	0	0	0
Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/61%	39/88%	39/88%
	Economically Disadvantaged	12/58%	12/92%	11/92%
	Students With Disabilities	4/75%	4/75%	3/100%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	41/15%	39/44%	39/63%
	Economically Disadvantaged	12/0%	12/33%	11/55%
	Students With Disabilities	4/25%	4/50%	3/75%
	English Language Learners	0	0	0

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30/53%	31/57%	33/77%
	Economically Disadvantaged	11/45%	11/64%	12/91%
	Students With Disabilities	3/33%	3/0%	3/33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30/17%	31/40%	33/73%
	Economically Disadvantaged	11/9%	12/36%	12/82%
	Students With Disabilities	3/0%	3/0%	3/33%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39/49%	42/64%	43/67%
	Economically Disadvantaged	16/44%	16/50%	17/69%
	Students With Disabilities	7/14%	7/29%	7/14%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/23%	41/46%	43/72%
	Economically Disadvantaged	15/7%	17/25%	17/65%
	Students With Disabilities	7/0%	7/0%	7/14%
	English Language Learners	0	0	0

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	50	54		44	46						
HSP	77			62							
MUL	100			70							
WHT	73	71	64	67	69	61	53				
FRL	72	71		61	61		36				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	57	55	56	49	66	64	69				
HSP	67	50		63	56						
MUL	79	45		79	82						
WHT	81	64	56	78	70	71	78				
FRL	83	72		69	71	77	60				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	59	50	14	57	59	42	55				
BLK	70			80							
HSP	67	61		67	61						
MUL	93	75		80	67						
WHT	84	68	44	80	61	56	84				
FRL	79	65	45	68	63	55	80				

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	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	7
Percent Tested	96%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	70
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	85
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	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Grades 3 and 6 showed increases in students scoring level 3 or higher in FSA Reading with third grade increasing from 70% to 77% and sixth grade made the largest gain from 82% to 96%. Fourth grade showed a decreased from 70% to 65%. Fifth grade showed a decreased from 79% to 66%. There was an overall decrease of level 3 and above in FSA Math across grade levels (4th 69% to 59%, 5th 88% to 65%, and 6th 84% to 77%).

With the exception of Grade 1 our ESE population show the lowest percentage of proficiency overall with Grades 5 and 6 showing less than 50% proficiency in ELA, 20 and 10 percent respectively and Grades; 2, 3, 5, and 6 showing a less than 50% proficiency in Math.
In iReady, Grade 4 demonstrates steady growth in two data points (FRL Math from 0% proficiency to 50% proficiency, overall Math from 20% proficiency to 60%). In iReady Grade 3 demonstrates the lowest percentage of proficiency across the different subjects and groupings; FRL, ESE, and overall Reading and Math iReady.
Science proficiency has shown a steady decline over the past three years (85,73,60).

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

While Roosevelt showed overall decreases in the majority of assessed areas for FSA, the trend data in iReady also show a need to focus on instruction in grades 3 . Grade 3 did increase by 7 percentage points in FSA reading, yet that in combination with the rate of growth in reading, beginning at 28% proficiency and ending at 52%, and the instability of growth maintenance in iReady math 24,32,218) identify this grade level as having the greatest need for improvement.
Science is another area showing a great need for improvement and an overall decline to what is now 60% is of great concern.

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 greatest contributing factor was eLearning, and quarantine protocols. Providing consistent direct instruction to students is key in ensuring students have the greatest opportunity to achieve and grow. This year, we have returned to face to face learning and overtime with less students out for

quarantine, we will be able to return to focusing our attention on improving instruction.
In regard to science, due to the limitations surrounding the assessment data, it is difficult to pinpoint contributing factors. One of those factors is that different students are assessed each year as 5th grade is the only grade where science is assessed. Our John Hattie research shows that direct instruction produces the highest effect size. There have been 3 different teachers of science for each score received. Our thoughts then shift to what is being taught, and expected in grades 3 and 4 as these standards do show up on the 5th grade assessment; however are not taught again at that level. We plan to incorporate the use of performance matters to assess our students in grades 3 , 4, and 5. Students will take online assessments so that we may monitor the achievement and growth data as it relates to mastering grade level standards. Expecting 5th Grade solely to cover the 3rd, and 4th grade standards and teach the new standards of 5th grade is something we have determined to be unproductive. The collective work we are hoping will help our students to grow in proficiency percentages.

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

Students scoring level 3 and above in sixth grade made the largest gain increasing from 82% to 96%.

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

The sole teacher of ELA in 6th Grade is an exemplar educator. In addition, she went above and beyond, oftentimes late into the evening, working with students and families. This teacher provided instruction both live and online in multiple modalities and availed herself to her students and families for support on a greater than consistent basis.
To duplicate her efforts it would take a brand of teachers who would sacrifice personal and family time to go beyond the above and beyond to meet the needs of students that arose due to the pandemic.
We have already begun tapping into this teachers expertise by having her host professional development for colleagues and mentor up and coming current educators. BPS also has a new curriculum in ELA which is more rigorous and giving to building critical thinkers. Roosevelt believes this, minus the burdens of COVID-protocols will help us to get back on track with growth and achievement goals.

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

Roosevelt has a school-wide implementation of acceleration. Classroom teachers, with the help of activity teachers and instructional assistants provide students 30 minutes of daily acceleration instruction/lessons in small. The focus of the being front loading key vocabulary and other content relevant to upcoming standards-driven lessons/activities. iReady Diagnostics, Unit Assessments, and daily classroom activities are used to determine the content/standard focus of acceleration.

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.

Educators will participate in the following professional development:
English Language Arts Benchmark Advance and Savvas
iReady
Penda Science
The Writing Revolution
Eureka Math

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

We conduct bi-weekly Data Chats, Monthly Professional Development, and bi-weekly Faculty Meetings. These are built into the calendar each year. During these times, data are analyzed and reviewed, goals are set and revisited. This also helps to ensure we are allotting time to problem solve, address any new concerns for student progress, and build our knowledge of pedagogy. Purposeful planning of time to engage in these key strategies will continue to help in sustainability of improvement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Our lowest performance on the 2020-2021 FSA testing was Math in 4th grade. In 2019, it was at a 69% achievement for the school, but fell to 59% in the 2021 Math FSA testing. Our 5th and 6th grade Math Level 3 and above scores also fell from 88% to 65%, and 84% to 77%, respectively. The biggest decline we saw was in 5th grade, a drop of 23%. Our scores show us that we fell below 70% in 3rd, 4th, and 5th grade. We were still above the district and state average in all areas but because of these drops in our math achievement, we will focus on continually providing rigorous instruction in math using our Eureka curriculum with fidelity.
Measurable Outcome:	Our goal this school year is to grow from 67% achievement of Level 3 and above to 77% in Level 3 and above as a school. Simultaneously, each grade level will improve by 10% overall in the percentage of students receiving a Level 3 and above; 3rd Grade will improve from 62% to 72%, 4th Grade will improve from 59% to 69%, 5th Grade will improve from 65% to 75%, and 6th Grade will improve from 77% to 87%. Our overall Learning Gains in math will improve by 5%, 71% to 76%, and our Lowest 25% will see learning gains improvement of 10%, from 60% to 70%.
Monitoring:	We will monitor our Math Area of Focus by comparing i-Ready diagnostics, which are done three times a year; Fall, Winter, and Spring. Respectively, we will monitor our students pass rate of their i-Ready instructional pathway weekly lessons, and will intervene when a student is failing lessons through teacher/student data chats. If a student continues to fail lessons, we will then adjust the student's path in order to close the gap by providing teacher assigned lessons in the area that is challenging for the student. We will also monitor our Eureka End-of-Module exam scores in Performance Matters which will allow us to tweak our instruction as we progress through the year. This will also provide us with feedback to use during our intervention/acceleration time in the classroom where there are activity teachers pushing in to assist the classroom teacher in instruction.
Person responsible for monitoring outcome:	Roxanne Blaile (blaile.roxanne@brevardschools.org)
Evidence-based Strategy:	Throughout the last several years, Roosevelt has been targeting the instructional needs of students using differentiated instruction and progress monitoring using i-Ready, FSA, subgroup and other formative assessments. These strategies will continue this year and will be even more involved with students knowing their own achievement throughout the year using Data Notebooks. Students will track their own data for i-Ready diagnostics, as well as i-Ready weekly lesson pass rates. We will also be implementing acceleration in all grades by using our activity teachers to push into classrooms and provide support to the classroom teacher and to the students who are already on grade level. This will allow those students who need intervention to receive the small group time with their teacher, and those students who need acceleration to receive that small group instruction as well.
Rationale for Evidence-based Strategy:	DI relies on the teacher knowing students academically and social emotionally and using these data to meet the needs of the students (Tomlinson, 2013, Ferlazzo (n.d.)). Acquiring and using data effectively, calls for both students and teachers to engage in progress monitoring. Monitoring student progress provides ongoing checks which enables the teacher to plan for instruction based on the various data collection tools (i.e. iReady, FSA, formative and summative classroom assessments etc.) Effect size speaks to the impact that a particular strategy has on student achievement. Any effect size .40 or higher, is positive (Hattie, 2013). Roosevelt has shown increases in our Math Learning Gains and Lowest 25th Percentile learning gains by double digits. The teachers know that what they

have implemented works. Teacher confidence after a year of success implementing these strategies will increase and confidence in one's ability has a .92 effect size (Hattie, 2017).

Action Steps to Implement

We will review last years FSA and iReady data.

Person Responsible Roxanne Blaile (blaile.roxanne@brevardschools.org)

Collect baseline data in iReady and analyze for goal setting purposes.

Person Responsible Roxanne Blaile (blaile.roxanne@brevardschools.org)

Conduct bi-week data chats to set goals and assess the ongoing implementation of instruction purposed for addressing goals.

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

Collect mid and end of year data from in class instructional efforts and assessments as well as district and iReady assessments for ongoing review and goal adjustments as needed.

Person Responsible Roxanne Blaile (blaile.roxanne@brevardschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Data analysis will continue to be our focus in ELA across the grade levels. Our data from FSA shows a learning gain of 13% in ELA and a 21% learning gain in our lowest 25% group. However, our overall percentage of students scoring a level 3 or higher has decreased from 78% to 71%. Third grade showed an increase of students earning a level 3 or higher from 70% to 77%. Fourth grade showed a decreased from 70% to 65%. Fifth grade showed a decreased from 79% to 66% and sixth grade made the largest gain from 82% to 96%. ELA i-Ready Diagnostic 1, for grades 1-6 taken in September 2021, indicates 50% of our students are currently performing on or above grade level in ELA with 35% of our students performing 1 grade below grade level. ELA i-Ready Diagnostic 1 also indicates that 15% of our students are performing well below grade level in ELA. This is the rationale for improving our overall core instruction in ELA as data indicates a strong need to improve our overall core instruction in ELA.
Measurable Outcome:	The FSA data showed a decreased in students earning a level 3 or higher in ELA. Our target for 2021-2022 school year will be to increase the number of students achieving a level 3 or higher on the ELA FSA. Third grade will increase by 3%, fourth grade will increase by 10%, and fifth grade will increase by 10%. The i-Ready ELA data in September 2021 indicates that 50% of our students are currently performing on grade level. Our target for 2021-2022 school year will be to increase the number of students performing at grade level from 50% to 80% by our last ELA i-Ready diagnostic test in the Spring of 2022.
Monitoring:	We will continue to focus on the data and will monitor students throughout the year through monthly data chats and monitoring their i-Ready data. We will use evidence based data to execute strategies and to make decisions to positively impact our students. Strategies will align with our standards and core instruction and will include monthly meaningful writing assignments.
Person responsible for monitoring outcome:	Elizabeth Parker (parker.elizabeth@brevardschools.org)
Evidence-based Strategy:	We will focus on our students' data during our monthly meetings with teachers and teachers will meet with students individually to discuss their data notebooks with them. We will implement acceleration in all classroom with the support of activity teachers and instructional aids. We will have monthly students' writing that will be displayed throughout the school to be read by Dr. Humphrey. Dr. Humphrey will give feedback on writings.
Rationale for Evidence-based Strategy:	Data-driven instruction has been proven to be one of the most effective methods. This is noted by Robert J. Marzano, What Works In Schools: Translating Research Into Action. "Indeed, one of the defining, characteristics of schools producing unprecedented gains in student achievements, is that they rely on data to identify probable successful interventions (Hopkins & Ainskow, 1993). Teachers rely on data to make decisions of students specific needs and understand when teaching and learning is working and when it its not. Data-driven instruction emphasizes on whether students have mastered and learned the desire necessary skills. "They also rely on data to determine how effective those interventions are when implemented (Barth et al., 1999; Schmoker, 2001).

Action Steps to Implement

Monitor student achievement and progress on iReady and inform teachers of pertinent data as needed.

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

Keep educators informed of upcoming district and iReady diagnostics and assessments in efforts to ensure that Roosevelt is keeping with the prescribed timeline of progress monitoring.

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

For the purpose of coaching support, observe in classrooms in collaboration with the teacher to support the implementation of the newly adopted reading curriculum.

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

Model standards-driven instruction of our newly adopted ELA curriculum in collaboration with the teacher in efforts to demonstrate rigorous instruction.

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Based on the data from the FSA Science test from 2019-2020, average was a 3, and the 2020-2021, average was a 3.3. Also the data from the Grade 5 review test from 2020-2021, average was 50%, and the 2021-2022, average was a 55%, this demonstrates a need to focus on our teaching of science school wide.
Measurable Outcome:	We will increase our FSA Science scores from a 3.3 average to a 3.5 average. Also, we will increase our Grade 5 science review test from 55% to 70%.
Monitoring:	We will progress monitor the science standards from K-6 with the summative and formative assessments tracked on the Brevard County science website and put the information on a sheet as part of the data notebook, that we will discuss in data chats monthly as well as look at the science writing notebooks.
Person responsible for monitoring outcome:	Kimberly Humphrey (humphrey.kimberlya@brevardschools.org)
Evidence-based Strategy:	The 5E Model, developed in 1987 by the Biological Sciences Curriculum Study, promotes collaborative, active learning in which students work together to solve problems and investigate new concepts by asking questions, observing, analyzing, and drawing conclusions. The 5E Model is based on the constructivist theory to learning, which suggests that people construct knowledge and meaning from experiences. By understanding and reflecting on activities, students are able to reconcile new knowledge with previous ideas.
Rationale for Evidence-based Strategy:	When we learn things, it isn't for memorizing a piece of information. Just reciting science facts or principles is not what we want children to be able to do. We want them to be able to go out in the world and make sense of novel phenomenon. The NGSS calls for students to actively engage in science. 5E mentally engages students with a question or activity. Hands on activities will be explored. Teachers will then provide the concepts or terms used for students to provide explanations and elaborate via writing on what was observed. Students will discuss and compare ideas with others. Finally they will reflect and evaluate their learning. With the changes required in the updated science, engineering and computer technology fair teachers and students can use the 5E model to go through the process together as a class prior to working on individual or team projects.

Action Steps to Implement	

1. Training on the 5E model of science instruction will be provided.

Person Responsible	Holly Schumann-Grubb (schumann-grubb.holly@brevardschools.org)

2. Training on progress monitoring through the district science website will be provided.

Person Responsible	Holly Schumann-Grubb (schumann-grubb.holly@brevardschools.org)

3. Monthly data chats will also include science data from the district website assessments and placed in the students individual data notebooks.

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

4. A science writing notebook will be completed.

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

5. Training on Penda school wide.

Person Responsible	Holly Schumann-Grubb (schumann-grubb.holly@brevardschools.org)

#4. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	By understanding and responding to a person's social/emotional needs to include trauma-informed practices, the school based community consisting of administrators, teachers, and staff can help to reduce its negative impact, support critical learning opportunities, and create a more positive school environment. The area of focus was identified through District initiatives, student needs, academics data, and recent worldwide events.
Measurable Outcome:	Measurement of the baseline data will take place within the first 9 weeks of the onset of the '21-'22 school year. Students will complete a pre, mid, and post survey. Our goal is to ensure that our students' social/emotional needs are met within our practices and we see a 25% reduction in the impact of systemic barriers for those identified through behavioral referrals, threat assessments, and SRI's.
Monitoring:	We will monitor identified students at risk of systemic barriers through daily check-ins, attendance reports, SRI, and student surveys.
Person responsible for monitoring outcome:	Stephanie Anderson (anderson.stephanie@brevardschools.org)
Evidence-based Strategy:	Roosevelt Elementary School utilizes many different programs and services to ensure that the social emotional needs of all students are being met daily. We continue to implement Conscious Discipline, Monique Burr, and classroom SEL lessons school-wide for the 2021-2022 school year as an additional level of behavioral support. Each classroom is required to have daily morning meetings in order to build a sense of community among the students. Our school counselor teaches whole group social-emotional learning, as well as facilitates individual and small group counseling. In order to provide additional social-emotional support for our military students, we have a counselor from the Behavioral Military and Family Life Counseling Services that is available to meet with students that have a parent in the military.
Rationale for Evidence-based Strategy:	It is hypothesized that with social/emotional learning, psycho-educational counseling opportunities, trauma-informed care practices, equity, and professional development, it will lead to improvement of educational outcomes and fewer behavioral referrals, threat and SRI assessments. Therefore, we are not just responsible to make sure that our students are academically sound but also in their connection to how their social-emotional well-being has been impacted by systemic barriers.

Action Steps to Implement

Review the Student Survey from the "20-'21 school year-SIP Team

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

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

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

Create a Pre-Mid-Post Student Survey regarding student views on... NEED TO ADD SPECIFICS
Completion of the surveys will be in October, January and April.
Teacher's will receive and Outlook reminder to complete the surveys.

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

Update Professional Development and Social/Emotional goals based on the results of the surveys.

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

Provide opportunities for monthly Social/Emotional lessons within the classrooms.

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

Provide feedback to teachers on ways to differentiate instruction of SEL and academic needs with students.

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

Review school referral and SRI data-SIP Team

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

Disaggregate the survey data for the year and identify over-arching themes to use during the '22-'23 school year.

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

#5. -- Select below -- specifically relating to	
Area of Focus Description and Rationale:	
Measurable Outcome:	
Monitoring:	
Person responsible for monitoring outcome:	Stephanie Anderson (anderson.stephanie@brevardschools.org)
Evidence-based Strategy:	Roosevelt Elementary School utilizes many different programs and services to ensure that the social emotional needs of all students are being met daily. We continue to implement Conscious Discipline, Monique Burr, and classroom SEL lessons school-wide for the 2021-2022 school year as an additional level of behavioral support. Each classroom is required to have daily morning meetings in order to build a sense of community among the students. Our school counselor pushes into classrooms for whole group social-emotional learning, as well as facilitates individual and small group counseling. In order to provide additional social-emotional support for our military students, we have a counselor from the Behavioral Military and Family Life Counseling Services that is available to meet with students that have a parent in he military.
Rationale for Evidence-based Strategy:	

Action Steps to Implement

No action steps were entered for this area of focus

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.

A

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Roosevelt works collaborative with faculty, staff, students, and the community to solicit feedback surrounding our district and school's mission and vision. PTO and SAC meetings are advertised consistently and within a timeframe which allows for all who desire to join us in conversations, and planning for events, both virtual and face to face that will help us to connect and reconnect. This ongoing connection with an emphasis always on our district and school mission and vision, help us to promote a positive school culture and environment via engagement.

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

School Admin:
The principal created a school Facebook Page in 2018. The purpose of this page is to highlight the positive happenings in our school, keep the community updated on events, and shine a light on our students, faculty and staff who are winning via various modalities (i.e. school work, sports, creative outlets, family events etc.)
Faculty:
Our School Advisory Council coordinator/contact/facilitator, ensures that our parents are apprised the key arenas that make Roosevelt, Roosevelt. She consistently organizes and holds meetings. She is always available to support parents, and our school faculty and staff in ongoing efforts for academic growth and achievement.
Roosevelt PTO:
Our Roosevelt PTO has been instrumental in helping to engage our parents and community in our vision and mission. From gathering support to make events such as Virtual Cookies and Cocoa with Storytime by/ Admin, and our newly implemented annual Monster Truck Parade(helping with treats for pass out, getting the word out) to being available to meet and collaborate with stakeholders in anything we need for our students, staff, faculty, their role has been pivotal in our efforts to build a positive culture and environment.
School Leadership Team including our School Resource Officer:
From ensuring that everyone (teachers, students, staff) have what they need to meet the academic needs and social emotion well-being of students to monitoring/ongoing assessing our school wide safety needs in a manner that is clear and helpful, our school leadership team plays an instrumental role in meeting the ongoing needs of our school. Without this team, the implementation of all of the things afore-mentioned does not happen. We work collaboratively to do what we do with students as our main focus and priority.