

The School District of Palm Beach County

Roosevelt Elementary School



2022-23 Schoolwide Improvement Plan

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Roosevelt Elementary School

1220 L A KIRKSEY ST, West Palm Beach, FL 33401

<https://rvte.palmbeachschools.org>

Demographics

Principal: Annick Charlot

Start Date for this Principal: 9/14/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (38%) 2018-19: C (45%) 2017-18: B (55%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</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>95%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	D	C	C

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

School District of Palm Beach County – Mission Statement

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

Roosevelt Elementary School – Mission Statement

The mission of Roosevelt Elementary School is that students are learning today to prepare for their future.

Provide the school's vision statement.

School District of Palm Beach County - Vision Statement

We envision...

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

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

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

...WE SEE YOU.

Roosevelt Elementary School - Vision Statement

Roosevelt Elementary School is a place where students are encouraged to be positive citizens in a nurturing environment. Through business partnerships with parents and community, ALL students will be empowered to become proficient and/or grow academically in order to be lifelong learners, responsible citizens and college or career ready.

Core Values/Goals:

Promote academic excellence through rigorous and engaging lessons, interventions and/or enrichment that are aligned to standards.

Develop a culture of collaboration to improve student achievement.

Use technology as a tool to enhance the curriculum.

Encourage positive behavior and teach social skills.

Foster partnerships with families, businesses and the local community.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Alleyne, Sharonda	Principal	<p>As Principal, Mrs. Sharonda Alleyne oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. She guides and facilitates instruction that is aligned to best practices and district resources/materials. She is also responsible for deepening the understanding of standards and the curriculum to through rich conversations, trainings and communication to engage faculty, students, parents and community members. She also communicates and monitors all systems to ensure that they are aligned to the school's vision and mission of academic success, student growth and college/ career readiness. Mrs. Alleyne hires and retains highly qualified employees, uses data to inform decisions and instruction, creates a common planning time for professional learning and monitors student and faculty performance. She is fully immersed in supporting all systems, components and personnel that affect teaching and learning on a daily basis. Mrs. Alleyne quickly and proactively addresses problems in instruction and student learning in order to help students reach their maximum potential. As Principal, Mrs. Alleyne, must also reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Cartwright, Chianti	Assistant Principal	<p>As Assistant Principal, Ms. Chianti Cartwright assists with eliminating barriers and distractions that interfere with effective teaching and learning. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. As the Assistant Principal, Ms. Cartwright, supports the Principal in building a culture of pride, trust, and respect. She also monitors and improves instruction by visiting classrooms and providing feedback for improvement. She monitors instructional practices, supports professional learning and collaboration among Instructional Staff, oversees Non Instructional Staff and facilities. Mrs. Cartwright ensures that both teachers and students have what they need for teaching and learning by way of textbooks, supplies, coaching, support, etc.</p>
Davis, Janica	Behavior Specialist	<p>As our Behavior Health Professional (BHP), Ms. Davis plans and conducts appropriate behavioral/mental health interventions to include short-term, solution-focused individual, group, and/or family counseling services for students to facilitate personal, social, emotional, and academic growth. She supports the implementation of research best practices, including but not limited to, Multi-Tiered Systems of Support (MTSS), School Wide Positive Behavior Support (SwPBS) and School-Based Teams. Mrs. Davis assists with crisis intervention services as part of the crisis support teams and with the coordination of students entering and exiting behavioral and mental health recovery centers and programs. She serves as liaison between families and collaborative agencies with Behavioral Health Agreements, thereby ensuring the effective coordination of school services with those of the support agency as needed. A major responsibility for Mrs. Davis is to provide individual, group, and family supports in alignment with a school behavioral health continuum of</p>

Name	Position Title	Job Duties and Responsibilities
		<p>supports while gathering data for purposes of analyses and compliance reporting.</p>
<p>Young, Nikita</p>	<p>Other</p>	<p>As Learning Team Facilitator, Ms. Nikita Young, supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate an understanding of and support implementation of ELA & Math BEST Standards and frameworks for the grade level and/or subject areas to be supported. She utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. Assists administration and the classroom teachers in the interpretation of student assessment data. Participates in professional development and shares the content with school staff. She participates in and facilitate weekly Professional Learning Communities or PLC's.</p>
<p>Ferguson, Danae</p>	<p>Other</p>	<p>Ms. Danae Ferguson - Weaver is responsible for providing interventions to students who are deficient in Reading through high quality instruction to individual students and small groups. Her primary goal is to help students develop proficient reading skills that will contribute to their academic growth using data to provide instruction to bring their skills to grade level. She will use research based interventions that focuses specifically on individual student needs. She will works extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies.As an interventionist, she will maintain data-based documentation of continuous monitoring of student performance and progress.</p>
<p>Louis, Oslande</p>		<p>The ESOL Contact assists school staff with ensuring ESOL program compliance. She works to assist ESOL Resource teaches in implementing school based ESOL services. Collaborates with community agencies and organizations in assisting families to access available resources. Monitors and conducts LEP student assessment and placement procedures. Conducts demonstration lessons for ESOL and support teachers in comprehensible instruction for LEP students. Coordinates ESOL record keeping requirements. Establishes school data collection, analysis, and reporting systems to assess student progress. Finally, she assists school staff in ensuring ESOL program compliance.</p>

Name	Position Title	Job Duties and Responsibilities
Colardeau, Christina		<p>The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.</p>

Demographic Information

Principal start date

Sunday 9/14/2014, Annick Charlot

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

13

Total number of teacher positions allocated to the school

18

Total number of students enrolled at the school

293

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	57	39	32	59	45	42	0	0	0	0	0	0	0	274
Attendance below 90 percent	0	18	14	27	21	18	0	0	0	0	0	0	0	98
One or more suspensions	0	2	1	4	6	7	0	0	0	0	0	0	0	20
Course failure in ELA	0	16	16	30	26	28	0	0	0	0	0	0	0	116
Course failure in Math	0	7	9	22	17	19	0	0	0	0	0	0	0	74
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	24	21	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	25	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	0	2	27	44	39	45	0	0	0	0	0	0	0	157

Using the table above, complete the table below with the number of students by current grade level who have 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	13	12	27	31	31	0	0	0	0	0	0	0	114

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/23/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	35	24	33	43	0	0	0	0	0	0	0	150

The number of students identified as retainees:

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	15	35	24	33	43	0	0	0	0	0	0	0	150

The number of students identified as retainees:

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	23%	59%	56%				28%	58%	57%
ELA Learning Gains	41%						51%	63%	58%
ELA Lowest 25th Percentile	39%						48%	56%	53%
Math Achievement	33%	53%	50%				52%	68%	63%
Math Learning Gains	53%						52%	68%	62%
Math Lowest 25th Percentile	46%						63%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	30%	59%	59%				24%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	19%	54%	-35%	58%	-39%
Cohort Comparison		0%				
04	2022					
	2019	25%	62%	-37%	58%	-33%
Cohort Comparison		-19%				
05	2022					
	2019	28%	59%	-31%	56%	-28%
Cohort Comparison		-25%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	65%	-5%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-60%				
05	2022					
	2019	42%	65%	-23%	60%	-18%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	51%	-27%	53%	-29%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	27	30		34	50		33				
ELL	38			54							
BLK	23	39	42	31	53	45	30				
HSP	31			44							
FRL	22	41	41	31	53	48	29				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	30		17	10	18	26				
ELL	29			33							
BLK	26	43	57	21	20	15	24				
HSP	19			19							
FRL	25	40	53	20	19	19	22				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	30	50	50	50	65	70	29				
ELL	23	44		68	31						
BLK	26	48	40	51	52	63	18				
HSP	29	69		52	44						
FRL	29	53	48	53	51	61	26				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61

ESSA Federal Index	
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

When comparing the percent of Level 3 and above FSA Math Achievement Data from FY'19 versus FY'22 the following trends emerge:

3rd Grade: 60.7% vs. 28.2%

4th Grade: 47.2% vs. 38.3%

5th Grade: 52.0% vs. 21.8%

Our Math Proficiency is trending downward in all tested grade levels.

The trends that emerge when comparing our ESSA identified subgroups over a three year (FY'19 - FY'22) span are:

Black: 48.9% vs. 17.6% vs 29.0% (FPPI = 38%)

SWDs: 33.3% vs. 0.0% vs 16.7% (FPPI = 35%)

Over a three year span, our Black ESSA Subgroup has been inconsistent as shown by a decrease in FY'21 followed by an increase in FY'22 of the number of proficient students.

When comparing the percent of students scoring Level 1 from FY'19 versus FY'22 the following trends emerge:

3rd Grade: 18.0% vs 40.8%

4th Grade: 28.3% vs. 48.9%

5th Grade: 20.0% vs. 56.4%

This reflects that the number of students scoring a Level 1 is increasing over time to nearly fifty percent of the students in each grade level not proficient in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data components, our greatest need of improvement is within 3rd Grade, 5th Grade and our two ESSA Subgroups as shown below:

3rd Grade: 60.7% vs. 28.2%

5th Grade: 52.0% vs. 21.8%

Our Math Proficiency is trending downward in all tested grade levels.

When looking at our progress monitoring data - Winter Diagnostics Prediction Scores there is a similar correlation of underperformance in Math:

3rd Grade: 23% proficient

5th Grade: 11% proficient

The trend in comparing our ESSA identified subgroups over a three year (FY'19 - FY'22) span shows:

Black: 48.9% vs. 17.6% vs 29.0% (FPPI = 38%)

SWDs: 33.3% vs. 0.0% vs 16.7% (FPPI = 35%)

Over a three year span, our Black ESSA Subgroup is inconsistent in its growth as shown by a decrease in FY'21 followed by an increase in FY'22 of the number of proficient students.

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

There were several contributing factors for need to improve Math Performance:

- * Students missed a normalized school year the previous year due to the COVID-19 Pandemic & missed traditional math instruction the previous year
- * Teacher Capacity/Vacancies
- * Knowledge of Basic Math Skills
- * Instructional Pacing
- * Tutorials

In addition to the above mentioned contributing factors standards based instruction, growth/learning gains including ESSA Subgroups and student engagement are also factors. Standards Based Instruction will continue to be a primary focus during instructional planning sessions, professional learning communities and data chats with teachers/students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level.

Increasing students' learning gains in Math including ESSA Subgroups will help students think analytically and have better reasoning abilities. These skills are essential because they help students solve problems and look for solutions, thus allowing them become well-rounded, productive citizens with the vital skills necessary for Math success.

Our focus is to increase student engagement so students become active learners in their own academic journey. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD provided during staff meetings and on professional development days.

New Actions this school year are:

1. Hiring/Recruitment

2. Revamp PLCs to include modeling of skills/strategies
3. Reteach foundational skills in Math to attack word problems
4. Promote early Math Achievement in GRades K-3

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Science demonstrated the greatest improvement proficiency with a 8% increase. Our subgroups demonstrated a significant increase with Blacks scoring 28% and SWD scoring 20% proficiency. Resulting in 28% increase for Blacks and 20% increase for SWDs.

Actions taken in FY22 to support these improvements were our Science Tutorial, Science Boot Camps, additional hands on demonstrations, experiments and/or labs, implementation of supplemental materials, and an increase in collaborative planning by teachers.

When comparing the percent of Level 3 and above SSA Science Achievement Data from FY'19 versus FY'22 the following trends emerge:

5th Grade: 24.0% vs. 26.3%

The trend in comparing our ESSA identified subgroups over a three year (FY'19 - FY'22) span for Science show:

Black: 17.5% vs. 14.5% vs 28.0% (FPPI = 38%)

SWDs: N/A vs. 0.0% vs 20.0% (FPPI = 35%)

In addition, when analyzing Math data, we see that our ESSA Subgroups demonstrated growth when comparing FY'21 versus FY'22.

Black: 17.6% vs 29.0% (FPPI = 38%)

SWDs: 0.0% vs 16.7% (FPPI = 35%)

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

Within our Science Instruction, we focused on the use of district formative assessments. Our Fifth Grade Teacher consistently monitored student mastery of standards, made adjustments for remediation and conducted small groups based on student need. Parents were kept informed about student achievement and/or underperformance through parent phone calls and conferences. Our Fifth Grade Science Teacher held all students to high expectations and challenged them to learn the Science vocabulary through engaging competitions and lessons. Attendance in strategic PLCs to analyze data, monitor student progress, and develop lessons plans to support all student learning were conducted.

In Science, an emphasis on hands on learning where students investigated the Scientific Process through inquiry based experiments.

At Roosevelt Elementary School, we focused on student achievement and overall social/emotional growth, We dedicated time to the following priorities to ensure an equitable and equal opportunity for all 5th Grade Student positively by:

1. Increased hands on Science Experiments, Field Trips and Science Demonstrations
2. Science Bootcamps/Tutorial
3. Incorporated Academic Tutors for small group instruction
4. Purchasing PENDA - adaptive technology for Science

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

Math - During PLCs, we will focus on developing effective and relevant instruction through: unpacking standards, analyzing data, developing standards based lessons using resources District materias, sharing best practices, utilizing the coaching continuum model, incorporating research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning.

Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development opportunities include district support, in-school coaching opportunities and independent study. By developing strong teachers, we are able to increase student achievement as well as close the achievement gap.

Low 25% Learning Gains - we will focus on positively impacting learning gains with standards based instruction and use research-based strategies. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap. In the past, the identified students chosen based on their critical area of need and offered priority for afterschool and Saturday tutoring. If we are able to implement a tutoring program in the FY22 school year, these students will continue receiving priority for tutoring sessions that include math, ELA, and writing

In addition, to the strategies above the

1. Tutorials
2. Small group differentiated instruction/Academic Tutors
3. Parent trainings
4. Data chats
5. Develop positive environments through SEL, Mental Health personnel, incentives, and motivation (SwPBS)
6. Content/Curriculum nights
7. Project Based Learning Strategies

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

During the summer of FY22, the teachers will receive PD to focus on the use of Benchmark Advance Materials, ELA BEST Standards, Effective Questioning for Standards Based Instruction & relevant trainings for the Content, Technology & Wellness Buckets provide through the district.

Teachers will receive PD on the mental process students experience when learning. Instruction on the understanding of the various levels of learning and the application of learning. Teachers will focus on various high-yield strategies to support student learning through: Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

Faculty/Staff will participate in the following professional development opportunities to accelerate

learning:

1. Project Based Learning
2. SEL strategies/ SwPBS
3. BEST ELA/Math Standards
4. Professional Learning Communities/Common Planning
5. Content based Professional Development provided by the District/State

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

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Roosevelt Elementary Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and/or a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan.) This program(s) is supported by the Department of Early Childhood Education and/or Department of Exceptional Student Education) and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into kindergarten at Roosevelt Elementary School we committ to the following transition activities:

- Schedule of a talk/meeting with preschool children’s families
- Distribute of a letter, flyer or informational brochure sent to families of preschool children
- Hold open house for families of incoming kindergarten children with school tour
- Practice kindergarten routines
- Provide a summer program for rising kindergarten children
- Distribue community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- Provide home learning activities to families to help them prepare children for kindergarten entry

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

When comparing the percent of Level 3 and above FSA Math Achievement Data from FY'19 versus FY'22 the following trends emerge:

3rd Grade: 60.7% vs. 28.2%
 4th Grade: 47.2% vs. 38.3%
 5th Grade: 52.0% vs. 21.8%
 Our Math Proficiency is trending downward in all tested grade levels.

The trend in comparing our ESSA-identified subgroups over a three-year (FY'19 - FY'22) span demonstrated:
 Black: 48.9% vs. 17.6% vs 29.0% (FPPI = 38%)
 SWDs: 33.3% vs. 0.0% vs 16.7% (FPPI = 35%)
 Over a three-year span, our Black ESSA Subgroup is inconsistent in its growth as shown by a decrease in FY'21 followed by an increase in FY'22 of the number of proficient students.

When comparing the percent of students scoring Level 1 from FY'19 versus FY'22 the following trends emerge:\

3rd Grade: 18.0% vs 40.8%
 4th Grade: 28.3% vs. 48.9%
 5th Grade: 20.0% vs. 56.4%

This reflects that the number of students scoring a Level 1 is increasing over time to nearly fifty percent of the students in each grade level not proficient in Math.

Our instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning to ensure our students have the opportunity for equal and equitable access to learning through the engagement of instructions and tasks towards academic excellence and growth in alignment to the District's Strategic Plan.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

February 2023 May 2023
 Student Learning outcomes
 Overall 20% 30%
 Learning Gains 40% 51%
 3rd +5% +7%
 4th +5% +7%
 5th +8% +12%
 Blacks 38% 43%
 SWDs 33% 41%

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Teacher practice outcomes:
 By 02/23, 75% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.
 By 05/23, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. We strategically plan for a variety of monitoring techniques that will ensure monitoring for implementation & monitoring for impact.
 Review of Lesson Plans,

Data Analysis during PLCs
 Classroom walks
 Student work samples/portfolio/binder reviews
 Student Attendance
 Data Chats with teachers, students, and parents
 Formal Observations
 Monitoring of SEL needs through the SBT/BHP process
 Adaptive technology usage and proficiency reports are monitored by teachers, coaches, and administration
 Data Chats with teachers one on one discussing each student and their progress

Person responsible for monitoring outcome:

Sharonda Alleyne (sharonda.alleyne@palmbeachschools.org)

**Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.**

- 1) Professional Learning Communities (PLC) to engage in strategic planning towards explicit standards-based instruction and data analysis to drive instruction.
- 2) Adaptive Technology: Implementing iReady to close the achievement gap through remediation or acceleration.
- 3) Instructional coaching: model and support providing job-embedded professional development.
- 4) Tiered Support and Response to Interventions: early identification and support of students with learning and behavior needs, providing interventions at increasing levels of intensity to accelerate their rate of learning (Blacks & SWDs)
- 5) Tutorials

**Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

1. Follow the FCIM Model for instruction - Plan, Do, Check and Act during PLCs. PLCs allow for teachers to unpack standards, analyze data and identify strengths and weaknesses in ELA Data
- 2) Adaptive technology provides standard-based remediation & enrichment.
- 3) Learning Team Facilitator will use student-centered coaching with data-based planning, pre-conferences, observations, post-conferences, co-teaching, and post-conference with data.
- 4) The master schedule allows for grade level tiered support with an SBT/Rtl Resource Teacher, We will have all involved; everyone is a reading teacher

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1) Professional Learning Communities (PLC) to engage in strategic planning towards explicit standards-based instruction and data analysis to drive instruction.
 - a) Schoolwide schedule to ensure all grades meet regularly.
 - b) Agendas are developed based on data analysis, district scope and sequences, and classroom observations.
 - c) Administration meets weekly with instructional coaches to ensure the strategic focus of PLC toward school goals.
 - d) Common planning templates are utilized to ensure consistency and continuity of explicit standards-based instruction
 - e) PLC expectations are set to ensure teachers leave with resources and strategies to enhance instruction
 - f) Monitoring for implementation will occur through Administration's participation in content-specific PLCs. Teacher participation within PLCs. Monitoring for impact will occur through classroom walks and standardized assessment data.

Person Responsible Nikita Young (nikita.young@palmbeachschools.org)

2) Adaptive Technology: Implementing iReady to close the achievement gap through remediation or acceleration.

- a) All students are assigned individual devices.
- b) Teachers develop a rotational schedule to ensure equitable access to adaptive technology.
- c) Reading Lab established during the Fine Arts Wheel K-5. Students are expected to focus on achieving their growth goals. The lab allows for the additional time dedicated to this. The reading Lab tutor supports the students as needed.
- d) Teachers utilize the accompanying resources to supplement instruction (accelerate and remediate) through small group differentiated instruction.
- e) Monitoring for implementation will occur through Administration's participation in classroom walks and reviewing of usage reports, and review of lesson pass rate weekly. Monitoring for impact will occur through analysis of Adaptive Technology Diagnostic data (beginning of the year vs end of the year).

Person Responsible Nikita Young (nikita.young@palmbeachschools.org)

3) Instructional coaching: model and support providing job-embedded professional development.

- a) Collaborative partnership developed with Central Instructional Support Team to ensure coaches and teachers are understanding the standards to teach them explicitly and ensure the use of appropriate scaffolds.
- b) Coaches will be trained in the coaching cycle, coaching protocols, and Get Better Faster.
- c) Use student-centered coaching with data-based planning, pre-conferences, observations, co-teaching, and post-conference with data.
- d) Build the instructional capacity of the teachers by offering tiered/differentiated support teachers.
- e) Coaches will provide teachers with the tools and resources for the development of using aggressive monitoring and corrective feedback to develop student learning.
- e) Set up model classrooms to highlight instructional best practices and learning environments
- f) Monitoring for implementation will occur through the Administration's observation of the Coaching model & meet with teachers & coaches to provide feedback on the next steps. Monitoring for impact will occur through classroom walks and standardized assessment data.
- g) Coaches will model how to scaffold and provide explicit instruction

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

4) Tiered Support and Response to Interventions: early identification and support of students with learning and behavior needs, providing interventions at increasing levels of intensity to accelerate their rate of learning (Blacks & SWDs)

- a) Following the district's Reading Intervention Handbook, students receive individualized interventions, including SWDs.
- b) Research-based interventions are selected based on data and student needs, SMART goals are set, and interventionists are assigned.
- c) Pairing of instructional personnel based on strengths to meet the deficiencies of the students.
- d) Monitoring for implementation will occur through the discussion during weekly SBT. The administration will provide input & feedback.

Monitoring for impact will occur through the analysis of students' progress to meet their goals.

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

5) Tutorials

- A. Analyze student data to determine students for tutorial groups and the support necessary.
- B. Choose research-based supplemental materials and resources to during tutorials. The resources that will be utilized iReady for math, specifically with Students with Disabilities and our Black subgroups. A
- C. Analyze teacher classroom data to determine who will be tutors.
- D. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
- E. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success

academies based on the results from FY21 FSA/EOCs, FSQs, USAs and ESSA identified subgroups: Black and SWDs.

f. Monitored by Assistant Principal through the review of data, lesson plans, and conducting observational walks.

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

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 Proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to our FY'22 iReady data, 43% of K-2 Students are one year below grade level and 22% are two or more years below grade level in Reading.

At the end of FY'22 the following percentages reflect students reading Above, Mid and/or On Level (Proficient):

Kindergarten: 65%

1st Grade: 29%

2nd Grade: 25%

This data indicates that as student progress through to the next grade level reading deficiencies occur.

When analyzing iReady Domains, the following proficiency percentages are reflected for K-2 students:

Phonological Awareness: 58%

Phonics: 32%

High Frequency Words: 56%

Vocabulary: 31%

Due to limited phonemic skills and vocabulary, K-2 students' overall reading comprehension proficiency is 44% for Literary Text and 43% for Informational Text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our FY22 data shows our third-grade students were only 47.5% proficient on the FSA. The winter diagnostic also stated that 41% of students were predicted to be proficient by the FY 23 FSA. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement.

When comparing the percent of Level 3 and above FSA ELA Achievement Data from FY'19 versus FY'22 the following trends emerge:

3rd Grade: 19.4% vs. 12.2%
 4th Grade: 24.1% vs. 17.4%
 5th Grade: 28.0% vs. 23.6%

The trend in comparing our ESSA identified subgroups over a three year (FY'19 - FY'22) span demonstrated:

Black: 21.2% vs. 20.7% vs 18.3% (FPPI = 38%)
 SWDs: 6.5% vs 0.0% vs 0.0% (FPPI = 35%)

When comparing the percent of students scoring Level 1 from FY'19 versus FY'22 the following trends emerge:

3rd Grade: 41.9% vs 65.3%
 4th Grade: 31.5% vs. 50.0%
 5th Grade: 28.0% vs. 50.9%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 May 2023

K: +5% +5%
 1st: +5% +5%
 2nd: +5% +5%

Teacher practice outcomes:

By 02/23, 75% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

By 05/23, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

Grades 3-5: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 May 2023

ELA Achievement: +5% +5%

Learning Gains +5% +5%

Lowest 25 +5% +5%

3rd +5% +7%

4th +5% +5%

5th +5% +7%

Blacks +5% +5%

SWDs +10% +10%

Teacher practice outcomes:

By 02/23, 75% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

By 05/23, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data needed to make decisions about instruction and provide differentiated support to students. We strategically plan for a variety of monitoring techniques that will ensure monitoring for implementation, improvement and impact.

Monitoring will occur in grade level PLCs to include analyzing and tracking data/growth from iReady Data, End of Unit Assessments from Benchmark Advance and FSQs/USA . Monitoring will also include:

Review of Lesson Plans,

Classroom Walks

Student Work Samples

Student Attendance/Discipline

Data Chats with Teachers, Students and Parents

Formal Observations

PLC Attendance/Participation

PBS & SEL Initiatives

SBT/BHP Process

Adaptive technology usage and proficiency reports are monitored by teachers and administration

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Alleynes, Sharonda, sharonda.alleyne@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small Group Instruction: Teachers including Resource/Academic Tutors will provide strategically, differentiated instruction for all learners in ELA and/or Math.
2. Project Based Learning: K-2 Teachers will participate and implement Project Based Learning Strategies.
3. Professional Development/Professional Learning Communities (PLCs): ALL Instructional Staff and Academic Tutors will attend ongoing professional development to engage in deep, focused and collaborative planning that will support and strengthen data, curriculum, adaptive technology, small group instruction, teaching of BEST Standards, use research based platforms and overall student achievement.
4. Multi-Tiered Support Services (MTSS): Students identified as substantially deficient in reading receive intervention outside of the Literacy Block by their Homeroom Teacher and/or Reading Endorsed Teacher to provide researched based intervention using the MTSS Framework.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporating Small Group Instruction will support growth within the standards by prescribing specific reteaching of skills not mastered as shown formal/informal assessments.
2. Project Based Learning is an instructional approach designed to give K-2 Students the opportunity to develop knowledge and skills through engaging projects set around texts from Benchmark Advance that challenges and problems they may face in the real world.
3. Professional Development/Professional Learning Communities (PLCs) allow Instructional Staff and Academic Tutors an opportunity to collaborate, analyze data and to make decisions to improve student achievement and progress. It also unites teachers to focus and untie on best practices and pedagogy.
4. Multi-Tiered Support Services (MTSS) is an evidence-based framework for effectively integrating multiple systems and services to simultaneously address students' academic achievement, behavior, and social-emotional well-being through a tiered approach - Supplemental & Intensive.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Literacy Leadership Team

To address K-5 Reading Achievement, a Literacy Leadership Team will be developed consisting of Principal, Assistant Principal, Learning Team Facilitator, Teacher/School Based Team Lead, ESE Contact & ELL Teacher.

Literacy Leadership Team will put instructional leadership routines into place, such as building supportive instructional daily schedules, creating collaboration and problem-solving time for grade level teams, conducting regular learning walks with feedback cycles, identification of strengths/weaknesses/next steps and dedicating time for ongoing implementation of reflection to document progress and maintain the plan as a "living" document to improve and sustain reading achievement.

Alleyne, Sharonda,
sharonda.alleyne@palmbeachschools.org

Assessments

Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs/USAa in ELA. Teachers will follow the District Assessment Schedule of ongoing formative assessments to track student learning and adjust and instruction continuously. Using data from informal & formal assessments Instructional Staff and Academic Tutors will provide Small group instruction that will focus on: focusing on four aspects of Literacy - Writing, Reading, Speaking & Listening using Differentiated Instruction Strategies. Teachers will analyze student data to determine strengths and weaknesses in content area; create all small group rotational cycles to ensure all students supported at their abilities and create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support instruction, growth and/or achievement.

Alleyne, Sharonda,
sharonda.alleyne@palmbeachschools.org

Professional Learning Communities

Administration along with the Learning Team Facilitator will create a PLC schedule to include all Instructional Staff. The PLCs sessions will focus on data analysis and effective instruction based on the needs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards. The Learning Team Facilitator will provide support using the gradual release model to implement the coaching cycle for identified teachers needing growth in their capacity to teach the ELA and/or Math BEST Standards. Ongoing observations from principal and assistant principal with feedback will be provided to teachers to monitor the fidelity of practices, systems and strategies discussed in PLCs.

Alleyne, Sharonda,
sharonda.alleyne@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Roosevelt Elementary integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents and monitoring PBS by analyzing data. Our behavior matrix and expectations are posted throughout the school. Students are encouraged to R.O.C.K - be RESPECTFUL and RESPONSIBLE; OWN their actions, be good school CITIZENS so that they can KEEP learning. Our school also strives to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways - celebrations, assemblies and other incentives. In alignment to the School Board Policy 2.09 and Florida State Statue 1003.42. Roosevelt highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in media our library selection is filled with books related to the variety of cultures. Our school has also been awarded a Level 4 Badge for being a Welcoming & Inclusive School.

Mental health lessons mandated by the State Florida utilizing Suite 360 Lessons will be taught in order to implement five hours of state mandated instruction related to Youth Mental Health Awareness. Throughout the Suite 360 Curriculum, students participate in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking and Awareness of Resources and the Process of Assessing Treatment.

Our Behavioral Health Professional (BHP) supports the behavioral and mental health of students. Our BHP position is a result of the Marjory Stoneman Douglas High School Public Safety Act that provides mental health professionals in schools. This position is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

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

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

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

The school medical staff provides support and nutrition information for those students who have food

allergies or have been diagnosed with diabetes.

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

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

Roosevelt Elementary School implements multiple measures of analyzing school-wide data that drives the tiered MTSS -RTI process. Student assessments include but are not limited to Renaissance/Cambium Progress Monitoring Assessments, Diagnostics, Performance Matters Assessments, Benchmark Advance Assessment and/or iReady Diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data.

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

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

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

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

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

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

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

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

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours. This program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

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