

The School District of Palm Beach County

Roosevelt Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Roosevelt Elementary School

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

<https://rvte.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 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 and 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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Charlot, Annick	Principal	<p>Principal Annick Charlot monitors and works with all staff listed above to ensure implementation with MTSS and SIP support. She oversees the execution and monitoring of all strategies and action steps toward the continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district-recommended resources and materials. It is Ms. Charlot's responsibility to deepen the understanding of standards and engage faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, Ms. Charlot hires and retains highly qualified employees, and uses data to inform decisions and instruction, professional learning, performance, and student learning. She quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Charlot must 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. Cartwright supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. Through daily decisions and actions, she demonstrates that the school's priority is academic success for every student. Ms. Cartwright assists with eliminating barriers and distractions that interfere with effective teaching and learning and supports the principal in building a culture of pride, trust, and respect. She monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Davis, Janica	Other	<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 supports while gathering data for purposes of analyses and compliance reporting.</p>

Name	Position Title	Job Duties and Responsibilities
Ferguson, Danae	Other	<p>Ms. Danae Ferguson 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 databased documentation of continuous monitoring of student performance and progress.</p>

As Single School Culture Coordinator, Ms. Kamara Bernard supports professional learning and collaboration among teachers and resource staff. She facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She supports the implementation of ELA & Math B.E.S.T. standards and frameworks for the grade level and/or subject areas to be supported.

Bernard, Kamara	Instructional Coach	<p>Ms. Bernard utilizes the coaching model (planning, demonstrating, and providing feedback) with teachers at the school site and provides site-based professional development to staff that is aligned with the needs of students based on student assessment data. Additionally, she assists administration and classroom teachers in the interpretation of student assessment data.</p>
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Ms. Bernard participates in professional development and shares the content with school staff. She facilitates and participates in weekly Professional Learning Communities (PLCs) for each grade level.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman Douglass High School Public Safety Act to have more mental health professionals in schools.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors, Behavior Health Professional, Co-located Therapist, reading and math coaches, ESOL, ESE, and Single School Culture Coordinators and the Administrative Team.

A District Migrant Liaison works with our ESOL Contact to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to a classroom or school event on campus.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement is at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps toward improvement
- Creating and maintaining a culture of collaboration toward shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Interim Assessments, District Diagnostics: FSQ's USA, NGSQ's, Reading Plus Diagnostics, Achieve 3000, Imagine Learning, Math Nation, Khan Academy, FAST Progress Monitoring, Florida Standard Assessments, and teacher-made assessments. The Unit Assessments will occur at the end of each unit of study. The FAST assessments will occur three times a year (PMs 1, 2, & 3 in English Language Arts).

The annual test administered for ELL students is WIDA ACCESS. The WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by the ESOL Coordinator to assess data, modify, and implement differentiated instruction based on the results of data.

The annual test for ESE students is the FSAA. The FSAA is used to assess ESE students' proficiency in all content areas including English Language Arts, Mathematics, Science, and Social Studies. Teachers are trained by the ESE Coordinator to assess data, modify, and implement differentiated instruction, based on the results of data.

The Single School Culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per content area. Content area teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based learning goal scales. Student work and best practices are shared and analyzed during Administrative Team meetings, Professional Learning Communities, Instructional Leadership Team meetings, Faculty meetings, and School Advisory Council meetings.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on Blender and C-Palms. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	95%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	18	14	27	21	18	0	0	0	98
One or more suspensions	0	2	1	4	6	7	0	0	0	20
Course failure in English Language Arts (ELA)	0	16	16	30	26	28	0	0	0	116
Course failure in Math	0	7	9	22	17	19	0	0	0	74
Level 1 on statewide ELA assessment	0	0	0	2	24	21	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	2	25	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	27	44	39	45	0	0	0	157

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	13	12	27	31	31	0	0	0	114

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	18	14	27	21	18	0	0	0	98
One or more suspensions	0	2	1	4	6	7	0	0	0	20
Course failure in ELA	0	16	16	30	26	28	0	0	0	116
Course failure in Math	0	7	9	22	17	19	0	0	0	74
Level 1 on statewide ELA assessment	0	0	0	2	24	21	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	2	25	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	27	44	39	45	0	0	0	157

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	13	12	27	31	31	0	0	0	114

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	18	14	27	21	18	0	0	0	98
One or more suspensions	0	2	1	4	6	7	0	0	0	20
Course failure in ELA	0	16	16	30	26	28	0	0	0	116
Course failure in Math	0	7	9	22	17	19	0	0	0	74
Level 1 on statewide ELA assessment	0	0	0	2	24	21	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	0	2	25	0	0	0	27
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	27	44	39	45	0	0	0	157

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	13	12	27	31	31	0	0	0	114

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	18	53	53	23	59	56	25		
ELA Learning Gains				41			39		
ELA Lowest 25th Percentile				39			53		
Math Achievement*	24	57	59	33	53	50	21		
Math Learning Gains				53			20		
Math Lowest 25th Percentile				46			24		
Science Achievement*	14	54	54	30	59	59	22		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	63	56	59	61			50		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	28
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	142
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	41

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	326
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	2	1
ELL	32	Yes	1	
AMI				
ASN				
BLK	20	Yes	2	1
HSP	32	Yes	1	
MUL				
PAC				
WHT				
FRL	27	Yes	1	1

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	51			
AMI				
ASN				
BLK	38	Yes	1	
HSP	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT				
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	18			24			14					63
SWD	10			29							2	
ELL	11			22							3	63
AMI												
ASN												
BLK	18			24			13				4	
HSP	17			17							3	61
MUL												
PAC												
WHT												
FRL	18			24			15				5	56

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	23	41	39	33	53	46	30					61
SWD	27	30		34	50		33					
ELL	38			54								61
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	23	39	42	31	53	45	30					
HSP	31			44								73
MUL												
PAC												
WHT												
FRL	22	41	41	31	53	48	29					61

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	25	39	53	21	20	24	22					50
SWD	21	30		17	10	18	26					
ELL	29			33								50
AMI												
ASN												
BLK	26	43	57	21	20	15	24					
HSP	19			19								45
MUL												
PAC												
WHT												
FRL	25	40	53	20	19	19	22					50

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	13%	56%	-43%	54%	-41%
04	2023 - Spring	21%	58%	-37%	58%	-37%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	19%	48%	-29%	50%	-31%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	57%	-34%	59%	-36%
04	2023 - Spring	18%	52%	-34%	61%	-43%
05	2023 - Spring	29%	56%	-27%	55%	-26%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	13%	51%	-38%	51%	-38%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:

- FY19 FY22 FY23 PM3
- Math
- 3 60.7% 28.2% 22.6%
- 4 47.2% 38.3% 18.2%
- 5 52.0% 21.8% 29.2%
- SWDs 33.3% 16.7% 11.8%
- Black Students 48.9% 29.0% 26.2%

The data component that showed the lowest performance was Math for students with disabilities (SWD). The data show us that our SWDs have declined in Math by 4.9% as compared to FY22. For these students, the FAST assessment was new and online. For the teachers, capacity building is needed for them to more thoroughly understand the benchmarks to teach the necessary strategies and skills. We also noticed that the third-grade math declined which leads us to believe that our K-2 needs to put more focus on the mathematical skills.

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

The data below demonstrates the achievement levels of all our tested grade levels in all content areas including our ESSA-identified subgroups:

FY19 FY22 FY23 PM3

Math

3 60.7% 28.2% 22.6%

4 47.2% 38.3% 18.2%

5 52.0% 21.8% 29.2%

SWDs 33.3% 16.7% 11.8%

Black Students 48.9% 29.0% 26.2%

Our lowest performance was 4th grade Math, dropping 20.1 percentage points from FY22 to FY23. The contributing factors to this decrease were due to the teachers needing more understanding of the new math benchmarks--with them not being as familiar with the standards as necessary and this assessment was new to all of the teachers. Additionally, the test was new to students and it was online, a new format for them. The decline in our SWDs reveals that we need to focus on providing additional support for our SWDs. We also need to ensure we continue to support them with strategic interventions.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

FY23 PM3

Math School State Gap

3 22.6% 59% 36.4%

4 18.2% 61% 42.8%

5 29.2% 55% 25.8%

The data component that had the greatest gap is 4th grade Math, there is a 42.8% percentage difference between the school and the State. Contributions to this gap include both students and teachers learning new standards, with teachers needing to unpack and understand the standards to their depth. Also, for students, the test was in an online format, different than the paper-based version they are familiar with. An additional consideration is the need to strengthen our Math instruction in K-3, making sure that students develop a solid base of foundational math skills.

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

FY23

PM1 PM2 PM3

ELL 15.4% 14.3% 21.4%

The data component that showed the most improvement was ELL student Math proficiency from PM2 to PM3, with a 7.1% increase in proficiency. Students participated in hands-on math activities with the use of manipulatives, as well as collaborative planning with teachers. Using the information gathered through assessments during PLC teachers disaggregate the data and determine the student's needs to formulate specific data to drive small group instruction.

Students need opportunities to experience mathematics to learn mathematics by building, drawing, writing, talking, and thinking mathematically. Teachers received PD opportunities to learn best practices of teaching mathematics conceptually and not just procedurally through the Math Cadres provided by the District.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Ensuring student success is at the forefront of our focus. If we address the areas of concern below, we are ensuring our students receive the support needed for growth and achievement. When looking at our Early Warning System indicators our two potential areas of concern are:

- 10% or more Absence
- Course Failure in ELA

Students missing 10% or more of school is an area of concern because without students in school, they are not able to get the instruction they need to move forward academically to be at grade level and maintain grade level understanding of concepts. Additionally, if students are not in school, this could relate to concerns going on at home that the school is not aware of. With our students in school and connection to the family, we can ensure that students and their families get the support they need to be successful.

With course failure in ELA, students are at risk of remaining below reading level through 3rd grade, at which they could be retained. When students are retained, they run the risk of continued academic decline, including future course failure and reading deficiency, that can result in below grade level results in future state assessments.

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and 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. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA/Math classrooms focusing on the needs of our ESSA-identified subgroups.

ELA Achievement Growth for SWD & Black Students - Ensuring learning gains & progress for ESSA subgroups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support from teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

Develop a collaborative culture of learning and improvement. Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment. With a focus on the following areas:

- Working together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other

relevant data that can inform practice

- Communicate with and gather input from students, parents, and community partners about reform efforts

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FY19 FY22 FY23 PM3

ELA

3 19.4% 12.2% 22.2%

4 24.1% 17.4% 22.6%

5 28.0% 23.6% 14.6%

3-5 total 23.8% 17.7% 19.8%

Black 21.2% 18.3% 21.4%

SWDs 6.5% 0.0% 12.5%

If we focus on benchmark-aligned instruction to increase proficiency in school-wide ELA, then we will increase student achievement and ensure alignment with the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our first instructional priority is to deliver benchmark-aligned instruction--where students access content, concepts, and skills that meet the intended learning.

The results of our ELA assessments were our lowest-performing categories when comparing the scores from one year to the next. Overall student proficiency in ELA has been below 25% over the past few years. In FY23, the ELA schoolwide proficiency was 19.8%, whereas the District overall ELA proficiency for 3-5 students is 53.5%. The gap between FY23 ELA achievement and the District average is 33 percentage points.

ESSA data shows that SWD (12.5%) and Black students (21.4%) do not meet the required federal threshold of 41 percentage points. During the midyear, we saw an increase with our ESSA-identified subgroup SWDs; there was an increase of 5.8% in ELA. By the end of the year, our Black students showed a decrease of 4.1%

Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, benchmark-aligned lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on benchmark-aligned instruction to ensure best practices are utilized throughout all content areas. Ensuring teachers receive adequate training and support towards instruction will lead to positive learning gains & improvements schoolwide.

Measurable Outcome:

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

By February 2024, we will increase the overall percentage of students in grades 3-5 on the ELA Progress Monitoring by 10% bringing us to 30%. For our ESSA subgroups, we aim to increase student proficiency by 5% in both areas, where our SWD reaches at least 18% and our Black student proficiency is at least 27%.

Teacher Practice Outcomes:

By February 2024, 50% of our teachers will effectively utilize the Gradual Release Model of instruction, by ensuring a specific focus on the "you do" of the model, to ensure students can independently work on tasks to demonstrate understanding of the benchmark. Our teachers will also effectively utilize questioning as a strategy to deepen student understanding. Moreover, teachers will also use differentiation strategies in small group instruction to support our ELL students in learning math content.

By May 2024, 90% of our teachers will effectively utilize questioning strategies to ensure students can engage in productive struggle as they work through reading comprehension tasks.

Monitoring:

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

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. 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. Our goal is to monitor for implementation and for impact.

At Roosevelt Elementary we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments, and Technology.

The monitoring will be supported by key members of the leadership team: Principal, Assistant Principal, and Single School Culture Coordinator.

Person responsible for monitoring outcome:

Annick Charlot (annick.charlot@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Tutoring programs to ensure learning supplemented with additional resources and teacher support.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Incorporate small group instruction utilizing USA and FSQ data to meet the students' need for benchmark-aligned practice and to identify areas of weakness for targeted remediation. Both USA's and FSQ's have proven successful in preparing students for the FSA.

2. Students who participate in the tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Incorporate Small group instruction:

Students will be assessed using USA's and FSQ's in both English Language Arts. Using data from these assessments, including looking at data of our ESSA subgroups--SWDs and Black students, the teacher will determine strengths and weaknesses in ELA, as well as utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses. Teachers will create all small group rotational cycles to ensure all students, including SWD and Black students, are supported at their abilities.

Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

Teachers develop ongoing formative assessments to track student learning and adjust instruction.

Person Responsible: Annick Charlot (annick.charlot@palmbeachschools.org)

By When: Small group instruction will begin within the first three weeks of school. Teachers will review FY23 data and will conduct formative assessments to ensure proper placement of students in groups.

#2. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

FY22 FY23

Number of Incidences 99 213

Percent of students of 1 or more OSS 10.8% 17.7%

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors. The number of discipline incidences more than doubled from FY22 to FY23. There was also a 6.9% percentage increase in students receiving 1 more OSS.

Measurable Outcome:

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

Student Outcomes:

Reducing the number of students with 1 or more OSS by 10% by December 2023 and by another 10% by the end of the year.

Teacher practice outcomes:

By December 2023, 80% of our teachers will positively reinforce student behaviors.

By February 2024, 100% of our teachers will positively reinforce student behaviors.

Monitoring:

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

- Classroom observations
- Behavior intervention data
- Scheduled pulling of Tutorial data (attendance)
- Scheduled pulling of Attendance data
- Scheduled pulling of Suspension data
- Student Formative Assessment results

Person responsible for monitoring outcome:

Chianti Cartwright (chianti.cartwright@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Schoolwide Discipline Plan
2. Schoolwide Attendance Plan
3. SWPBS
4. Parent Involvement
5. Required Instruction Florida State Statute 1003.42 and Policy 2.09

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Schoolwide Discipline Plan: A systematic approach to discipline enhances learning outcomes for all students. By reinforcing desired behavioral outcomes students will clearly understand expectations. Students are explicitly taught what the desired behavior should be.
2. Schoolwide Attendance Plan: The attendance rate is important because students are more likely to

succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. An attendance plan will ensure all stakeholders understand the expectations and can collaborate to support all students to be in school on time and ready to learn.

3. SWPBS: supports the decrease of levels of disruptiveness, rates of office referrals, and suspensions. To improve school climate, safety, and order. To increase instructional time. In each classroom and in grade-level assemblies, students learn about our behavior matrix, identifying behavior expectations in different school locations and activities. We're part of the Project Connect grant to support teachers in learning about specific strategies and practices to support positive student behavior.

4. Parent Involvement in schools improves student attendance, social skills, and behavior. It helps children adapt better in school

5. Required Instruction 1003.42 and Policy 2.09: 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. Stakeholders play a key role in school performance and addressing equity.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

2. Our school highlights multicultural diversity within the curriculum and the arts.

3. SWPBS

Provide teachers with professional development to understand; Ensure all expectations are clearly explained and understood

- Staff will receive professional development about CHAMPS, Hero K-12 Program; Differentiating between major and minor behaviors; Behavior de-escalation; Zones of Regulation

- Develop a buddy/peer support system of experienced and new teachers to ensure proper mentoring and coaching

- Ensure the school has postings of the SWPBS expectations in all common areas and in classrooms

- Monitor executions and implementation with fidelity.

SwPBS Action Steps:

a. Cafeteria assemblies are conducted to review expectations

b. Teachers reinforce expected behaviors in and out of the class through positive rewards

c. Monthly student of the month celebrations are held

4. Policy 2.09 and Required Instruction Florida State Statute 1003.42

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Person Responsible: Annick Charlot (annick.charlot@palmbeachschools.org)

By When: Review of data for EWS will begin within the first month of the start of the new year and will continue throughout the school year. Additionally, parent events will take place at least monthly to encourage parent participation and involvement in school.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

SDPBC requires every school regardless of school grade, to complete a Schoolwide Improvement Plan (SIP) aligned to the District's Five-Year Strategic Plan in the Continuous Improvement Management System (CIMS) portal. Schools identified for Comprehensive Support & Improvement (CS&I), Targeted Support & Improvement (TS&I), and Additional Targeted Support & Improvement (ATSI) are provided personalized, one-on-one or small group support to assist the principal and leadership teams in developing comprehensive plans of action steps in the SIP for improving student achievement. These sessions ensure SIP and Strategic Plan alignment, provide an overview of the requirements of the School Board, and school improvement updates. The training is mandatory for all principals. Principals select members of their SIP leadership teams to attend a session with them. Working in collaboration with the school leadership team, the Regional Superintendent's Office, Performance Accountability/School Improvement, School Transformation, and Federal/State Programs, the District ensures that the SIP, the Schoolwide Title I Plan, and other grant-funded plans or allocations are in alignment with the District's Five-Year Strategic Plan and complementary in the funded strategies and supports for each school's continuous improvement. All plans are carefully reviewed and approved by the School Advisory Council (SAC), the Regional Office team, and the Office of School Improvement.

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff will attend ongoing professional development to engage in deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.
3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.
4. Single School Culture Coordinator will provide teachers with a variety of levels of support to ensure teacher development and growth.
5. Multi-Tiered System of Support (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District

Reading Collaboration team provides professional development.

7. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/Instructional Superintendents to determine individual school needs and provide additional training and support.

8. The District Reading Collaboration team provides professional development to schools based on needs.

9. Curriculum Resources: Curriculum resources to enhance ELA, Science, Civics & Math skills and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas, will support social emotion growth through the resources found in the Skills for Learning & Life (SLL) Resource Center to promote character education.

10. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 with the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to monitor student understanding and provide corrective feedback aligned with the benchmark and intended learning.

According to our FY23 iReady data, 43% of K-2 Students are one year below grade level and 14% are two or more years below grade level in Reading.

At the end of FY23 the following percentages reflect students reading Above, Mid, and/or On Level (Proficient):

Kindergarten: 54%

1st Grade: 38%

2nd Grade: 38%

This data indicates that as students 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: 61%
Phonics: 47%
High Frequency Words: 54%
Vocabulary: 35%

Due to limited phonemic skills and vocabulary, K-2 students' overall reading comprehension proficiency is 42% for Literature Text and 41% for Informational Text.

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

Our FY23 data shows our third-grade students were only 18% proficient on the FAST progress monitoring assessment. 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 are 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 FY19 versus FY22 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 (FY19 - FY22) 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 percentage of students scoring Level 1 from FY19 versus FY22 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 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 Measurable Outcomes

The measurable outcomes for 2024 are:

February 2024 May 2024

K: +5% +5%
1st: +7% +8%
2nd: +5% +5%

Teacher practice outcomes:

By 02/24, 75% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

By 05/24, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

Grades 3-5 Measurable Outcomes

The measurable outcomes for 2024 are:

February 2024 May 2024
ELA Achievement: +6% +12%
Learning Gains +5% +5%
Lowest 25 +5% +5%
3rd +5% +7%
4th +5% +5%
5th +5% +7%
Black +5% +5%
SWDs +10% +10%

Teacher practice outcomes:

By 02/24, 75% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

By 05/24, 90% of classroom teachers will be implementing the new Florida B.E.S.T. Standards and utilizing the curriculum effectively.

Monitoring

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 impact student achievement outcomes.

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.

Charlot, Annick, annick.charlot@palmbeachschools.org

Evidence-based Practices/Programs

Description:

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. §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, the 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 research-based based intervention using the MTSS Framework.

Rationale:

Explain the rationale for selecting 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 evidence-based 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 in 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 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, Single School Culture Coordinator, 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.

Charlot, Annick,
 annick.charlot@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.

Cartwright, Chianti,
 chianti.cartwright@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.

Bernard, Kamara,
 kamara.bernard@palmbeachschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school's webpage* where the SIP is made publicly available.

All SDPBC schools use the District-created Title 1 site - <https://www.palmbeachschools.org/Page/6036>. All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website. The SIP and progress will also be shared at meetings, for example, Title I or SAC meetings, so that parents and other stakeholders are aware. In addition, where applicable, they will be provided with copies of documents, translated into multiple languages. These copies will also be shared by the school's online communication system where information can be shared in multiple languages.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All SDPBC schools use the District-created Title 1 site - <https://www.palmbeachschools.org/Page/6036>. To build relationships with the aforementioned stakeholders, we will hold events for families to learn about strategies to use with their children to support their learning, for example, Literacy and Math nights. Also, to the extent possible, documents that are shared with families are translated to help all families access information.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

All SDPBC schools use the District-created Title 1 site - <https://www.palmbeachschools.org/Page/6036>. All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

All SDPBC schools use the District-created Title 1 site - <https://www.palmbeachschools.org/Page/6036>. All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA	\$96,962.50
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	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	750	0341 - Roosevelt Elementary School	UniSIG		\$21,375.00
			<i>Notes: Out-of-system, non-certified long term tutors will assist teachers with small group rotations to allow for differentiation, remediation and enrichment in second grade during academic blocks. Salaries: 1 tutor x 5 days per week x 7.5 hours per day x 38 weeks x \$15 per hour = \$21,375.</i>			
	5100	200	0341 - Roosevelt Elementary School	UniSIG		\$5,098.00
			<i>Notes: Benefits for Out of system, non-certified temporary tutors: \$21,375 x 23.85% = \$5,098. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Work Comp/ Unemployment - 1.70%</i>			
	6400	519	0341 - Roosevelt Elementary School	UniSIG		\$360.00
			<i>Notes: Technology Supplies: Ink for printing data reports. 4 x \$90 = \$360. SDPBC Object Code 510.</i>			
	6400	510	0341 - Roosevelt Elementary School	UniSIG		\$495.00
			<i>Notes: Professional Development Supplies: Cases of paper. 11 x \$45 = \$495.</i>			
	6400	120	0341 - Roosevelt Elementary School	UniSIG	0.57	\$30,000.00
			<i>Notes: Collaborative Planning: Extended Common Planning will help teachers understand the demands of the BEST ELA/Math Standards as it relates to planning for instruction. Salaries: 20 teachers x 1 day per week x 2 hours per day x 30 weeks x \$25 per hour = \$30,000. SDPBC Object Code 180.</i>			
	6400	200	0341 - Roosevelt Elementary School	UniSIG		\$9,855.00
			<i>Notes: Benefits for collaborative planning- \$30,000 x \$32.85% = \$9,855. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/ Unemployment - 1.70%</i>			
	5100	510	0341 - Roosevelt Elementary School	UniSIG		\$29,779.50
			<i>Notes: Instructional Materials: 2 binders for student-based portfolios for Project-based learning (\$1,300.16); Adhesive poster strips, Markers, Copy Paper for classroom instruction (\$5,752.59); Elementary Math manipulative library for use in math instruction (\$6,400); Magnetic math manipulatives for use in math instruction (\$1,080); Double-sided magnetic write and wipe boards for independent student work (\$4,800); Classroom magnetic learning kit for phonics and word building (\$800); Shatterproof safety mirrors for science observations and experiments (\$1,600); Magnifying glass centers for students to conduct science observations and experiments (\$3,200); See it grow plant labs (\$2,135), Magnet activity lab for students to conduct science observations (\$1,400). Total = \$29,779.50.</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$47,437.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	390	0341 - Roosevelt Elementary School	UniSIG		\$3,706.50
			<i>Notes: K-5 Class trips to Lion Country Safari to have hands-on experience with related science big idea topics. Admission: 353 x \$10.50 = \$3,706.50.</i>			
	7800	790	0341 - Roosevelt Elementary School	UniSIG		\$6,400.00
			<i>Notes: Transportation to the Lion Country Safari. Compound buses at \$800 x 8 buses = \$6,400.</i>			

	5100	390	0341 - Roosevelt Elementary School	UniSIG		\$5,985.00
			<i>Notes: Other Purchased Services - Enrichment program for Kindergarten - 5th Grade - Cox science center to have hands-on experience with related science big idea topics. Admission: 315 x \$19.00 = \$5,985.</i>			
	6400	330	0341 - Roosevelt Elementary School	UniSIG		\$4,404.00
			<i>Notes: Staff will attend the BSI Summer Institute to build capacity in School Improvement. Out of County Travel: \$180 transportation + \$777.00 lodging + \$144 per diem = \$1,101 x 4 attendees = \$4,404.</i>			
	5100	390	0341 - Roosevelt Elementary School	UniSIG		\$3,900.00
			<i>Notes: Other purchased services - enrichment program (not a sub-agreement): GABIE K-5 bus field trip will bring science hands-on experiences to the school over two days. Topics will be related to science big ideas. Total: \$1,950 x 2 days = \$3,900.</i>			
	6150	510	0341 - Roosevelt Elementary School	UniSIG		\$3,110.00
			<i>Notes: Parent and Family Supplies for trainings and meetings: Nikki Folders to take information to and from home/school; Copy Paper, pens, pencils, markers, chart paper. Total = \$3,110.</i>			
	6150	519	0341 - Roosevelt Elementary School	UniSIG		\$450.00
			<i>Notes: Technology Parent Engagement Supplies: Ink for printing information at parent events. 5 x \$90 = \$450. SDPBC Code 510.</i>			
	6150	390	0341 - Roosevelt Elementary School	UniSIG		\$500.00
			<i>Notes: Other purchased services (not a sub-agreement) -Enrichment Program: COX Science Center will host a STEAM Family Science night to provide hands-on science experiences to families to build their capacity to support science learning in the home. Total = \$500.</i>			
	6150	370	0341 - Roosevelt Elementary School	UniSIG		\$396.00
			<i>Notes: Postage to send home communications and invitations to parents and families. 600 stamps x \$0.66 = \$396.</i>			
	6150	120	0341 - Roosevelt Elementary School	UniSIG	0.12	\$6,800.00
			<i>Notes: Part-time in-system support by in-system certified school staff. Outside of contracted hours. Teachers will lead parents/guardians in discussions on student progress. Parent leave the evening with a folder of ELA & Math Activities & Strategies to try at home in order to improve performance, confidence and/or competence. Report Card Night 1 & 2 - 17 staff x 4 hours x 2 events per week x 2 weeks x \$25 rate= \$6,800. SDPBC Object Code 180.</i>			
	6150	120	0341 - Roosevelt Elementary School	UniSIG	0.03	\$1,650.00
			<i>Notes: Part-time in-system support by in-system certified school staff outside of contracted hours. Discuss student weaknesses in all content areas. Parent leave the evening with a folder of ELA & Math Activities & Strategies to try at home in order to improve performance, confidence and/or competence Data Chat Night 1 & 2, Literacy Night #1: Teacher salaries - 11 staff x 3 hours x 2 events per week x 1 weeks x \$25 rate= \$1,650. SDPBC Object Code 180.</i>			
	6150	160	0341 - Roosevelt Elementary School	UniSIG	0.03	\$720.00
			<i>Notes: Part-time in-system support by in-system non-certified school staff. Outside of contracted hours to provide language support during Report Card Parent Night 1 & 2: 3</i>			

			<i>staff x 4 hours x 2 events per week x 2 weeks x \$15 rate= \$720. SDPBC Object Code 180.</i>			
6150	160	0341 - Roosevelt Elementary School	UniSIG	0.01	\$135.00	
			<i>Notes: Part-time in-system support by in-system non-certified school staff: Outside of contracted hours to provide language support during Literacy Night #2 : 3 staff x 3 hours x 1 events per week x 1 weeks x \$15 rate= \$135. SDPBC Object Code 180.</i>			
6150	120	0341 - Roosevelt Elementary School	UniSIG	0.02	\$1,000.00	
			<i>Notes: Part-time in-system support by in-system certified teachers: Outside of contracted hours. Staff to serve as STEAM night facilitators to conduct the STEAM activities with students and families: 20 staff x 2 hours x 1 events per week x 1 weeks x \$25 rate= \$1,000. SDPBC Object Code 180.</i>			
6150	200	0341 - Roosevelt Elementary School	UniSIG		\$2,234.00	
			<i>Notes: Benefits for Certified Report Card Night support: \$6,800 x 32.85% = \$2,234. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
6150	200	0341 - Roosevelt Elementary School	UniSIG		\$542.00	
			<i>Notes: Benefits for Certified Data Chat/Literacy Nights support: \$1,650 x 32.85% = \$542. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
6150	200	0341 - Roosevelt Elementary School	UniSIG		\$329.00	
			<i>Notes: Benefits for Certified COX Nights support: \$1,000 x 32.85% = \$329. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
6150	200	0341 - Roosevelt Elementary School	UniSIG		\$237.00	
			<i>Notes: Benefits for Non-Certified Report Card Nights support: \$720 x 32.85% = \$237. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
6150	200	0341 - Roosevelt Elementary School	UniSIG		\$44.00	
			<i>Notes: Benefits for Non-Certified Literacy Nights support: \$135 x 32.85% = \$44. Retirement - 14.50%, FICA - 6.20%, Medicare - 1.45%, Group Insurance - 9.00%, Work Comp/Unemployment - 1.70%</i>			
5100	369	0341 - Roosevelt Elementary School	UniSIG		\$4,895.00	
			<i>Notes: Online Subscriptions: Penda Science to supplement science instructions. (\$4,000); TouchMath to supplement math instruction. (\$895). Total = \$4,895. SDPBC Code 360.</i>			
Total:					\$144,400.00	

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No