

Roosevelt Elementary School



2014-15 School Improvement Plan

Roosevelt Elementary School

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

www.edline.net/pages/roosevelt_es

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
97%

Alternative/ESE Center
No

Charter School
No

Minority
97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Roosevelt Elementary School and its stakeholders is to educate all students to their highest level of academic performance, foster the development of responsible citizenship, and strive to make our students contributing members of a changing society.

Provide the school's vision statement

The vision of Roosevelt Elementary School is to envision a dynamic collaborative multi-cultural community where education and lifelong learning is valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

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

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to create an environment where students feel safe and respected before, during and after school, Roosevelt Elementary School's faculty and staff will : Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

To aid in minimizing distractions and keep students engaged during instructional time, Roosevelt Elementary School will utilize:

- Universal Guidelines and behavior matrix modeled and taught throughout the school year to ensure students are aware of school expectations.
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

To ensure that the social-emotional needs of all students are being met, Roosevelt Elementary School will

- Create a school based team that meets weekly to discuss students with barriers to academic and social success;
- Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

In order to monitor the early warning indicators of individual student attendance below 90 percent, one or more suspensions and/or a level 1 on the statewide, standardized assessment in ELA or Mathematics Roosevelt Elementary School will:

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	14	22	16	22	11	10	95
One or more suspensions	3	3	1	6	2	5	20
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	
Level 1 on statewide Reading Assessment	0	0	0	22	23	21	66
Level 1 on statewide Math Assessment	0	0	0	10	19	20	49
1 or more retentions	7	6	4	22	9	15	63

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	2	5	15	11	24	57

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Roosevelt Elementary will utilize the following intervention strategies to improve academic performance of students identified by the early warning systems:

- SAI , iii, Tutorials, LLI, Wilson, Foundations, etc. ;
- Notification procedures for parents, agency and community outreach

- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/198559>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Roosevelt Elementary School builds and sustains partnerships throughout the local community by allowing parents, fraternities/sororities, churches/synagogues, and local business to volunteer on campus by reading to students or mentoring at-risk males. The school also communicates local events to the students through flyers, announcements and guest speakers from the public library, Girls/Boys Scouts, etc. By building this partnership, the local community makes donations of backpacks, school supplies, books and various in-kind services to the students of Roosevelt Elementary School. The school has fifteen year history of being awarded the Five Star Book, for its' parent and community involvement. Many of the business and organizations that partner with the school received district recognition of Gold, Silver and Bronze Awards for their commitment to the school and its' students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Alleyne, Sharonda	Principal
Osborne, Veneshia	Teacher, K-12
Williams, Christina	Guidance Counselor
Young, Nikita	Instructional Coach
Lovely, Charlotte	Assistant Principal
McCleave, Paula	Teacher, ESE
Bullard, Jonathan	Teacher, K-12
Leggett, Linsey	Teacher, K-12
Teal, Donnet	Teacher, K-12
Luzuriagga, Jennifer	Teacher, K-12
Vall, Florence	Teacher, K-12
Anderson-Murph, Sandra	Instructional Coach
Gilbert, Bobby	Other

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member analyzes academic and behavioral data in order to determine the appropriate Intervention. The administration team meets with the LLT (Literacy Leadership Team) once a month. The administrative team will conduct walkthroughs. Agenda topics include the discussion of the team’s goals and progress, data analysis, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, shares the action with the staff, implements the action, analyzes its effectiveness, and reflects on the process.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our school has a three-tiered model of for delivery of instruction (core, supplemental, and intensive): Thirty minutes of Triple-I (iii) is built into the daily schedule in every classroom. Retained and struggling 3rd grade students receive SAI (Supplemental Academic Instruction) daily. We also offer tutoring twice per week in Reading, Writing, Science, and Math for our lowest 35%. Our School Based Team meets weekly to discuss interventions and data for struggling students. LTMs (Learning Team Meetings) are conducted 4 days per week so teachers can plan and discuss strategies and best practices. Administration and Academic Coaches conduct walkthroughs to monitor implementation of RTI. In addition, the SBT leader collects weekly progress monitoring from classroom teachers. The Transformation Team and Area 5 Team also provides support through common planning, walk throughs and feedback.

Our school also collaborates with local business - Target, Subway- to form community partnerships to support students through mentoring and providing in-kinds services to the faculty and students. The school has been rewarded several grants from Target , K-12 Support & Wells Fargo to support programs and initiatives.

Title I part A funds are used to provide professional development activities, employ a math coach,

tutors, instructional programs, and technology to support classroom instruction. Family involvement activities, and trainings are also supported with Title I funds. Additionally:

- * school collaborates with district migrant department to assist with the needs of migrant students
 - * school collaborates with Student Intervention Services to provide services to homeless children and families.
 - * school collaborates with Department of Children and Families to address domestic violence, neglect and/abuse, etc.
 - * small groups and individual needs are supported by district staff from Safe Schools, ESE, Speech Language Pathologist, School Police, Multicultural and other community resource programs.
- Our school integrates Single School Culture by sharing UNIVERSAL GUIDELINES FOR SUCCESS, following our BEHAVIORAL MATRIX and teaching EXPECTED BEHAVIORS, COMMUNICATING with parents, and MONITORING SWPBS. We update our ACTION PLANS during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SWPBS programs. We also adhere to the policies set by the district on homelessness, offering a bullying hotline, culture and appreciation for multicultural diversity, a free breakfast initiative through School Food Services.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Sharonda Alleyne	Principal
Christina Williams	Teacher
Veneshia Osborne	Teacher
Marion Hake	Teacher
Elizabeth Lang	Parent
Antoinette Poiter-Wilson	Parent
Karen Hill-Simpson	Parent
Priscilla Devose	Parent
Tarry Mays	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council were provided copies of the SIP, received an in-depth presentation about the plan, were provided time to provide input, suggestions, etc and approved the plan.

Development of this school improvement plan

The SAC assisted with the development of this school year's SIP by collaborating with the staff and being active participants in the needs assessment , development of priorities, and identification and use of resources. The SAC will also provide feedback throughout the year on the status of where the school is in relation to the SIP goals.

Preparation of the school's annual budget and plan

SAC will be provided information about the annual budget and plans for spending during monthly meetings as needed.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds were used for incentives for FCAT

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Frequent attempts will be made via personal phone calls by Principal, parent/student flyers and parent call-outs to obtain Non-Instructional Members and Community/Business SAC Members.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alleyne, Sharonda	Principal
Lovely, Charlotte	Assistant Principal
Anderson-Murph, Sandra	Instructional Coach
Bullard, Jonathan	Teacher, K-12
Vall, Florence	Teacher, K-12
Leggett, Linsey	Teacher, K-12
Luzuriagga, Jennifer	Teacher, K-12
McCleave, Paula	Teacher, ESE
Hake, Marion	Instructional Media
Orth, Beverly	Other
Rhymes, Willie	Teacher, K-12
Gray, Brandon	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Students are encourage to read by participating in Reading Counts, which gives students an online quiz after reading a book. Points are earned for each passing quiz and prizes/incentives are given when certain points are earned. All K-5 Classrooms have an extensive classroom library organized by genre and lexile level. Roosevelt Elementary also promotes literacy throughout the school day by including daily Independent Reading time. Frequent Book giveaways and classroom visits by the local public library also promotes literacy.

This group of professionals is comprised of leaders in literacy. This team includes a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support

literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

In order to recruit, develop and retain highly qualified, certified-in-field, effective teachers; Roosevelt Elementary will:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

The rationale for pairing mentor teachers consist of matching a veteran teacher with a first year teacher. The mentor will work closely with the new teacher to offer support and practical advice to beginning teachers based on observation and discussion of the beginning teacher's professional experiences. Planned activities and meetings will take place through out the school year to monitor the progress, offer assistance and guide the first year teacher through the program in order to transition smoothly through the teaching profession.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Roosevelt Elementary uses the Units of Study for daily Reading instruction (utilizing Scholastic Reading Materials), Units of Study for Writing (utilizing Lucy Caulkins materials) and GO MATH for daily Math instruction. All materials and curriculum all assist students in mastery of Language Arts Florida Standards (LAFs) and Mathematics Florida Standards (MAFs).

Roosevelt Elementary School creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers, Instructional Coaches and Administrators will meet frequently to plan appropriate instructional lessons to meet the needs of diverse learners by implementing the following :

- Hold meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Create a schedule with an uninterrupted 90 minute reading block
- Create a schedule with an additional 60 minute reading block (option for extended day)
- Create a schedule with an uninterrupted 45-60 minute writing block
- Provide instruction based on student needs
- Provide instruction aligned with the Language Arts Florida Standards for their grade level
- Provide resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administer assessments which measure instructed standards
- Monitor progress at the class and grade level during Learning Team Meetings
- Conduct data chats with students

Students receiving push-in/pull out services for ESE/ELL

- Provide LLI (Leveled Literacy Intervention) instruction
- Provide Process and Strategy charts for reminders of teaching

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 2,880

Extended opportunities will use diagnostic and weekly assessments to drive instruction in the students Core Academic Subjects. The students will receive small groups instructions, computer assisted learning and enrichment activities. The hour will be divided into 3 groups of 20 minutes of instruction, using the I Do, We Do and You Do model.

Strategy Rationale

The extended day will close the achievement gap with struggling readers with LLI use and will provide enrichment for students on grade level. The Extended Day trainings also provided will also build teacher capacity in teaching reading.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Alleyne, Sharonda, sharonda.alleyne@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The data will be collected weekly in the form of a mini-assessment for Reading, Math and Science. The writing data will be collected based on the final product. The Leadership Team will monitoring and ensuring that all tutors are implementing the identified strategies with fidelity.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Roosevelt Elementary School cooperates with preschool programs by disseminating information to the students. We offer a VPK (Florida Voluntary Prekindergarten program) to prepare students for kindergarten. A Kindergarten Round-up is held in the spring for all parents and students who will be attending Roosevelt Elementary School. The Kindergarten Round-up helps parents with the registration process. In addition, curriculum materials for Kindergarten are reviewed and readiness skills packets are sent home with parents and a tour of the school is given. Classroom visits and school tours are available year round. All incoming Kindergarten students are assessed upon entering Kindergarten using several measurements of readiness, including FLKRS and Fountas and Pinnell Benchmark Assessment System. These assessments are used in order to ascertain individual and group needs and to assist in the development of appropriate, differentiated instruction/ intervention programs.

The Guidance Counselor schedules assemblies for outgoing fifth grade students with feeder middle schools. During these assemblies, fifth grade students learn about the programs, courses and electives being offered at the feeder middle schools. Parents participate by assisting their child in selecting courses for middle.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Roosevelt Elementary and its' stakeholders will create an environment where progress monitoring is utilized to increase overall student achievement.

- G2.** Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Roosevelt Elementary and its' stakeholders will create an environment where progress monitoring is utilized to increase overall student achievement. 1a

G053451

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	50.0
One or More Suspensions	5.0

Resources Available to Support the Goal 2

- SwPbs Universal Guidelines for Success
- Professional Growth Plan

Targeted Barriers to Achieving the Goal 3

- Lack of consistant implementation of SwPbs
- Lack of consistant parent involvement at scheduled school events as well as at home
- Inconsistent monitoring of student progress

Plan to Monitor Progress Toward G1. 8

Use Data Chat Protocols as the focus for classroom walkthroughs along with student interviews to determine the fidelity of the implementation of reteaching and small group instruction.

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Copies of completed data chat protocols, reteaching lessons, Observation

G2. Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing **1a**

 G053452

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	57.0

Resources Available to Support the Goal **2**

- Administration
- Instructional Coaches
- Area Support
- Utilize district resources from Learning Village, attend professional development, utilize Performance Matters test bank.
- Utilize state web site for resources and professional development

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge of New Florida Standards and Florida Standards Assessment
- Low student achievement data from previous year
- Limited knowledge on providing instruction on effective strategies in Reading and Math
- Students have limited access to technology
- Lack of explicit protocol and outcomes for common planning

Plan to Monitor Progress Toward G2. **8**

Common Planning agendas, student data, walkthrough data

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Copies of Lesson Plans, Notes from Reflective Conversation from post conferences, iObservation reports

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Roosevelt Elementary and its' stakeholders will create an environment where progress monitoring is utilized to increase overall student achievement. **1**

 G053451

G1.B1 Lack of consistant implementation of SwPbs **2**

 B134868

G1.B1.S1 School-wide behavior system will model, teach and reward students for positive behavior; provided reteaching of inappropriate behavior(s) and provide more time on-task thus improving student achievement. **4**

 S146742

Strategy Rationale

Improved behavior will affect student behavior in school, home and in community

Action Step 1 **5**

Develop Universal Guidelines with Consequences & Rewards

Person Responsible

Sharonda Alleyne

Schedule


Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

G1.B2 Lack of consistent parent involvement at scheduled school events as well as at home **2**

 B134869

G1.B2.S1 Provide trainings on standards based report cards, Literacy & Math to empower parents to assist children at home **4**

 S146743

Strategy Rationale

Equipping parents with skills and knowledge to support students at home.

Action Step 1 **5**

Family Curriculum Nights

Person Responsible

Sharonda Alleyne

Schedule

On 4/30/2015

Evidence of Completion

Sign in sheets, agendas, handouts, flyers, receipts for food and supplies

Action Step 2 **5**

Person Responsible

Schedule

Evidence of Completion

G1.B3 Inconsistent monitoring of student progress **2**

 B134870

G1.B3.S1 To monitor student progress academically in content areas and behaviorally through SwPbs.

4

 S146744

Strategy Rationale

By monitoring student progress at frequent intervals teachers can reteach students in small groups to sure mastery of concepts

Action Step 1 **5**

Construct data wall

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Pictures of Data Wall

Action Step 2 **5**

Develop Data Chat Protocol

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Copy of Data Chat Protocol

Action Step 3 5

Conduct data chats

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Schedule of data chats and copies of completed Data Chat Protocol

Action Step 4 5

Inform parents and parents of SwPbs

Person Responsible

Sharonda Alleyne

Schedule

On 10/30/2014

Evidence of Completion

Copies Open House Powerpoint & flyer from student assembly

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will monitor progress monitoring through the collaboration and reflective thinking of teacher's in data chats and common planning.

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Collection of data chat protocols, Copies SwPbs Badges,

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Person Responsible

Schedule


Evidence of Completion

G2. Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing


1

 G053452

G2.B1 Lack of knowledge of New Florida Standards and Florida Standards Assessment 2

 B134871

G2.B1.S1 Utilize common planning to plan effective lessons aligned to the Florida Standards by : * analysis of data * discussion of data trends * providing professional development * conducting on-going conversations * building teacher efficacy 4

 S146745

Strategy Rationale

The rationale is; with effective common planning, constant conversations focusing on efficacy teachers' confidence and comfort levels will increase as well as their knowledge in using the New Florida Standards.

Action Step 1 5

Distribute copies of the New Florida Standards

Person Responsible

Charlotte Lovely

Schedule

On 8/12/2014

Evidence of Completion

Gray Curriculum Binder consisting of the New Florida Standards and New Florida Standards Item Specifications.

Action Step 2 5

Plan and conduct professional development focusing on the New Florida Standards and the alignment in daily classroom instruction.

Person Responsible

Sharonda Alleyne

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Sign-in Sheets, Agendas, Minutes, Handouts

Action Step 3 5

Create common planning schedule and protocols

Person Responsible

Sandra Anderson-Murph

Schedule

On 6/5/2015

Evidence of Completion

Common Planning Agenda, documents

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Team Leaders will submit common planning agendas to administration, data binders will be used for data chats with administration, focused walkthroughs to monitor lesson plans and evidence of common planning

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Agenda from common planning, data binder contents, lesson plans, walkthrough feedback

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Instructional Coaches and administration will monitor the fidelity of learning the New Florida Standards by walkthroughs, checking lesson plans, supporting teachers through the coaches' continuum


Person Responsible

Schedule


Evidence of Completion

Coaches, logs, walkthrough notes, student data, lesson plans and common planning calendar

G2.B2 Low student achievement data from previous year 2

 B134872

G2.B2.S1 Saturday Tutorial 4

 S146746

Strategy Rationale

To decrease the number of non proficient students

Action Step 1 5

Provide Saturday Tutorial to increase student proficiency

Person Responsible


Schedule

On 3/31/2015


Evidence of Completion

Lesson plans, student attendance, schedule, list of students

G2.B4 Limited knowledge on providing instruction on effective strategies in Reading and Math **2**

 B134874

G2.B4.S1 Provide on-going professional development for teaching Reading and Math strategies, hire .5 Reading and Math Resource Teachers, hire .5 Reading and Math Coach **4**

 S146748

Strategy Rationale

To build teacher capacity and create rigorous, relevant instruction

Action Step 1 **5**

Two .5 Instructional Coaches (Reading and Math) will model lessons, provide professional development and analyze data to increase student achievement

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Coaches log, data, sign in sheets, handouts or informational packets

Action Step 2 **5**

Two .5 Resource Teachers (Reading and Math) to provide small group instruction to non proficient students.

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Daily Schedule, List of students for small group. lesson plans


Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

G2.B5 Students have limited access to technology 2

 B134875

G2.B5.S1 Teachers will provide research-based technological programs with fidelity to meet the specific needs of all students. 4

 S146749

Strategy Rationale

Increase student achievement and reduce digital divide for at-risk students

Action Step 1 5

Provide increased technology for student usage to increase student achievement in all content areas (i.e. Lexia Core 5 and V Math).

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015


Evidence of Completion

assessment reports, observations, software data reports

G2.B6 Lack of explicit protocol and outcomes for common planning 2

 B134876

G2.B6.S1 Create and implement Roosevelt Elementary Common Planning Protocol with specified outcomes. 4

 S146750

Strategy Rationale

Common Planning Protocol will train and assist teachers in implementing Florida Standards Assessment to build teacher capacity and increase rigor in daily instruction.

Action Step 1 5

Research best practices for common planning protocols

Person Responsible

Charlotte Lovely

Schedule

On 9/29/2014

Evidence of Completion

Powerpoint, Research Materials

Action Step 2 5

Brainstorm common planning elements to include on the Common Planning Protocol

Person Responsible

Sharonda Alleyne

Schedule

On 10/24/2014

Evidence of Completion

Powerpoint, Agenda

Action Step 3 5

Develop a template to align with the 3-5 common planning protocol

Person Responsible

Sharonda Alleyne

Schedule

On 10/31/2014

Evidence of Completion

Common Planning Protocol

Action Step 4 5

Set and establish expectations for common planning sessions

Person Responsible

Sharonda Alleyne

Schedule

On 10/9/2014

Evidence of Completion

Common Planning Protocol

Action Step 5 5

Share the common planning protocol and expectations with the faculty and staff

Person Responsible

Sharonda Alleyne

Schedule

On 10/24/2014

Evidence of Completion

Common Planning Agendas and Common Planning Protocol

Action Step 6 5

Implement Common Planning Protocol

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Common Planning Agendas & Sign-In Sheets

Action Step 7 5

Monitor implementation and attendance of Common Planning

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Common Planning Attendance Sheets

Action Step 8 5

Conduct focused classroom walkthroughs based on the elements of the Common Planning Protocol

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Coaches Log and Observation Notes

Action Step 9 5

Survey Teachers on the effectiveness of common planning protocol and provide specific feedback to teachers

Person Responsible

Sharonda Alleyne

Schedule

Evidence of Completion

Surveys

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

Attend common planning sessions

Person Responsible

Sharonda Alleyne

Schedule

Evidence of Completion

Common planning agendas, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

Conduct classroom walkthroughs to monitor the effectiveness of common planning

Person Responsible

Sharonda Alleyne

Schedule

On 6/5/2015

Evidence of Completion

Observation Notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Palm Beach - 0341 - Roosevelt Elementary School - 2014-15 SIP
Roosevelt Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop Universal Guidelines with Consequences & Rewards	Alleyne, Sharonda	8/18/2014		6/5/2015 daily
G1.B2.S1.A1	Family Curriculum Nights	Alleyne, Sharonda	10/13/2014	Sign in sheets, agendas, handouts, flyers, receipts for food and supplies	4/30/2015 one-time
G1.B3.S1.A1	Construct data wall	Alleyne, Sharonda	9/1/2014	Pictures of Data Wall	6/5/2015 one-time
G2.B1.S1.A1	Distribute copies of the New Florida Standards	Lovely, Charlotte	8/1/2014	Gray Curriculum Binder consisting of the New Florida Standards and New Florida Standards Item Specifications.	8/12/2014 one-time
G2.B2.S1.A1	Provide Saturday Tutorial to increase student proficiency		9/15/2014	Lesson plans, student attendance, schedule, list of students	3/31/2015 one-time
G2.B4.S1.A1	Two .5 Instructional Coaches (Reading and Math) will model lessons, provide professional development and analyze data to increase student achievement	Alleyne, Sharonda	8/12/2014	Coaches log, data, sign in sheets, handouts or informational packets	6/5/2015 one-time
G2.B5.S1.A1	Provide increased technology for student usage to increase student achievement in all content areas (i.e. Lexia Core 5 and V Math).	Alleyne, Sharonda	10/1/2014	assessment reports, observations, software data reports	6/5/2015 one-time
G2.B6.S1.A1	Research best practices for common planning protocols	Lovely, Charlotte	9/27/2014	Powerpoint, Research Materials	9/29/2014 one-time
G1.B2.S1.A2	[no content entered]			one-time	
G1.B3.S1.A2	Develop Data Chat Protocol	Alleyne, Sharonda	10/24/2014	Copy of Data Chat Protocol	6/5/2015 one-time
G2.B1.S1.A2	Plan and conduct professional development focusing on the New Florida Standards and the alignment in daily classroom instruction.	Alleyne, Sharonda	8/18/2014	Sign-in Sheets, Agendas, Minutes, Handouts	6/5/2015 monthly
G2.B4.S1.A2	Two .5 Resource Teachers (Reading and Math) to provide small group instruction to non proficient students.	Alleyne, Sharonda	8/12/2014	Daily Schedule, List of students for small group. lesson plans	6/5/2015 one-time
G2.B6.S1.A2	Brainstorm common planning elements to include on the Common Planning Protocol	Alleyne, Sharonda	10/3/2014	Powerpoint, Agenda	10/24/2014 one-time
G1.B3.S1.A3	Conduct data chats	Alleyne, Sharonda	11/3/2014	Schedule of data chats and copies of completed Data Chat Protocol	6/5/2015 one-time
G2.B1.S1.A3	Create common planning schedule and protocols	Anderson-Murph, Sandra	8/18/2014	Common Planning Agenda, documents	6/5/2015 one-time
G2.B4.S1.A3	[no content entered]			one-time	
G2.B6.S1.A3	Develop a template to align with the 3-5 common planning protocol	Alleyne, Sharonda	10/3/2014	Common Planning Protocol	10/31/2014 one-time
G1.B3.S1.A4	Inform parents and parents of SwPbs	Alleyne, Sharonda	9/23/2014	Copies Open House Powerpoint & flyer from student assembly	10/30/2014 one-time
G2.B6.S1.A4	Set and establish expectations for common planning sessions	Alleyne, Sharonda	10/7/2014	Common Planning Protocol	10/9/2014 one-time
G2.B6.S1.A5	Share the common planning protocol and expectations with the faculty and staff	Alleyne, Sharonda	10/21/2014	Common Planning Agendas and Common Planning Protocol	10/24/2014 one-time
G2.B6.S1.A6	Implement Common Planning Protocol	Alleyne, Sharonda	10/29/2014	Common Planning Agendas & Sign-In Sheets	6/5/2015 one-time
G2.B6.S1.A7	Monitor implementation and attendance of Common Planning	Alleyne, Sharonda	10/29/2014	Common Planning Attendance Sheets	6/5/2015 one-time
G2.B6.S1.A8	Conduct focused classroom walkthroughs based on the elements of the Common Planning Protocol	Alleyne, Sharonda	11/3/2014	Coaches Log and Observation Notes	6/5/2015 one-time
G2.B6.S1.A9	Survey Teachers on the effectiveness of common planning protocol and provide specific feedback to teachers	Alleyne, Sharonda	11/28/2014	Surveys	quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Use Data Chat Protocols as the focus for classroom walkthroughs along with student interviews to determine the fidelity of the implementation of reteaching and small group instruction.	Alleyne, Sharonda	9/8/2014	Copies of completed data chat protocols, reteaching lessons, Observation	6/5/2015 one-time
G1.B3.S1.MA1	[no content entered]			one-time	
G1.B3.S1.MA1	Administration will monitor progress monitoring through the collaboration and reflective thinking of teacher's in data chats and common planing.	Alleyne, Sharonda	10/1/2014	Collection of data chat protocols, Copies SwPbs Badges,	6/5/2015 one-time
G2.MA1	Common Planning agendas, student data, walkthrough data	Alleyne, Sharonda	8/18/2014	Copies of Lesson Plans, Notes from Reflective Conversation from post conferences, iObservation reports	6/5/2015 one-time
G2.B1.S1.MA1	Instructional Coaches and administration will monitor the fidelity of learning the New Florida Standards by walkthroughs, checking lesson plans, supporting teachers through the coaches' continuum		Coaches, logs, walkthrough notes, student data, lesson plans and common planning calendar	one-time	
G2.B1.S1.MA1	Team Leaders will submit common planning agendas to administration, data binders will be used for data chats with administration, focused walkthroughs to monitor lesson plans and evidence of common planning	Alleyne, Sharonda	8/18/2014	Agenda from common planning, data binder contents, lesson plans, walkthrough feedback	6/5/2015 one-time
G2.B6.S1.MA1	Conduct classroom walkthroughs to monitor the effectiveness of common planning	Alleyne, Sharonda	11/3/2014	Observation Notes	6/5/2015 one-time
G2.B6.S1.MA1	Attend common planning sessions	Alleyne, Sharonda	10/29/2014	Common planning agendas, sign-in sheets	weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Roosevelt Elementary and its' stakeholders will create an environment where progress monitoring is utilized to increase overall student achievement.

G1.B1 Lack of consistent implementation of SwPbs

G1.B1.S1 School-wide behavior system will model, teach and reward students for positive behavior; provided reteaching of inappropriate behavior(s) and provide more time on-task thus improving student achievement.

PD Opportunity 1

Develop Universal Guidelines with Consequences & Rewards

Facilitator

Sharonda Alleyne

Participants

All Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G1.B2 Lack of consistent parent involvement at scheduled school events as well as at home

G1.B2.S1 Provide trainings on standards based report cards, Literacy & Math to empower parents to assist children at home

PD Opportunity 1

Family Curriculum Nights

Facilitator

Staff, Instructional Coaches

Participants

Parents

Schedule

On 4/30/2015

G2. Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing

G2.B1 Lack of knowledge of New Florida Standards and Florida Standards Assessment

G2.B1.S1 Utilize common planning to plan effective lessons aligned to the Florida Standards by : * analysis of data * discussion of data trends * providing professional development * conducting on-going conversations * building teacher efficacy

PD Opportunity 1

Distribute copies of the New Florida Standards

Facilitator

Sharonda Alleyne, Charlotte Lovely

Participants

K-5 Teachers

Schedule

On 8/12/2014

PD Opportunity 2

Plan and conduct professional development focusing on the New Florida Standards and the alignment in daily classroom instruction.

Facilitator

Administration

Participants

K-5 Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 3

Create common planning schedule and protocols

Facilitator

Instructional Coaches

Participants

Grade Level teams, Administraiton

Schedule

On 6/5/2015

G2.B4 Limited knowledge on providing instruction on effective strategies in Reading and Math

G2.B4.S1 Provide on-going professional development for teaching Reading and Math strategies, hire .5 Reading and Math Resource Teachers, hire .5 Reading and Math Coach

PD Opportunity 1

Two .5 Instructional Coaches (Reading and Math) will model lessons, provide professional development and analyze data to increase student achievement

Facilitator

Instructional Coaches

Participants

Faculty and Staff

Schedule

On 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing

G2.B5 Students have limited access to technology

G2.B5.S1 Teachers will provide research-based technological programs with fidelity to meet the specific needs of all students.

PD Opportunity 1

Provide increased technology for student usage to increase student achievement in all content areas (i.e. Lexia Core 5 and V Math).

Facilitator

ITSA , Teachers

Participants

K-5 students

Schedule

On 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Roosevelt Elementary and its' stakeholders will create an environment where progress monitoring is utilized to increase overall student achievement.	4,087
Goal 2: Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing	157,514
Grand Total	161,601

Goal 1: Roosevelt Elementary and its' stakeholders will create an environment where progress monitoring is utilized to increase overall student achievement.

Description	Source	Total
B2.S1.A1 - Parent Involvement Supplies- paper, toner, make and take supplies, food,, kindergarten round up supplies	Title I Part A	1,587
B2.S1.A1 - Part time in System for staff to facilitate trainings	Title I Part A	1,000
B2.S1.A2 - Substitutes for Parent Conferences	Title I Part A	1,500
Total Goal 1		4,087

Goal 2: Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing

Description	Source	Total
B1.S1.A2 - Substitutes to attend Professional Development opportunities on campus and throughout the district.	Title I Part A	2,500
B1.S1.A3 - Supplies for common planning - paper, ink, chart paper,	Title I Part A	750
B2.S1.A1 - HQ Tutors	Title I Part A	7,000
B4.S1.A1 - Two .5 Instructional Coaches (Reading and Math)	Title I Part A	73,058
B4.S1.A1 - Professional Development Supplies - markers, sheet protectors, labels, folders, binders, highlighters	Title I Part A	750
B4.S1.A1 - Professional Development Substitutes - to relieve teachers to attend professional development	Title I Part A	1,628
B4.S1.A2 - Two .5 Resource Teachers (Reading and Math)	Title I Part A	49,600
B4.S1.A2 - Online Subscriptions - Reading A-Z, iREADY	Title I Part A	3,500
B4.S1.A2 - Classroom Supplies - manipulatives, consumable materials to support Florida Standards and Extended Day, bins, pencils, paper, toner, composition/spiral notebooks, READY/Common Core	Title I Part A	8,000

Goal 2: Roosevelt Elementary will build teacher capacity in the Florida Standards and Florida Standards Assessment to increase student achievement across the content areas i.e. Reading, Math, Science & Writing

Description	Source	Total
B4.S1.A2 - AV Materials - Listening Stations	Title I Part A	250
B5.S1.A1 - Computers for classroom instruction	Title I Part A	5,478
B5.S1.A1 - Lexia Core 5, V Math,	Title I Part A	5,000
Total Goal 2		157,514