
Title I Comprehensive Schoolwide Plan
ROOSEVELT MIDDLE SCHOOL (0311)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

52% of our students are Level 1. Our priority is to decrease our Level 1 students and increase our students to Level 2, 3, 4,5. Reading is a challenge for our students, comprehension and understanding text based questioning. Our students struggle with different components in writing. A major challenge is grammar and sentence structures. Vocabulary -decoding words and phrases. Finding the meaning of words .

2. List the root causes for the needs assessment statements you prioritized.

Lack of reading and writing skills. Lack of understanding the meaning of words and phrases. Low reading levels. Lack of knowledge in grammar and writing skills.

3. Share possible solutions that address the root causes.

Supporting teachers with lesson plans to meet the needs of our students. Small group instruction to build student understanding of text based questioning. Provide mini lessons on grammar and sentence structures. Instructional Coach modeling effective lessons in PLC and classrooms, and providing strategies to support students Instructional Coach provides check points of different assessment improvements and challenging areas and plans how to improve challenging areas. Purchasing additional resources to support our students: No Red Ink CommLit 360 Flocabulary

4. How will school strengthen the PFEP to support ELA?

Automated call outs will be conducted to inform parents of all upcoming ELA and writing assessments.

• Parent Training

Train parents on how to utilize support resources at home such as : Reading Plus, CommonLit and teacher Google Classrooms.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- School

provide a Parent Night to train parents on different ELA resources available to support students at home.

- Students

use strategies demonstrated by teachers, to show understanding of the task and how strategies support their thinking and assist with answering questions correctly.

- Parents

inform school guidance on any challenges the families may be experiencing. Keep the communicating lines open by checking in with students and parents regularly. Remind parents of different resources students have access to support them at home.

- Staff Training

Provide PLC/ Team meetings to demonstrate best practices to increase student achievement.

- Accessibility

Robo Call reminders of resources and ELA tutorial to support students. Remind text messages. Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

30.2% of ESE and 43.4% of ELL students are on track for level 3 or higher from PM2 compared to 52.2% of all students enrolled in a middle school math course 63/304 eighth grade students are enrolled in an accelerated math course 8% of 7th grade regular students scored a level 3 or higher on PM2 An average of 25% of sixth grade students at least meet threshold on district USAs.

2. List the root causes for the needs assessment statements you prioritized.

Student motivation Change of mindset on education Students coming in at different levels of math in the same class Stamina taking longer assessments Lack of prior knowledge/multiplication facts Retention of knowledge throughout the school year

3. Share possible solutions that address the root causes.

Use of manipulatives Intensive math Organizational tools More ELL support through math specific language dictionaries and resources Agendas Hands on experiences to deepen knowledge of standards Math parent night to increase involvement Conference Day Professional development on differentiated and small group instruction Professional development on engaging standards-based activities in the classroom

4. How will school strengthen the PFEP to support Math?

• Communication

Student agendas with upcoming math assessments

• Parent Training

Math at Home: how to emphasize math in daily at home life

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

host a Math parent night, provide math tutorial daily

- **Students**

complete all ixl/savvas/algebra nation assignments, attend math tutorial when needed

- **Parents**

check SIS weekly, time/attendance, practice math facts at home, demonstrate real world math at home

- **Staff Training**

Staff training on Paper online tutorial to help parents/families at home

- **Accessibility**

All trainings will be translated with closed captions and posted to the school website

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

27% of all 8th grade students are projected to pass the NGSS based on the winter diagnostic. Only 8% of ESE students Only 3% of ELL students

2. List the root causes for the needs assessment statements you prioritized.

Integrated approach is a "hit or miss", it is failing our students. It prevents us from going in depth Not enough time to complete 8th grade standards as well as review 6th and 7th grade standards that are assessed at the end of the year. Lack of real world experiences to connect content and deepen knowledge In need of more instructional resources Lack of hands on activities Student Motivation

3. Share possible solutions that address the root causes.

Yearly assessments (FSA Style per grade level for 6th and 7th grade. Remediation in place for students that do not show proficiency on assessments. Supplies for labs-to deepen knowledge Science boards Tutorial days Field trips that are standard based Engaging and interactive lessons

4. How will school strengthen the PFEP to support Science?

• Communication

The school will conduct automated call outs informing parents of upcoming science assessments and the science fair deadlines

• Parent Training

STEM Night

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

• School

work towards school participation in science tutorial

• Students

relay information to parents, complete assignments/projects and attend tutorial sessions for science.

• Parents

show involvement and concern about their child's learning by checking grades through SIS and ensuring they complete assignments/projects at home.

- **Staff Training**

We will host a staff training to better assist parents understanding of PENDA science online program.

- **Accessibility**

All science trainings will be translated with closed captions and posted to the school website.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

40% of ELLs are projected to be proficient on the EOC compared to 67% of all students. 43% of ESE students are projected to be proficient on the EOC compared to 67% of all students.

2. List the root causes for the needs assessment statements you prioritized.

Differentiated instruction Increased accountability, parental communication, organization, and structure Educate and validate AVID principles school wide Increase engagement/ Real World connections to skills/ standards Lack of ELL/ ESE strategies Switch for US History to World History New Civics Enhance Vocabulary

3. Share possible solutions that address the root causes.

ELL professional development Student Agendas, binders/ dividers Individualized online and in class instruction New Curriculum Training days (to assist with 6th and 8th grade flip) Extra ELL and ESE support/ strategies Real World/ Hands on experiences to deepen knowledge and understanding

4. How will school strengthen the PFEP to support Social Studies?

- **Communication**

Student agendas will be used to communicate between home and school about all upcoming social studies assessments and projects

- **Parent Training**

Civics parents will receive a parent night specifically focused on the online programs used in civics and how they can utilize them at home with their child.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- **School**

offer more SS training to enhance teachers knowledge with new materials, provide incentives to increase participation of students/ parents, provide a quality learning environment for all students, communicate upcoming SS projects/ assessments and invite parents to the project fairs to demonstrate student work in the social studies classrooms.

- **Students**

have agendas daily, record all SS assignments/ projects due dates, utilize headphones to personalize their learning and without interruptions, complete all work/ projects on time, and come to class prepared/ on time.

- **Parents**

have an email on SIS, check SIS weekly, communicate any issues with the school in a timely manner, sign agendas daily, attend at least 65% of parent activities, and conference with teacher at least once (virtually, phone, or in person)

- **Staff Training**

Staff training on proper use of student agendas to keep an open line of communication

- **Accessibility**

All social studies trainings will be translated and posted on the school website

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Only 63/304 eighth grade students are enrolled in a high school level math class, the only students enrolled in a high school elective are those enrolled in a high school math class, 13 of our 7th grade accelerated math students dropped from PM1 to PM2

2. List the root causes for the needs assessment statements you prioritized.

Teachers are struggling to fill in the gaps caused by the pandemic while meeting the rigor of the higher-level classes Teachers are not comfortable with project based learning Students and parents are not aware of accelerated options at Roosevelt Lack of support for accelerated courses Lack of support for academic course and long term goal planning

3. Share possible solutions that address the root causes.

Teachers will be provided professional development on integrating higher level questioning and project based learning to meet the needs of the higher performing students After school tutorial supporting accelerated courses Parent information session and flyer describing acceleration options offered at Roosevelt Hands on activities, labs and field trips to deepen student knowledge, understanding and application of standards

4. How will school strengthen the PFEP to support Acceleration Success?

- **Communication**

Guidance counselors will host an acceleration night and serve as a main point of contact for each child's acceleration track

- **Parent Training**

Parent Acceleration Session to inform parents of accelerated opportunities and support at RMS

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **School**

host an acceleration parent session to inform parents of acceleration courses offered, provide tutorial to support our accelerated students, encourage all students to pursue advanced coursework

- **Students**

enroll in at least one accelerated course, complete all coursework in accelerated classes, attend tutorial or use Paper to get necessary assistance with struggling standards

- **Parents**

monitor student's academic track throughout middle school to ensure highest level courses are taken and student is being successful

- **Staff Training**

PD on higher level questioning and project based learning to meet the needs of the higher performing students

- **Accessibility**

Parent meetings with guidance counselors to discuss acceleration and academic progress will be available in person and virtual at varying times throughout the day.

Action Step: Classroom Instruction

Offer a breadth of educational experiences for students that include hands-on experiential learning, tutorial programs outside of the regular school day, and decreased class size through additional staff to increase student-teacher access.

Budget Total: \$253,261.67

Acct Description	Description								
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Afterschool- ELA 6-8 Start Approx: Sep 1. Stop: May 1 (ELL, ESE, Low 25, Accelerated)	3	\$37.00	2	2	26	Certified	Original	\$11,544.00
	Afterschool- Science 8 Start Approx: Sep 1. Stop: May 1 (ELL, ESE, Low 25, Accelerated)	1	\$37.00	2	2	26	Certified	Original	\$3,848.00
	Afterschool- Math 6-8 Start Approx: Sep 1. Stop: May 1 (ELL, ESE, Low 25, Accelerated)	3	\$37.00	2	2	26	Certified	Original	\$11,544.00
Charter bus	Item	Quantity			Rate		Type	Total	
	Kennedy Space Center Bus (all pre-engineering students)	1			\$4,300.00		Original	\$4,300.00	
AV materials; non-cap	Item	Quantity	Rate		Type		Total		
	Globes	9	\$41.93		Original		\$377.37		

Acct Description	Description									
Field trip admissions	<table border="1"> <thead> <tr> <th data-bbox="422 203 1417 297">Item</th> <th data-bbox="1417 203 1585 297">Quantity</th> <th data-bbox="1585 203 1732 297">Rate</th> <th data-bbox="1732 203 1879 297">Type</th> <th data-bbox="1879 203 2026 297">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
Kennedy Space Center Admission (all pre-engineering students)	110	\$23.00	Original	\$2,530.00						
Coach	The Math Coach position will build grades 6th-8th teachers' capacity in data analysis, Standards based lessons and assessment, and sharing best practice during PD sessions.									
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="422 516 1354 610">Item</th> <th data-bbox="1354 516 1501 610">Quantity</th> <th data-bbox="1501 516 1690 610">Rate</th> <th data-bbox="1690 516 1879 610">Type</th> <th data-bbox="1879 516 2026 610">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total				
	Item	Quantity	Rate	Type	Total					
	No Red Ink (adaptive writing practice, personalized content for each student, detailed reports for teachers to create small groups and provide differentiated instruction)	1	\$10,200.00	Original	\$10,200.00					
	New York Times Upfront (by Scholastic) online current event magazine subscription with standards based guided practice, questioning and all DOK levels (per student subscription)	150	\$8.99	Original	\$1,348.50					
	All in Learning (continuous assessment informal and formal and monitoring of student understanding of the standards throughout the year) and PD with purchase	1	\$9,300.00	Original	\$9,300.00					
	Flocabulary (assist all content areas in building academic vocabulary fluency)	1	\$3,800.00	Original	\$3,800.00					
	Gizmos (virtual labs and simulations)	1	\$5,445.00	Original	\$5,445.00					
Measuring Up (intensive math students only, individualized math support and guidance through individual areas of weakness as well as teacher assigned lessons/activities based on current standard)	150	\$14.95	Original	\$2,242.50						
Penda Science (interactive standards based activities with NGSS style questions; builds student understanding of science from	1	\$4,000.00	Original	\$4,000.00						

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="432 203 1354 277">Item</th> <th data-bbox="1354 203 1501 277">Quantity</th> <th data-bbox="1501 203 1692 277">Rate</th> <th data-bbox="1692 203 1877 277">Type</th> <th data-bbox="1877 203 2026 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
Item	Quantity	Rate	Type	Total								
	developing to accelerated)											
	CommonLit (access to Commonlit's assessment series to monitor student growth on standards throughout the year, high interest articles and DOK 2/3 questions)	1	\$3,250.00	Original	\$3,250.00							
	Amend 16 BT 465326 * District purchased No Red Ink	1	-\$10,200.00	Amendment	-\$10,200.00							
Educational consultants	<table border="1"> <thead> <tr> <th data-bbox="432 581 961 673">Item</th> <th data-bbox="961 581 1230 673">Quantity</th> <th data-bbox="1230 581 1526 673">Rate</th> <th data-bbox="1526 581 1768 673">Type</th> <th data-bbox="1768 581 2026 673">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
Item	Quantity	Rate	Type	Total								
	Cox Science Center	1	\$2,935.50	Original	\$2,935.50							
Resource Teacher	The reading resource teacher will provide push-in/push-out support to L25% and Level 1 and 2 students in grades 6-8.											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="432 889 1155 982">Item</th> <th data-bbox="1155 889 1299 982">Quantity</th> <th data-bbox="1299 889 1465 982">Rate</th> <th data-bbox="1465 889 1717 982">Supply Type</th> <th data-bbox="1717 889 1900 982">Type</th> <th data-bbox="1900 889 2026 982">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	Folders (20 per core content area teacher)	850	\$1.06	General Supplies	Original	\$901.00						
	Lexmark Black 701HK	12	\$45.00	Technology	Original	\$540.00						
	Lexmark Yellow 701HY	10	\$45.00	Technology	Original	\$450.00						
	Expo Markers (Box of 12) (4 per teacher, one per quarter)	160	\$8.06	General Supplies	Original	\$1,289.60						
	Science Speedbag Teacher's Edition	6	\$54.95	Instructional Materials	Original	\$329.70						
	Shipping (Top Score/Science Speedbag)	1	\$1,344.49	Instructional Materials	Original	\$1,344.49						

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Measuring Up Levels F, G, H (Intensive Math one per student)	150	\$14.95	Manipulatives	Original	\$2,242.50
	Lexmark Black 501X Toner	6	\$115.00	Technology	Original	\$690.00
	Scientific Calculators	98	\$8.19	Manipulatives	Original	\$802.62
	Measuring Up Levels F, G, H Teacher Edition	6	\$32.95	Manipulatives	Original	\$197.70
	ELL Math Dictionaries (10 per grade level)	30	\$29.70	Manipulatives	Original	\$891.00
	Visual Skills Learning Guides (one per Math Teacher)	15	\$50.15	Instructional Materials	Original	\$752.25
	Reams of Color Paper for double block classes in reading and writing differentiated lessons for ELL students	100	\$4.97	General Supplies	Original	\$497.00
	Lexmark Magenta 701HM	10	\$45.00	Technology	Original	\$450.00
	Cases of Paper	41	\$44.61	General Supplies	Original	\$1,829.00
	Composition Books	899	\$2.17	General Supplies	Original	\$1,950.80
	4 function calculators (6th Math/8th Science) (Box of 10)	10	\$56.16	Manipulatives	Original	\$561.60
	Geometric Folding Shapes (two per Math Teacher)	30	\$30.99	Manipulatives	Original	\$929.70
	Lexmark Cyan 701HC - For student use	10	\$45.00	Technology	Original	\$450.00
	Smart Board Stylus Pen (1 per teacher)	80	\$20.00	Technology	Original	\$1,600.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Index Cards (100 pack)	183	\$0.45	General Supplies	Original	\$82.35
	Pencils (Box of 144)	69	\$19.40	General Supplies	Original	\$1,338.60
	Science Bootcamp Laboratory Booklet 6-8	1	\$99.75	Instructional Materials	Original	\$99.75
	Glue sticks	40	\$21.41	General Supplies	Original	\$856.40
	Color Pencil ClassPack (240)	30	\$36.99	General Supplies	Original	\$1,109.70
	Top Score Writing Print Curriculum (one per ELA /ESE/ESOL teacher) and professional development with purchase	15	\$525.00	Instructional Materials	Original	\$7,875.00
	Science Speedbag Student Booklets (set of 25) (one per 8th grade student, class set for 6th and 7th grade)	20	\$350.00	Instructional Materials	Original	\$7,000.00
	Amend 16 BT 465326 - copy/chart paper, pencils pens, 3 hole notebooks	1	\$4,886.00	General Supplies	Amendment	\$4,886.00

Action Step: Parent Engagement

Remove barriers to parent and family engagement access through consistent training opportunities, parental follow-up, and the provision of dedicated 'parent/family-facing' staff to assist parents, and to promote both the continuous engagement of parents and families in school-based activities, as well as their capacity to further at-home learning outside of the traditional school day.

Budget Total: \$119,613.53

Acct Description	Description						
Postage	Item		Quantity	Rate	Type	Total	
	Stamps- Roll of 100 for parent invitation, training, academic/attendance reports		20	\$63.00	Original	\$1,260.00	
Community Resource Person	The community resource person will support families pertaining to students' academic, attendance, behavior as well as providing building capacity trainings to 6th grade parents.						
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Cases of Paper for Invitations/Handouts		5	\$44.61	General Supplies	Original	\$223.05
	Shipping (planners)		1	\$208.98	General Supplies	Original	\$208.98
	Student Agendas		900	\$2.58	General Supplies	Original	\$2,322.00
Enrichment Contracts	Item		Quantity	Rate	Type	Total	
	Cox Science Center- October 2023-Fun with STEAM Night		1	\$510.50	Original	\$510.50	
Community Resource Person	Community Resource Person to Assist families of ESOL students obtaining services to support the child and family, conduct home visits, assist with parent involvement activities for ESOL families, and communicate with families of non-English speaking families for academic and behavioral expectations.						
Community Resource Person	The community resource person will support families pertaining to students' academic, attendance, behavior as well as providing building capacity trainings to 7th grade parents.						

Action Step: Professional Development

Equip instructional staff with meaningful and immediate professional learning activities through on-site dedicated professional development staff, collegial professional development opportunities, in-house trainings and off-site opportunities to strengthen their instructional practice.

Budget Total: \$120,131.30

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Science and social studies teachers common planning for 1st semester	20	\$25.00	1	4	1	Certified	Original	\$2,000.00	
	ELA teachers - common planning for 1st semester	14	\$25.00	1	4	1	Certified	Original	\$1,400.00	
	Math teachers - common planning for 1st semester	3	\$25.00	1	4	1	Certified	Original	\$300.00	
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Chart Markers (Pack of 8)	40	\$8.49	General Supplies			Original	\$339.60		
	Post It Notes (Pack of 12)	30	\$3.33	General Supplies			Original	\$99.90		
	Pens (Box of 12)	30	\$3.76	General Supplies			Original	\$112.80		
Travel out-of-state	Item	Quantity	Rate	Type			Total			
	American School Counselors of America Conference/ July 15-18, 2023/ Atlanta, GA (sixth grade guidance counselor, ESOL guidance counselor to attend different sessions throughout the conference)	2	\$2,122.00	Original			\$4,244.00			

Acct Description	Description										
Coach	The science coach will build grades 6th-8th teachers' capacity in data analysis, Standards based lesson and assessment, and sharing best practice during PD sessions.										
Travel out-of-county	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Innovative Summit (Orlando, March 2024) to learn and redeliver strategies and best-practice approaches to supporting at-risk students. Participants will be Department chairs of math, science, social studies, and English Language Arts.</td> <td>4</td> <td>\$2,455.00</td> <td>Original</td> <td>\$9,820.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Innovative Summit (Orlando, March 2024) to learn and redeliver strategies and best-practice approaches to supporting at-risk students. Participants will be Department chairs of math, science, social studies, and English Language Arts.	4	\$2,455.00	Original	\$9,820.00
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Coach	The reading coach will build grades 6th-8th teachers' capacity in data analysis, Standards based lesson and assessment, and sharing best practice during PD sessions.										
Single School Culture Coordinator	The single school culture coordinator will monitor and track student progress and complete data analysis. SL will provide support in reading, Math, and Science through PLCs and build teachers' capacity by sharing instructional best practices and model lessons.										

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

It is our goal to cultivate the relationship of all stakeholders. We endeavor to include our parents, faculty, staff, students and the community in site-based decisions to support continuous engagement from all. We recognize the importance of family upon the impact of student achievement. We will provide timely training and sharing of information to equip and involve our parents.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Group membership was open to all stakeholders to provide review of the prior plan, evaluate current data and provide input in the development of the current plan. There was no formal selection process; all parents were invited.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholder Meeting was held in the spring. Based on on-going data and student needs, feedback from the stakeholders was used to develop the final plan. They were provided with the prior year's PEFP and school compact, along with current student data (i.e. PM1/PM2 data, Parent Engagement Survey Results, etc...). Stakeholders were afforded the opportunity during the input meeting to provide feedback, comments, suggestions and revisions to the draft plan. Feedback were recorded on a template. Supporting step 1, 2 and 3 CNA evidence were submitted to the ditrcit. Future decision on Title I items will be discussed during SAC. Our SAC meetings are the second Thursday of each month at 6:00. August 17, September 14, October 12, November 9, December 14, January 11, February 8, March 14, April 11, May 9.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

During the spring meeting, it was discussed amongst the stakeholders that the funds will be used to support student achievement growth by coaching teachers, training parents and addressing the varied needs of students by content. Parents voiced their need for more training on using the various online platforms that their child uses for school to monitor their progress. Postage will be purchased to also using mailing as a means of communication to parents. Lastly, the coaches will provide training to the parents in Math, English Language Arts and Science to equip parents with the tools to support their child at home. Community Resource Persons are funded through Title I as well as training supplies.

Name	Title

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

October 12, 2023; 6:00 pm in the cafeteria

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

One Voice call out, Parent Link emails, fliers

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Invitation, agenda, PowerPoint, compacts, PFEP summary, and parent feedback form to obtain parent wishes and needs (technology, paper and pens).

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Use of Student Agendas

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn the school-wide expectations for student agenda usage - dos and dont write in the agenda. Staff and Families will use the agenda to effectively communicate on academic, behavior and school activities.

- What is the expected impact of this training on family engagement?

All students in all classes will use their agendas in the same format. Parents will be more informed of upcoming assessments, assignments and important dates.

- What will teachers submit as evidence of implementation?

Copy of five student agendas filled out for the week

- Month of Training

August

- Responsible Person(s)

Lester

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Empathy with Parent Communication

- What specific strategy, skill or program will staff learn to implement with families?

Staff will learn strategies to show and to be more empathetic when communicating with parents and be more understanding of the home life situations of our students.

- What is the expected impact of this training on family engagement?

Parents will feel more accepted and welcome to call the school and inform the school of any at-home issues that may be going on.

- What will teachers submit as evidence of implementation?

Screenshot of comment log sampling communication with parents

- Month of Training

October

- Responsible Person(s)

Potenza

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Data Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn how to effectively monitor their child's academic progress through SIS and T.I.D.E.

- Describe the interactive hands-on component of the training.

Parents will log in to a chromebook to view their child's SIS account and gain access to their T.I.D.E. through the access code. They will be trained how to read academic data of their child.

- What is the expected impact of this training on student achievement?

Student achievement and assessments will increase as a result of more consistent parent monitoring and involvement.

- Date of Training

September

- Responsible Person(s)

Lester

- Resources and Materials

Chromebook cart, Guidance counselor to access parent SIS pins and T.I.D.E. access codes, Smartboard with Presentation, Parent Handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

2. Reflection/Evaluation of Training #1

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

Academic Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn about different strategies and online programs that their child uses in class to best support them at home in reading, math and science.

- Describe the interactive hands-on component of the training.

Students will log in to online program with parents to see how to monitor their progress. Parents will practice various math, science, and ELA strategies during the training.

- What is the expected impact of this training on student achievement?

With parents' support and training , students will complete online homework assignments and be more confident using strategies taught in class.

- Date of Training

November

- Responsible Person(s)

Potenza

- Resources and Materials

Chromebook Cart, Smartboard with Presentation, Parent Handouts

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

4. Reflection/Evaluation of Training #2

- Name of Training

TBD

- Number of Participants

TBD

- What were parents able to do as a result of the training?

TBD

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

TBD

- What went well with the training?

TBD

- What improvements would be made and what steps will you implement to make the training more effective?

TBD

5. Parent and Family Capacity Building Training #3

- Name of Training

N/A

- What specific strategy, skill or program will parents learn to implement with their children at home?

N/A

- Describe the interactive hands-on component of the training.

N/A

- What is the expected impact of this training on student achievement?

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

N/A

6. Reflection/Evaluation of Training #3

- Name of Training

N/A

- Number of Participants

N/A

- What were parents able to do as a result of the training?

N/A

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

N/A

- What went well with the training?

N/A

- What improvements would be made and what steps will you implement to make the training more effective?

N/A

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Safe Schools

- Describe how agency/organization supports families.

A BIA is placed at our school on a full-time basis. He not only provide support families on all about their child, he also provides behavior interventions with the students as needed. He coaches the students on how to make better decisions in school and at home.

- Based on the description list the documentation you will provide to showcase this partnership.

BIA log, sample parent communication, Safe Schools handout for at risk students

- Frequency

Daily

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

DATA: Drug Abuse Treatment Association

- Describe how agency/organization supports families.

A DATA guidance counselor is placed at our school on a full-time basis. She provides group and individual sessions discussing any issues going on personally, at home, with or without involving drugs. She provides support and information to families involving students.

- Based on the description list the documentation you will provide to showcase this partnership.

Handouts/presentations counselor uses (3 separate)

- Frequency

Daily

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Urban League

- Describe how agency/organization supports families.

The Urban Leagues supports our families by providing mentorship and afterschool engagement for our students. The students are offered an opportunity to deepen and enrich their knowledge through STEAM.

- Based on the description list the documentation you will provide to showcase this partnership.

Sign in sheets from meeting, sample communication between organization and school.

- Frequency

Bi-weekly

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

We will inform parents through the One Voice system. This will allow parents and families to receive a phone call as well as an email for the information. Documents and phone calls will be provided in all appropriate languages. Academic and Title I programs are also discussed in SAC

- **List evidence that you will upload based on your description.**

One Voice/Parent Link logs, copy of scripts/messages sent to parents, SAC minutes.

- **Description**

We will inform parents of curriculum updates through our School Advisory Council meetings. Moreover, parent trainings, SAC meetings and PTC conferences will be held. The One Voice system will be utilized to call and email parents to inform them of upcoming assessments in math, science, ELA and social studies.

- **List evidence that you will upload based on your description.**

Parent-Teacher Conference Notes, Minutes from School Advisory Council meeting, Screenshot of call out/email for upcoming assessments.

- **Description**

We will inform parents through web page, SAC meetings and written communication. Documents will be provided in all appropriate languages.

- **List evidence that you will upload based on your description.**

Snapshot of web page, Sample flier/communication, Minutes from School Advisory Council minutes

- **Description**

We will inform parents through Parent call-outs, School Advisory Council and written communication. Documents will be provided in all appropriate languages. We will host a Parent University Night to inform the parents of all of the various acceleration paths that we offer for their child to begin to earn high school credits. We will then offer a one on one meeting for any parent interested with their grade level guidance counselor to choose the most academic appropriate path for their child.

- **List evidence that you will upload based on your description.**

Snapshot of the call out, Minutes from School Advisory Council minutes, Acceleration handout from parent training

- **Description**

Parent conferences are held during the day at the optimal time for both parents and teachers. However, training and activities are held during the evening and afternoon time to allow maximum parent participation. Training documents will be posted on the school website. Documents will be provided in all appropriate languages.

- **List evidence that you will upload based on your description.**

Screenshot of school website, sample parent training showing flexible schedule, training fliers in different languages

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Our Spanish and Creole CLFs are available during the day for parents and are present at parent meetings (i.e. parent conferences, SAC, PTSA, Title I Annual, etc...) for translation and support. CLFs are also available to make phone calls home for the teachers to ensure constant parent communication. All parent communication (print, emails and call outs) will be translated in the appropriate languages.

- List evidence that you will upload based on your description.

Translated letter. CLF Call Log.

- Description

Roosevelt Middle is an ADA accessible school. Every effort will be done to provide support to parents who need support. Meetings will be held in the first floor as much as possible. All invitations will include a statement that we provide reasonable accommodations for all persons with disabilities, along with the office phone number to pre-request accommodations. Parent Trainings will be recorded and posted on the school website for those parents unable to attend. Recorded trainings will utilize closed captioning to assist with communication.

- List evidence that you will upload based on your description.

Photo of elevator and disabilities signage, screenshot of training posted on school website. Invitation with accommodation verbiage. Screenshot of paused parent training with closed captioning.

- Description

We provide uniforms and supplies to any student/family that is unable to purchase their own. Guidance counselors will be in constant communication with families to provide any extra resources as well as continuously monitoring the grades and attendance of the student. Communication with the district migrant office.

- List evidence that you will upload based on your description.

Picture of Uniform closet and student supplies. Copy of guidance counselors' plan and steps of action once a family is identified. Copy of home language survey. Email to migrant office

- Description

We provide uniforms and supplies to any student/family that is unable to purchase their own. Guidance counselors will be in constant communication with families to provide any extra resources as well as continuously monitoring the grades and attendance of the student. Communication with McKinney Vento staff.

- List evidence that you will upload based on your description.

Picture of uniform closet and student supplies. Copy of guidance counselors' plan and steps of action once a family is identified. Handout from Mckinney Vento.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. **Activity #2**

Activity #2

- **Activity #2**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

3. **Activity #3**

Activity #3

- **Activity #3**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

We aim to prepare our students for college through our rigorous academic curricula and additional accelerated learning opportunities while understanding the importance of building non-academic skills. Roosevelt Community ensures the following: Operational School Based Team (SBT) and Child Study 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 (i.e. DATA, etc..) •Engage with identified staff (i.e. school counselor, school-based team leader, resource teacher (behavioral), mental health counselor, 6th - 8th grade Rtl paraprofessionals, community resource for high school readiness, and community resource personnel for students in transition) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshops, assemblies), supplemental (solution focused small-group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need. The school encourages a Single School Culture by implementing Universal Guidelines and behavior matrix that are reinforced daily in all settings and are taught twice a year to ensure students are aware of the expectations for behavior and interactions with peers and adults. At our school, relationship building is a clear priority and our school SwPBS (School-wide Positive Behavior Support) Team monitors classroom data to ensure students are engaged in a positive learning environment by encouraging a minimum of a 4:1 ratio of positive interactions and feedback from teachers to students as a model of positive interaction. Roosevelt Middle is an AVID (Advancement Via Individual Determination)school. Our Avid partners strive to create a community of stakeholders who support the academic and effective development of the students as well as foster dynamic relationships through mentoring while providing real-world exposure to career opportunities. Some of our AVID Partners include Sikorsky (a Division of Pratt Whitney), Lockheed Martin, West Beach Chapter of Zeta Phi Beta, Florida Power and Light, TOPS (Teen Outreach Program) and Florida Atlantic University. The school embraces the Characher Now! program that meets the social-emotional needs for the students. Through PBS, students are rewarded with Velt Bucks for showing respect and responsibility. Each morning, the students are read the RMS daily affirmation to promote a positive growth mindset and being a good citizen. Additionally, Roosevelt Middle School infuses critical historic content into the general curriculum to instill a sense of pride and appreciation for the contributions of diverse groups of people to include: - History of the Holocaust - History of Africans and African Americans - Hispanic Contributions - Women's Contributions - Sacrifices of Veterans

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and

- Track students' progress.

1. SBT/MTSS Implementation

Utilizing a multi-tiered system of support (MTSS), all students receive Tier I instruction by following the core, Florida Standards-based curriculum while concentrating on strategies to increase classroom rigor. AVID (Advancement Via Individual Determination) strategies and instructional practices afford all students the opportunity to collaborate in a student-centered, personalized environment that encourages student talk and collaboration. Timely and appropriate feedback to students helps students to engage and understand their progress towards academic goals. Tier I instruction includes providing differentiated instruction in both small and whole-group by modifying product expectations while assuring the standards are mastered as well as making sure all students know the learning objective and are provided with appropriate instructional materials. By closely monitoring individual student data on periodic assessments and utilizing data, teachers and administration are able to identify students who are not meeting their identified academic targets. These students are then referred to the School-based Team (SBT). Once a student is identified as needing additional support for behavior or academics, the School-based Team, using a problem-solving model, then determines appropriate Tier 2 interventions. Tier 2 interventions include content specific interventions as well as additional support in the classroom such as targeted small-group instruction focusing on skill deficit and/or areas of need. After-school tutorial is also offered as an intervention. Reading, math and science coaches also provide additional support for classroom teachers to provide Tier 2 interventions such as supplemental materials and district provided reading intervention lessons and Just Words, a highly explicit, multisensory decoding and spelling program for struggling readers. In addition, students utilize adaptive computer technology such as Reading Plus, Algebra Nation as well as other technology support such as Google Classroom, Smart Science and other district-approved computer programs recommended by the SBT. If additional support is needed after Tier 2 interventions are implemented with fidelity, the SBT examines the data and makes recommendations for Tier 3 interventions based on the individual needs of the student. Tier 3 intervention may include increasing the frequency and intensity of the Tier 2 intervention or more intensive small-group or individualized instruction facilitated by the reading, math or science coach. In some cases if the Tier 2 and/or Tier 3 interventions continue to be unsuccessful, the student will be referred to the Child Study Team (CST) for possible evaluation for special education (ESE) services. The team provides data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that need to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures. Implementation: Step 1: Completion and submission of an SBT (School Based Team) or CST (Child-Study Team) Initial Referral is submitted to the team The CST or SBT Leader requests the observation from the faculty or staff indicating a concern with a student. Only one (1) initial form is to be completed by teacher, staff, guidance or administrator. The person making the observations will make contact with parent/guardian to discuss observation/concern regarding student in the academic and/or school setting. Step 2: Completed Student Checklists are requested from each teacher and submitted to the School Base and Child Study Team The CST or SBT Leader requests the checklist from teachers upon notification of a concern with a student. All six (6) teachers are to complete a checklist. Teachers should include any supporting documentation when submitting the checklist (i.e. Behavior Intervention Forms, Conference Record Forms, assessment data etc...) Step 3: CST or SBT Leader Gathers All Pertinent Documentation & Schedules Initial SBT/ CST Meeting, inviting the SBT/CST Committee (i.e. AP, School Psy., School Guidance Counselor & Case Manager) Step 4: CST or SBT develops plan based upon SBT/CST recommendation. When applicable, district Covid-19 safety guidelines will be strictly followed to ensure the well being of staff and students.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term “well-rounded education” means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

All of our core-subject work is centered around the Florida B.E.S.T. Standards. Teachers are given the opportunity to unpack the standards and plan collaboratively to assure all instruction is aligned with the Florida Standards in Professional Learning Community (PLC) meetings. We use multiple data points to determine students' overall strengths and needs and guide placement and instruction in core curriculum courses. These data sources include Unify, EDW and results from Assessments for Learning. We also use observation and project-based learning results to determine students' needs. While all students receive standards-based instruction in accordance with both state and district requirement, some students require remediation while others are in need of enrichment and extended learning opportunities to maximize their mastery of content. Some students require remediation in one area while benefiting from enrichment in another. By utilizing differentiated instructions, teachers aim to meet the needs of all learners. In addition to many remediation opportunities, students at Roosevelt Middle are able to take high school credit core content courses such as Honors Algebra I, Honors Geometry and Honors Algebra II. In order to support students enrolled in the vigorous coursework, after-school strategic support is offered. To further enhance our students understanding and connection to the standards, we provide multiple opportunities for hands on learning. These opportunities include labs and field trips to relate the standards being taught in class to real world experiences. While the core content curriculum is essential for students to develop academic skills, Roosevelt Middle strives to provide enrichment opportunities that help develop critical thinking and problem-solving skills as well as nurture an interest in non-academic subjects, provide career exploration and prepare students for college and post-secondary success. Our school offers Choice and Career Options Programs in Biomedical Science, partnered with FAU College of Medicine, Environmental Science, Pre-Engineering, Pre-Medical Science, Technology and the Leadership Academy for Young Men. In addition, we also hosts a variety of after school clubs including (STEM) for Girls, Computer Coding, Engineering Club, Practical Life Club, and SECME (Science, Engineering, Communication, Mathematics, and Enrichment). Roosevelt also employs project-based learning in 8th grade Science and our Bio-Medical Program. Project-based learning aids students in the application of standards to real life problems. Students are given the opportunity to apply their acquired knowledge to relevant problems in their area of interest or study . Students are also able to enroll in Industry Certification Courses such as Microsoft Office as well as various Medical Industry Certifications. Industry Certifications are an important because they allow the students to demonstrate the entry-level skills needed to perform job functions in the area of certification. As an AVID (Advancement Via Individual Determination) School, students learn the self-management and personal responsibility skills needed for both college and career success. Business partners serve as mentors helping students explore career interests while field trips to local and regional colleges provide students with exposure to life on a college campus. College preparation is further enhanced for potential first generation college students by participating in the College Success Program which utilizes the Believing the College Dream curriculum for middle school students.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

The vision of Roosevelt Community Middle School is to nurture, inspire and empower a generation of innovative thinkers, creative problem solvers, and aspiring leaders who are prepared to excel in college and lead in careers. We aim to prepare our students for college through our rigorous academic curricula and additional accelerated learning opportunities. We also aim to broaden our students' awareness of the career pathways that are aligned with our magnet programs and provide structures and opportunities that will strengthen their knowledge and preparation. This approach will provide each student with a succession plan for continuous education, growth and development. We also provide AVID (Advancement Via Individual Determination) Courses each year to provide a structured approach to helping students with risk factors prepare to be college and career ready. Through AVID students are made aware of college opportunities and programs. We also have exceptional enrollment in accelerated courses and we support these students through our strategic support program. Annually, guidance counselors provide small group sessions to inform students of the course offerings, including high school credit (Algebra I, Geometry, and Biomedical) and accelerated course offerings (Emerging Technology). Students are guided on the completion of the course selection sheets. Moreover, through these sessions, our certified school counselors inform students of the opportunity to enroll in on-line classes. Our students also take the PSAT in 8th grade and counselors help students to analyze the data and determine their strengths and areas that require support in preparation for college. More importantly, we partner with local community and various agencies and businesses that are aligned with our Magnet Programs. Our partnership with Florida Atlantic Medical provides our students with simulations and shadowing from the medical students that helps them conceptualize a career as aspiring physician.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- On-site school tours for new kindergarten families

- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- Early school year start/summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Roosevelt middle funds a reading and science coach and a math coach through Title I allocations. This allows data analysis to be completed and communicated to teachers in order to improve classroom instruction. In addition, coaches model lessons to promote best practices. Title I also funds teacher collaboration. Teachers will plan after contract hours for core subjects using evidence based strategies and assessments to plan for intentional instruction. Multicultural provides staff development on PDD days. Roosevelt Middle staff attends district offered trainings throughout the school year and bring back vital information to be implemented in classroom instruction. RMS is also an AVID school. Teachers attend AVID specific trainings to assist in implementing avid strategies schoolwide. Additional support is provided by the area instructional team in the form of classroom walkthroughs and data chats.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

The recruitment of certified teachers is done in partnership with the Department of Recruitment and Retention. Applicants outside of the district are made aware of teaching and staff vacancies through multiple means including the district website, recruiting fairs such as a Teacher Fest, visits to college campuses, word of mouth, and even social media. Information regarding salary, benefits, as well as information on district demographics and achievement history is available on the district website. Once a candidate determines that they are interested in working in Palm Beach County, they are easily able to navigate through current vacancies and hiring requirements on the district website. Personnel are also available to help over the phone or in person. After our school advertises current vacancies, and with assistance from Human Resources, we identify certified and qualified applicants and set up interviews with a member of the administrative team and teacher leaders. Once an applicant is hired, we do our best to make the new teacher or staff member feels as comfortable as possible. New teachers are introduced to department leaders, administrators, school clerical staff and academic team members as well as PLC Leaders, coaches and support staff. In this orientation, procedures are explained and handbooks are provided as additional information. The new teacher is given time to set up their classroom and assistance is given with logistical things such as keys, computers, passwords etc. New teachers are enrolled in the Educator Support Program (ESP) and are assigned a mentor teacher to work closely with the new teacher to provide necessary support. ESP activities include support meetings with the team, and completion of activities to acquaint themselves with staff and their responsibilities. The mentor teacher assists the new teacher with completion of a Personal Growth Plan (PGP) and provides support for the new teacher to develop mastery of the Florida Educator Accomplished Practices (FEAP's) during their first year. The ESP administrator additionally supports the new teacher by conducting walk- throughs, informal and formal observations, Pre/Post Observation Conferences, providing written and oral feedback and recommending professional development opportunities. Additional and continued support is provided by academic coaches, PLC, grade-level, department, and team leaders. Professional Learning Communities (PLC) provide the opportunity for collaborative planning and problem solving, sharing of resources as well as hands-on experience utilizing comprehensive data to drive instruction and decision making. Tutorials, afterschool activities, clubs, and enrichment activities are shared as a way of earning additional funds.