

---

**Title I Comprehensive Schoolwide Plan**  
**ROOSEVELT ELEMENTARY SCHOOL (0341)**

---

# ELA

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

## 1. List prioritized needs statements.

STAR Early Literacy Assessment shows 69% of our students in grades K-2 are not on track to meet end-of-year grade-level expectations. STAR Literacy Assessment shows 67% of 2nd-grade students are not on track to meet end-of-year grade level expectations. PM2 FAST data indicates 70% of 3rd-grade, 79% of 4th-grade, and 68% of 5th-grade students are still achieving at Level 1 in reading. 40% of students in grades K-5 have been absent 10+ days. The grade level with the highest number of students is Kindergarten. However, 62% of 4th Grade students have 10+ days absent. Discipline Data indicates 15% of students receive office discipline referrals (ODRs) resulting in 9% of students being suspended or receiving OSS because of aggressive behavior.

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

Roosevelt Elementary has identified the following root causes: Students have poor reading comprehension skills. Classrooms have limited leveled readers for independent reading and phonics. Students have limited exposure and background knowledge to many of the topics in the stories, texts. Students lack motivation, low self-esteem and self-confidence towards reading. Small groups have more than six students. Students in the older grades lack the foundational skills needed to read on grade level. Teacher capacity and knowledge around the new BEST standards Teacher capacity and knowledge around implementing effective strategies for differentiating instruction for challenged readers. Teacher capacity and knowledge around providing effective differentiated instruction for SWD and ELL students. Classroom engagement strategies are under-utilized across content areas. Students do not see themselves reflected in texts, materials, and activities.

## 3. Share possible solutions that address the root causes.

Possible solutions include: Providing students more time to read at home. Providing families with the resources to strengthen the home-school connection. Providing students with more test-like items. Providing teacher professional development on the BEST Standards, Student Engagement, Planning Standards-Based Lessons, Incorporating ESE/ELL Strategies, and Differentiating for Small Group Instruction. Scheduling field trips to the library, museums, other schools, etc. Sending more books home to families. Incorporating reading manipulatives/games to make reading more fun. Making the classroom libraries more inviting. Increasing tutorial hours for SWD and ELL students. Providing teachers additional opportunities to develop capacity in providing differentiated instruction (reading coach and ESOL coordinator will share strategies during PLCs and model effective practices for teachers and teachers will be invited to participate in PD outside of the regular school day and receive stipends for their participation).

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

The school can increase communication with families with: Calls Text Emails Flyers

- **Parent Training**

Parents Trainings to support parents in working with their children on Reading: OpenHouse/Curriculum Night - To teach parents the importance of Student agendas and communicating with teachers. Teach parents how to teach their children how to read and spell sight words. Teach parents the importance of reading on grade level. Teach parents about the curriculum and assessments their students will be using, etc. Family Fall Night - To support students learning at home, parents will rotate through standards-based literacy-related stations to learn strategies and best practices relating to B.E.S.T. Standards. The learned strategies will support literacy, math, and science proficiency at home and increase student achievement overall. Report Card Conference Night - Teachers will lead data and portfolio conferences with their parents twice a year during report card night. Parent University Meetings - To support students learning at home, parents will rotate through standards-based stations. To ensure that parents will be comfortable implementing these strategies at home, staff will model how to utilize the resources. Additionally, during each rotation parents will practice using the resources and asking questions. iReady Night - To support student learning at home, parents will be trained on understanding the Diagnostic iReady Report as well as how to navigate the adaptive technology platform.

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

- **School**

The school will: Respect and value the wide variety of cultural differences of students and families, providing a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Promote a family-friendly atmosphere where visitors are welcomed and encouraged to be actively involved. Provide field trips to build background knowledge. Utilize social media platforms for read-alouds, trainings, etc. Utilize reading manipulatives/academic games to improve reading.

- **Students**

The students will: Behave like ROCKSTARS! Try their best! Attend school every day! Be engaged and participate in reading instruction and during small group lessons.

- **Parents**

The parents will: Send students to school every day! Stress the importance of having updated numbers on file. Encourage more parent volunteers to read to and with students. Connect with families in the community about school-related events Participate in Literacy Nights, Parent Trainings, etc.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families: Project-based Learning Utilizing the gradual release model, through accountable talk to develop their phonetics, vocabulary, comprehension, and writing skills. Effective ways to communicate with families about student progress. Effective Family Engagement and Communication. Student Attendance and Family Support. Developing engaging lessons that reach all learners. Building relationships with students and families. How to better engage and support parents/families as they work with their students at home.

- **Accessibility**

Physical Accessibility and accommodations for families with disabilities, experiencing homelessness or engaged in migrant work: Translated Flyers/Invitations Multiple Sessions Flexible Meeting Times Translations during Parent Meetings Audio Enhancement Equipment Hearing Assistance System Handicap Parking & Wheelchair Accessible Entrances/Ramps Handicap Accessible Restroom Braille on Signage Elevator Student Housing Questionnaire (PBSD 2479) Homeless Liaison McKinney-Vento Services (MVP) School Supply & Uniform Closet Migrant Education Program (MEP)

## **Math**

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

1. List prioritized needs statements.

STAR Math Assessment shows 51% of our students in grades K-2 are not on track to meet end-of-year grade level expectations. PM2 FAST data indicates 79% of 3rd-grade, 81% of 4th-grade, and 63% of 5th-grade students are still achieving at Level 1 in math. 40% of students in grades K-5 have been absent 10+ days. The grade level with the highest number of students is Kindergarten. However, 62% of 4th Grade students have 10+ days absent. Discipline Data indicates 15% of students receive office discipline referrals (ODRs) resulting in 9% of students being suspended or receiving OSS because of aggressive behavior.

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

Roosevelt Elementary has identified the following root causes: Students lack the foundational skills needed to fluently solve math problems. Lack of instructional time in the primary grades. Students have difficulty retaining the skills. Classroom engagement strategies are under-utilized across content areas.

3. Share possible solutions that address the root causes.

Possible solutions include: Providing online tutorials/homework assistance for students and parents. Providing parent trainings on the B.E.S.T. Standards and Curriculum. Incorporating more academic math games. Providing more hands-on/real-world opportunities during the math block. Creating math clubs. Participating in competitive games. Creating a school Youtube Channel, TikTok, and/or other social media platforms to teach students and parents about various topics.

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

- Communication

The school can increase communication with families with: Calls Text Emails Flyers

- Parent Training

Parents trainings to support parents in working with their children on Math: Parent University Meetings - To support students learning at home, parents will rotate through standards-based stations. To ensure that parents will be comfortable implementing these strategies at home, staff will model how to utilize the resources. Additionally, during each rotation parents will practice using the resources and asking questions. Fluency Math Nights - To support students learning at home, parents will learn how to incorporate fun and engaging math fluency games at home, parents will also create flash cards and math fluency games. iReady Night - To support student learning at home, parents will be trained on understanding the Diagnostic iReady Report as well as how to navigate the adaptive technology platform.

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

- **School**

The school will: Respect and value the wide variety of cultural differences of students and families, providing a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Promote a family-friendly atmosphere where visitors are welcomed and encouraged to be actively involved. Plan more parent trainings. Send home extra math manipulatives and remediation activities. Communicate more with parents about Math Strategies and completion of Homework.

- **Students**

The students will: Behave like ROCKSTARS! Try their best! Attend school every day!

- **Parents**

The parents will: Send students to school every day! Stress the importance of having updated numbers on file. Encourage more parent volunteers to assist with Math homework and assignments.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage families: How to better engage and support parents/families as they work with their students at home. Teach staff how Science connects to ELA & Math. How to teach Science to struggling students. Ways to teach more science with experiments.

- **Accessibility**

Physical Accessibility and accommodations for families with disabilities, experiencing homelessness or engaged in migrant work: Translated Flyers/Invitations Multiple Sessions Flexible Meeting Times Translations during Parent Meetings Audio Enhancement Equipment Hearing Assistance System Handicap Parking & Wheelchair Accessible Entrances/Ramps Handicap Accessible Restroom Braille on Signage Elevator Student Housing Questionnaire (PBSD 2479) Homeless Liaison McKinney-Vento Services (MVP) School Supply & Uniform Closet Migrant Education Program (MEP)

## **Science**

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

### 1. List prioritized needs statements.

Winter Diagnostics shows that 87% of 5th-grade students are not on track to meet end-of-year grade-level expectations. Winter Diagnostics data indicates 76% of 5th-grade students are still achieving at Level 1 in science. Winter Diagnostics data indicates 0% of 5th-grade SWD and ELL students are on track to meet end-of-year grade level expectations of a 3 or Higher in science. Discipline Data indicates 15% of students receive office discipline referrals (ODRs) resulting in 9% of students being suspended or receiving OSS because of aggressive behavior.

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

Roosevelt Elementary has identified the following root causes: K-4 Teachers struggle to provide daily Science Instruction. Students do not retain science concepts from year to year. Parents are unable to assist fifth-grade students with Science Projects, Homework, etc. Science is not exciting or promoted as much as Reading and Math. Classroom engagement strategies are under-utilized across content areas.

### 3. Share possible solutions that address the root causes.

Possible solutions include: Creating a Science Lab Implementing Project-Based Learning in K-5 Adding Science Lab to the Fine Arts Wheel Creating a Project-Based Learning Club Developing a Summer Science Program Adding more Virtual Science Labs/Tutorial Providing Hands-On Experiments Providing Professional Development Opportunities for Teachers and Parents Creating engaging Science Lessons

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

#### • Communication

The school can increase communication with families with: Calls Text Emails Flyers

#### • Parent Training

Parents Trainings to support parents in working with their children on Science: Parent University Meetings - To support students learning at home, parents will rotate through standards-based stations. To ensure that parents will be comfortable implementing these strategies at home, staff will model how to utilize the resources. Additionally, during each rotation parents will practice using the resources and asking questions. Virtual Science Tutorials Saturday Science Bootcamps with Parents & Students

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

### • School

The school will: Respect and value the wide variety of cultural differences of students and families, providing a safe environment conducive to learning. Communicate effectively and frequently with students and their families regarding individual student progress. Promote a family-friendly atmosphere where visitors are welcomed and encouraged to be actively involved. In-house field trips Conduct a School-wide Science Fair Utilize social media platforms

### • Students

The students will: Behave like ROCKSTARS! Try their best! Attend school every day! Be engaged and participate in Science projects, fairs, instruction, etc.

### • Parents

The parents will: Send students to school every day! Connect with families in the community about school-related events Participate in Science Bootcamps, Parent Trainings, etc.

### • Staff Training

Staff Trainings to assist teachers in understanding how to better engage families: How to better engage and support parents/families as they work with their students at home. Ways to build interest in Science at home, help parents understand Science Fair Projects in all grades. STEAM/STEM Night - To support students learning at home, parents will rotate through standards-based Science focused stations. To ensure that parents will be comfortable implementing these strategies at home, staff will model how to utilize the resources. Additionally, during each rotation parents will practice using the resources and asking questions. Science Fair Parent Nights Science Night with the Cox Science Museum

### • Accessibility

Physical Accessibility and accommodations for families with disabilities, experiencing homelessness or engaged in migrant work: Translated Flyers/Invitations Multiple Sessions Flexible Meeting Times Translations during Parent Meetings Audio Enhancement Equipment Hearing Assistance System Handicap Parking & Wheelchair Accessible Entrances/Ramps Handicap Accessible Restroom Braille on Signage Elevator Student Housing Questionnaire (PBSD 2479) Homeless Liaison McKinney-Vento Services (MVP) School Supply & Uniform Closet Migrant Education Program (MEP)



## Action Step: Classroom Instruction

K-5 Teachers will engage all students in rigorous, standards-based and differentiated small group instruction through the use of various supplemental materials, extra academic support (Coach & Academic Tutor) and extended day learning opportunities.

**Budget Total: \$26,614.40**

Acct Description	Description								
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>
	3-5 ELA/MATH/SCIENCE Tutorial (Saturdays) beginning Oct	1	\$37.00	1	3	16	Certified	Original	\$1,776.00
	3-5 ELA/MATH Tutorial (Spring Break)	3	\$37.00	3	3.5	1	Certified	Original	\$1,166.00
	3-5 ELA/MATH/SCIENCE Tutorial (Afterschool) October to April	3	\$37.00	2	1.5	16	Certified	Original	\$5,328.00
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>		<b>Type</b>	<b>Total</b>		
	Cardstock	15	\$9.99	General Supplies		Original	\$149.85		
	Copy Paper - Cases	1	\$44.61	General Supplies		Original	\$44.61		
	Pencils	220	\$8.01	General Supplies		Original	\$1,762.20		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dry Erase Markers	102	\$8.26	General Supplies	Original	\$842.52
	Pocket Folders ( 5 per 3-5 student)	30	\$13.71	General Supplies	Original	\$411.30
	Post it Notes - large	10	\$11.30	General Supplies	Original	\$113.00
	Post it Notes	51	\$2.21	General Supplies	Original	\$112.71
	1" BINDERS - TO HOLD ALL COMPONENTS OF BENCHMARK ADVANCE ONE BINDER PER K-5 STUDENT	100	\$6.79	Program Supplies	Original	\$679.00
	Manilla Folders	21	\$5.08	General Supplies	Original	\$106.68
	Index Cards	87	\$0.29	General Supplies	Original	\$25.23
	Pocket Folders ( 3 per K-2 students)	18	\$13.71	General Supplies	Original	\$246.78
	Flip Chart Markers	95	\$5.17	General Supplies	Original	\$491.15
	Highlighters	22	\$1.60	General Supplies	Original	\$35.20

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Pens (Black)	80	\$10.83	General Supplies	Original	\$866.40
	Pens (Blue)	80	\$10.83	General Supplies	Original	\$866.40
	Tape	100	\$1.05	General Supplies	Original	\$105.00
	Whiteboard Markers (class box)	20	\$35.63	General Supplies	Original	\$712.60
	J & J Bootcamp (Science Materials - 5th Grade)	3	\$1,045.05	Instructional Materials	Original	\$3,135.15
	Headphones - USB	400	\$7.27	Technology	\$2,908.00	
	Colored Paper 3 per color (Yellow/Salmon/Green/Blue)	12	\$8.51	General Supplies	\$102.12	
	Astrobright Paper	11	\$13.59	General Supplies	\$149.49	
	Composition Books (5 pack)	76	\$8.26	General Supplies	Original	\$627.76
	Spiral Notebooks (4 per pack)	104	\$11.54	General Supplies	Original	\$1,200.16
	Shipping	1	\$0.09	General Supplies	Original	\$0.09

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	BT 466780 - reducing line to cover PFE agenda order	1	-\$66.00	General Supplies	Budget Transfer	-\$66.00

## Action Step: Parent Engagement

Provide parents with relevant academic focused training activities that will build their capacity to help their children achieve academic success at home and ultimately in the K- 5 Classroom.

Budget Total: **\$41,342.60**

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Outside of contracted hours. Report Card nights, Data chat nights, Literacy nights discuss student weaknesses in all content areas. Parent leave the evening with a folder of ELA & Math Activities & Strategies to try at home in order to improve performance, confidence and/or competence.	18	\$25.00	3	2	1	Certified	Original	\$2,700.00
Parent Liaison -	The Parent Liaison will work with parents to ensure students and their families are connected to support								

<b>Acct Description</b>	<b>Description</b>					
Para Level	services necessary to remove barriers to learning. All core academic content areas and K-5.					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Student Parent Agendas - may not be charged for personalization	370	\$1.98	General Supplies	Original	\$732.60
	BT 466780 increasing line to cover PFE agenda order	1	\$66.00	General Supplies	Budget Transfer	\$66.00

## Action Step: Professional Development

K-5 Teachers will participate in on-going professional development opportunities focusing on standards-based instruction through PLCs, extended common planning, attending conferences and sharing best practices to improve both academic and behavioral competencies.

**Budget Total: \$114,368.00**

<b>Acct Description</b>	<b>Description</b>					
Travel out-of-county	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Model Schools Conference, June 25-28, 2024, Orlando World Center, Model Schools Conference reinforces for participants that transformation in education is achieved not through lofty goals, but in purposeful, consistent actions driven by a clear vision of what's best for kids. These incremental changes in daily behaviors have the collective power to positively shift school systems and make a big impact on student success. At MSC, we showcase districts, schools, and educators who have made notable	1	\$9,987.00	Original	\$9,987.00	

Acct Description	Description																							
	<table border="1"> <thead> <tr> <th data-bbox="464 164 1470 232">Item</th> <th data-bbox="1470 164 1617 232">Quantity</th> <th data-bbox="1617 164 1776 232">Rate</th> <th data-bbox="1776 164 1904 232">Type</th> <th data-bbox="1904 164 2022 232">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 232 1470 493">           progress through such an approach—to inspire greatness in others and show the way to replicable results. Admin track will attend different tracks and breakout sessions. Some will be admin track (2), data track (1), and the teacher track (2). This will ensure that all breakout sessions may be attended. Registration \$795, Transportation \$142.40, Lodging \$916, Per diem \$144, 5 teachers         </td> <td data-bbox="1470 232 1617 493"></td> <td data-bbox="1617 232 1776 493"></td> <td data-bbox="1776 232 1904 493"></td> <td data-bbox="1904 232 2022 493"></td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	progress through such an approach—to inspire greatness in others and show the way to replicable results. Admin track will attend different tracks and breakout sessions. Some will be admin track (2), data track (1), and the teacher track (2). This will ensure that all breakout sessions may be attended. Registration \$795, Transportation \$142.40, Lodging \$916, Per diem \$144, 5 teachers																	
Item	Quantity	Rate	Type	Total																				
progress through such an approach—to inspire greatness in others and show the way to replicable results. Admin track will attend different tracks and breakout sessions. Some will be admin track (2), data track (1), and the teacher track (2). This will ensure that all breakout sessions may be attended. Registration \$795, Transportation \$142.40, Lodging \$916, Per diem \$144, 5 teachers																								
Coach	K-5 Coach will work on Math Strategies to help kids succeed. They will follow the Coaching Continuum to build teaching capacity with the BEST Standards in Math. They may also focus on strategies to help kids with motivation.																							
Coach	K-5 Coach will work on ELA Strategies to help kids succeed. They will follow the Coaching Continuum to build teaching capacity with the BEST Standards in ELA. They may also focus on strategies to help kids with motivation.																							
Stipends	<table border="1"> <thead> <tr> <th data-bbox="464 867 1169 943">Item</th> <th data-bbox="1169 867 1316 943">Quantity</th> <th data-bbox="1316 867 1440 943">Rate</th> <th data-bbox="1440 867 1539 943">Days</th> <th data-bbox="1539 867 1648 943">Hours</th> <th data-bbox="1648 867 1772 943">Weeks</th> <th data-bbox="1772 867 1898 943">Type</th> <th data-bbox="1898 867 2022 943">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 943 1169 1138">           PreSchool Institute - BEST ELA/Math Training to build teacher capacity in Yr 2 of new standards for Teachers in Grades 3-5 . Deeper Dive of the BEST ELA/Math Standards for Teachers Grades K-2.         </td> <td data-bbox="1169 943 1316 1138">30</td> <td data-bbox="1316 943 1440 1138">\$25.00</td> <td data-bbox="1440 943 1539 1138">2</td> <td data-bbox="1539 943 1648 1138">4</td> <td data-bbox="1648 943 1772 1138">1</td> <td data-bbox="1772 943 1898 1138">Original</td> <td data-bbox="1898 943 2022 1138">\$6,000.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	PreSchool Institute - BEST ELA/Math Training to build teacher capacity in Yr 2 of new standards for Teachers in Grades 3-5 . Deeper Dive of the BEST ELA/Math Standards for Teachers Grades K-2.	30	\$25.00	2	4	1	Original	\$6,000.00							
Item	Quantity	Rate	Days	Hours	Weeks	Type	Total																	
PreSchool Institute - BEST ELA/Math Training to build teacher capacity in Yr 2 of new standards for Teachers in Grades 3-5 . Deeper Dive of the BEST ELA/Math Standards for Teachers Grades K-2.	30	\$25.00	2	4	1	Original	\$6,000.00																	

## 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

Roosevelt Elementary's Parent & Family Engagement Mission is to involve families in shared decision-making by encouraging families to become active participants in their child's educational process by effectively communicating instructional goals, creating a welcoming environment that is warm and inviting, equipping parents with the necessary tools to assist children at home with school activities, and linking families to community agencies for support as needed.

## 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
Annick Charlot	Principal
Chianti Cartwright	Assistant Principal/Title I Contact
Nikita Young	Learning Team Facilitator/SAC Chair
Rakia Mitchell	Parent/Education Support Staff
Christina Yaeger	Parent

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

Invitations are sent home digitally to all families, businesses, and community partners. During the initial SAC meeting of the year, the purpose of SAC is explained and the floor is open for nominations. Stakeholders are selected based on diversity. We strive to include input from diverse populations; hence, all members represent various cohorts. Our committee is comprised of teachers, school leaders, parents, and community partners. Everyone who attends the SAC meeting is invited to participate in the process.

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

On January 25, 2023, @ 8:00 am & January 26, 2023, @ 5:30 pm, Roosevelt Elementary held two Stakeholder Input Meetings to get feedback on the most pressing needs of the school and strategies that stakeholders feel could be used to improve student achievement. Information from parents was collected and used to develop the Comprehensive Needs Assessment (CNA). The CNA was then used to develop the SWP and PFEP. Input will be documented through meeting notes during parent meetings. Meeting notes are kept throughout the year to document input. Stakeholders will be involved by providing ideas and feedback for items that will be on the School Wide Plan (SAC/CNA/SWP/PFEP). Stakeholders' comments, suggestions, and advice are always welcome and considered when making decisions throughout the year.

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

During the CNA process held in January 2023, parents were provided with the opportunity to give feedback and share how Title I funds could be used to support parent and family engagement. During this meeting school needs were identified, resources and strategies were also outlined to meet the needs, and ideas were generated for ways in which parents and families can be supported to improve student achievement. This included family events where parents can see and learn about their child's progress. Additionally, parents suggested we have events where they could learn about ways that they could support their child(ren) at home for reading and math. Additionally, Title I funds are used to provide students with extended classroom opportunities (field trips), purchase student/parent agendas, Nikki folders, paper, ink, and additional hours for teachers to conduct parent/family meetings and conferences. This information will be shared with families during the first SAC meeting of the year scheduled for August 2023, so that parents can provide additional input.



Name	Title
Annick Charlot	Principal
Chianti Cartwright	Assistant Principal/Title I Contact
Renterial Richardson	Parent/Family Involvement Liaison

## 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?

The Annual Title I Parent meeting will be held Wednesday, September 13, 2023, at 5:30 PM. The meeting will be held face-to-face in the media center.

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

Roosevelt Elementary will notify all stakeholders of the Annual Title I meeting via parent link (email and a call-out). Additionally, we will send flyers home, in all languages, with students.

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

To hold the Annual Title I meeting the following items will be needed: Annual Meeting PowerPoint that explains what it means to be a Title I school, the Schoolwide Plan (SWP), Parent and Family Engagement (PFEP), The School-Parent Compact, Special programs, Parent's Right to Know and other informational that is unique to Roosevelt Elementary. An invitation, in all languages, will be created to send to parents. An agenda will be provided to all stakeholders in attendance. Attendance will be collected as parents arrive on campus. Additionally, a Spanish and Creole Community Language Facilitator will be available to provide translation for our families who's first language is not English.

## 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

Engaging Students and Families through Project-Based Learning (PBL)

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

Teachers will learn about strategies to share with families so that families can engage with students at home to complete and work on the different projects from class. Additionally, teachers will be trained in designing Project-Based Learning (PBL) experiences to provide students with the knowledge and skills they need to excel in the real world.

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

Students will gain an enriched learning experience. Students will actively participate in their education by exploring curiosities, and “creating knowledge” as they work, rather than passively receiving information from the teacher.

- What will teachers submit as evidence of implementation?

Teachers will submit a sample/pictures of the projects students work on in class.

- Month of Training

Initial Training: July 17th-20th, 2023; Ongoing during FY24

- Responsible Person(s)

Chianti Cartwright

## 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

Engaging Students and Families in at home Literacy, Math, Science, and Skills for Living & Life (SLL) Strategies

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

Teachers will learn new and easy strategies that they can be sent home with students so that families can support students academically.

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

Families will learn how to support their child(ren) academically at home and they will be given resources to do so.

- What will teachers submit as evidence of implementation?

Teachers will submit a copy or pictures of the activities sent home with families.

- Month of Training

September/October 2023

- Responsible Person(s)

Chianti Cartwright

#### 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

Curriculum Night (Open House)

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

To support students learning at home parents will learn about the curriculum, B.E.S.T. standards, and proficiency levels students are expected to meet by the end of the year. Families will also learn about the different forms of academic assessments used to measure student progress and achievement levels of State academic standards. Additionally, families will also learn about ways to communicate with their child's teacher and the school, homework policies, and ways families can support the student at home.

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

The interactive hands-on component of Curriculum Night is an engaging and immersive experience that allows parents and guardians to actively participate in various educational activities alongside their child. It is designed to provide a glimpse into the classroom environment and promote a deeper understanding of the curriculum. Upon arrival at the event, parents are greeted by enthusiastic teachers and provided with a schedule of activities. These activities are set up in different stations, each focusing on a specific subject or skill area covered in the curriculum. The stations may include math, science, language arts, social studies, arts, and physical education, among others. At each station, parents and guardians are invited to join their child in hands-on activities that are carefully designed to align with the concepts and skills being taught in the respective subject. For example, at the math station, they might solve puzzles, engage in mathematical games, or work through real-life problem-solving scenarios. In the science station, they might conduct simple experiments or explore interactive exhibits. The interactive hands-on component also provides an opportunity for parents to interact with teachers, ask questions, and gain a deeper understanding of the teaching methods employed in the classroom. Teachers and staff members are readily available at each station to guide and support parents through the activities, explaining the purpose and relevance of each exercise. Additionally, the interactive component may include technology showcases, where parents can explore educational software, online platforms, and digital tools that are utilized in the classroom. This allows parents to understand how technology is integrated into the curriculum and how it enhances their child's learning experience.

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

By attending Curriculum Night and actively participating in these hands-on activities, parents and guardians develop a firsthand understanding of the curriculum, witness their child's progress, and gain valuable insights into their learning styles and preferences. The interactive nature of the component fosters collaboration, critical thinking, and problem-solving skills, all while strengthening the parent-teacher relationship.

- Date of Training

September 2023

- Responsible Person(s)

Chianti Cartwright

- Resources and Materials

-Flyer -Agenda -Sign-in Sheet -Translations and Interpretation Services -Feedback Forms -Teacher Presentations -Class Daily Schedule -Student Agenda (Parent-Teacher Communication) -Important School Information -School Policies and Procedures -Curriculum Overviews -Samples of Student Work -InteractiveActivities/Work Stations -Chromebooks -Paper -Folders -Binders -Pens -Labels -Food -Drinks

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$300.00

## 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

Fall Family Fun Night

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

Fall Family Fun Night is an event that combines the spirit of fall festivities with educational activities, providing an opportunity for families to engage in interactive learning experiences together. The interactive hands-on component of this event focuses on incorporating educational games, challenges, and activities that promote academic growth and reinforce key concepts. Additionally, families will learn how to support students' learning at home using hands-on strategies and games.

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

The interactive hands-on component of Fall Family Fun Academic Night is designed to create a dynamic and engaging environment where families can participate in educational activities that are both entertaining and enriching. The event typically takes place in a festive atmosphere, with fall-themed decorations and a warm, inviting ambiance. Upon arrival, families are welcomed by enthusiastic volunteers who guide them through various stations, each dedicated to a different academic subject or skill area. These stations offer a range of interactive activities that encourage active learning, problem-solving, and collaboration. Some examples of the stations are: Math Mania: The Math Mania station engages families in math-oriented games, puzzles, and challenges. Parents and children can work together to solve math problems, play math-based board games, or engage in hands-on activities that reinforce mathematical concepts such as counting, measurement, and geometry. Science Exploration: At the Science Exploration station, families can participate in hands-on experiments and demonstrations that showcase different scientific principles. They can explore topics through interactive exhibits, simple experiments, or observation-based activities. Literacy Lounge: The Literacy Lounge station offers a cozy and inviting space where families can engage in reading activities, storytelling sessions, and language-based games. Parents and children can enjoy reading aloud to each other, exploring different genres, or participating in word games and puzzles that enhance vocabulary and language skills. Project-Based Learning Corner: The Arts and Crafts Corner allows families to express their creativity while incorporating educational elements. Technology Zone: The Technology Zone offers families the chance to explore educational software and digital tools that enhance learning. They can explore interactive educational apps that promote critical thinking and problem-solving skills. Family Trivia Challenge: The Family Trivia Challenge station encourages families to test their knowledge and compete in a friendly academic quiz. Parents and children can form teams and answer questions related to various subjects, fostering healthy competition, and reinforcing learning in a fun and engaging way. Parents will receive hands-on games and learning activities that can be used to enhance literacy and math skills.

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

This training promotes a positive attitude towards learning, strengthens the bond between families and schools, and encourages a lifelong love for knowledge and academic growth. Additionally, families will learn about academic activities that will improve the learning outcomes for students.

- Date of Training

October 2023

- Responsible Person(s)

Chianti Cartwright

- Resources and Materials

-Flyer -Agenda -Sign-in Sheet -Translations and Interpretation Services -Feedback Forms -Teacher Presentations -InteractiveActivites/Work Stations  
-Chromebooks -Paper -Folders -Binders -Pens -Labels -Food -Drinks

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

\$450.00

#### 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

Understanding Standard Based Report Cards and the new BEST Standards (Report Card Night)

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

Parents will have a better understanding of the new State standards and expectations for learning as well as how to read and understand Palm Beach County's standard-based report card. With this knowledge, parents will be able to support students' needs at home.

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

Parents will have copies of their own child's report card to facilitate a more meaningful understanding.

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

Student achievement will increase because parents will be active, knowledgeable participants in their child's education.

- **Date of Training**

November 2023

- **Responsible Person(s)**

Chianti Cartwright

- **Resources and Materials**

-Flyer -Agenda -Sign-in Sheet -Translations and Interpretation Services -Feedback Forms -Standard-Based Report Card -Parent Handout with Grade Level Standards -Report Card Resources from Blender -Food -Drinks

- **Will use funds for refreshments as noted in SWP:**

on

- **Amount (e.g. \$10.00)**

\$450.00

## 6. Reflection/Evaluation of Training #3

- **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

## 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

The Multi-Cultural Department (ESOL/ELL)

- Describe how agency/organization supports families.

The Multi-Cultural Department (ESOL/ELL) departments provide the school with resources to share with families to promote and support student achievement for ELL students.

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

Presentations from the Parent Leadership Meetings (PLCs) Photos of Events Flyers, Letters, or Handouts Sent to Families

- Frequency

Ongoing as Needed

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

- Name of Agency

Bridges at West Palm Beach

- Describe how agency/organization supports families.

Bridges at West Palm Beach provide workshops for parents of young children, help find community resources, and provide kindergarten readiness and access to quality aftercare and summer programs. They attend our monthly School Advisory Council meetings as well as Kindergarten Round-Up. Additionally, they provide in-kind donations, Teacher Appreciation gifts, and testing snacks.

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

Photos of Events SAC Agenda (Listing Bridges as a Voting Member/Community Partner) Flyer/Letter Sent to Families

- Frequency

Monthly

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

- Name of Agency

The Department of Teaching & Learning (SCTG/Project Connect)

- Describe how agency/organization supports families.

The Department of Teaching & Learning (SCTG/Project Connect) supports the school in providing Skills for Learning & Life (SLL) training to students and families to promote social well-being.

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

Emails Photos of Events Flyers, Letters, or Handouts Sent to Families

- Frequency

Ongoing (As Needed)

## 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**

Roosevelt Elementary provides families with timely information about Title I programs, meetings, and other activities by using flyers, in all languages, shared via email as well as sending a copy home with students. The school also uses the school website and parent link to provide parents with information.

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

Evidence will include School-Parent Compact, invitations/flyers about Title I Annual Meeting, SAC meetings, and open house/curriculum night.

- **Description**

Roosevelt Elementary will provide parents with information about the curriculum and proficiency levels students are expected to meet through Curriculum Night, Parent Teacher Conferences, IEP Meetings, Progress Reports, and Report Cards.

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

Evidence will include an open house/curriculum night presentation, handouts, invitation/advertisement of the event, and sign-in sheets.

- **Description**

Roosevelt Elementary will inform parents about the types of academic assessments used to measure student progress and achievement levels of B.E.S.T. standards through Curriculum Night, Parent Teacher Conferences, IEP Meetings, Progress Reports, and Report Cards.

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

Evidence will include progress reports, report cards, and assessment results from one of the following: STAR, FAST, iReady, or ORR.

- Description

Roosevelt Elementary will provide families with information about opportunities to participate in decision-making related to their child's education through translated flyers, callouts, SAC Meetings, and during Parent Trainings. In addition, notes will be sent home, in all languages, inviting parents to IEP and LEP meetings.

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

Evidence will include Title I Annual meeting invitation and sign-in sheets, SAC meeting invitations and sign-in sheets, and parent-teacher conference notes.

- Description

Trainings will be offered at various times - morning, before 5:00 pm & after 6:00 pm. Support staff and/or CLFs will be available for childcare, translations (in appropriate languages), and assistance during parent trainings.

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

Evidence will include a schedule of different times for the Title I Annual Meeting, a letter asking parents to choose a time that is more convenient for parent-teacher conferences, and flyers offering child care.

## 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**

In order to provide accommodations for parents with limited English proficiency, flyers/invitations will be sent home in the primary language of English Language Learners, Community Language Facilitators (CLFs) will call parents to invite them to school events and attend meetings and conferences as needed. CLFs will also be available during registration, SAC Meetings, parent conferences, etc. to translate in the parents' primary language.

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

Evidence may include parent communication flyers translated into the appropriate languages for families, translated call-outs/texts, and School-Parent Compact translated into different languages.

• **Description**

In order to provide parents and families with disabilities accommodations the school building is ADA accessible. Wheelchair-accessible entrances and seating will be offered as requested. The school will utilize audio enhancement equipment upon request to support families who may have a hearing impairment. If necessary, Roosevelt Elementary will contact the district office for support.

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

Evidence may include photos of handicapped parking, ramps, elevators, and audio enhancement equipment.

- **Description**

Administration, Guidance Counselor, Behavior Health Professional (BHP), and the Family Involvement Parent Liaison will meet with families to ensure that they feel welcomed and to let them know we are here to help, however possible. The school will coordinate with the Migrant Department as needed to provide additional support to our migratory working families. The Migrant department supplies items such as uniforms, transportation, tutoring, school supplies, etc. for students/families in need. The school will provide home visits as needed to share information and connect families with the migrant program in the district.

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

Evidence may include home visit logs/notes, school staff referrals to the Migrant Department, and a flyer of services offered.

- **Description**

Roosevelt Elementary will provide accommodations for families experiencing homelessness by meeting with families and ensuring that they feel welcomed and provide assistance and support in any way that we can. The school will provide accommodations to families experiencing homelessness by helping parents fill out the Student Residency Questionnaire. The school will provide the students with uniforms and supplies. The school will assist families and connect them for support with transportation as needed. School personnel will assist families in setting them up with the McKinney-Vento program if needed.

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

Evidence may include the Student Housing Questionnaire (SHQ) form (2479), McKinney-Vento program flyer of services offered, and distribution logs for donated uniforms, school supplies, food, and transportation logs.

## **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**

- Name of Activity

Project-Based Learning (PBL) Exhibitions of Learning

- Brief Description

Students are engaged in PBL units of study where they learn standards-based content and develop products to demonstrate their learning and teach it to a wider audience. Parents will be invited to 3 exhibitions during the school year to view their child's work. Parents will have the opportunity to ask questions about the academic content, the products created, and how the different experiences through their PBL unit. Parents will also be able to provide comments and feedback to the class in their reflection process to prepare for their next exhibition. Parents will also have the wonderful chance to speak with other students in the class, getting a broader scope of the content and standards the class has learned.

## 2. Activity #2

- Name of Activity

Music Program Concerts

- Brief Description

Roosevelt families will be able to see how their children have grown in their musicianship through vocal and band concerts. We will hold multiple concerts per year, both during the winter and spring, for families to attend. PreK through 3rd-grade students will participate in vocal concerts each season. Our 4th and 5th grade students will showcase their learning through band concerts.

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## **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

Roosevelt Elementary is dedicated to providing students with non-academic skills that will support their academic success. Roosevelt Elementary School integrates a Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring Positive Behavior Support (PBS) to foster positive classroom and school behavior. Students are taught to R.O.C.K on campus by being RESPECTFUL and RESPONSIBLE, OWN their actions, be a good CITIZEN, so that they can KEEP on learning! A specific set of expectations, procedures, and lessons centered on student behavior in all areas of the campus - classroom, cafeteria, hallway, arrival, and dismissal are updated and discussed during Leadership and Committee Meetings. The Principal of Roosevelt Elementary School ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our Guidance Counselor, School Behavior Health Professional (SBHP), and the PBS Committee provide evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. Brainstorming sessions with faculty members methods the first days of school set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. The Guidance Counselor provides lessons on Skills for Learning and Life (SLL) (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community. Affective instruction is done both in the classroom and through supplemental supports such as solution-focused small group counseling that includes a caring classroom, kindness curriculum, character education, compassion curriculum as well as growth mindset and resilience instruction. We utilize a differentiated system of school counseling services with dedicated time for supplemental social skills curriculum, supplemental supports such as data-driven small group counseling, based on identified student needs, as well as intensive, individual counseling, and referral to outside organizations such as Youth Services Bureau, Children's Home Society, CINS/FINS and Drug and Alcohol Treatment (DATA) for students affected by drug and alcohol use in the home. Check-in/Check-out, a research-based intervention, affords students in need of positive adult interactions to receive feedback throughout the school day. Roosevelt Elementary School supports students while building and sustaining partnerships throughout the local community by allowing volunteers on campus to read to students.

## 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

The purpose of School Based Team (SBT) is to help students reach their highest potential. By dissecting data and collaborating with teachers, the team is able to identify students who need additional support in the areas of academics and/or behavior. School-Based Team uses the response to intervention (RTI) format, utilizing a tier system. These tiers are known as Tier 1 (Core), Tier 2 (Supplemental), and Tier 3 (Intensive). Each tier has specific components that use research-based curriculum and interventions. For a child to be placed into the SBT process, an initial referral is conducted that includes pre-data, observations, a checklist, and parent conferences. Data is collected through progress monitoring, and the probe in which the progress monitoring is done is dependent on the area of concern (Examples: Easy CBM for reading, ABC Tracking, or Scatter-Plot for behavior). Working as a team with the school staff and parents, it is our hope that we can help students who may need additional support in the classroom. With data, consistency, and fidelity the School Based Team ensures that students are working toward academic and behavioral success.

**Tier 1 Implementation** Tier 1 is thought of as the Core level. The core is the school and class climate. It is where the SBT starts when focusing on a student and their success. At Roosevelt Elementary, the school strives to meet the goals and attitudes of the Palm Beach County School District. Our model falls in line with the Pillar of Success for instruction, and each classroom follows this model as well. Each grade level works together to collaborate, consult, and provide lessons that adhere to the instruction-based model. Each classroom has rules in place for a positive learning environment using School-Wide Positive Behavior Support (SwPBS). This allows our students to R.O.C.K.- Be respectful and responsible, take ownership of their actions, be a good citizen, so they can keep right on learning.

**Tier 2 Implementation** Tier 2 or Supplemental is for students who need extra support in academics and/or behavior in addition to their Tier 1/Core instruction. Supplemental instruction is typically done in a small group and for 30 extra minutes. Student data is used to target students who may need supplemental instruction.

**Tier 2/Supplemental instruction examples in Reading:** Clap, Sort, Write (K-5) See, Say, Move (K-5) Stretch a Word, Blend a Word (K-5) See, Say, Listen, Match (K-5) Shared, Repeated, Echo, Guided, Reading (K-5) Repeated Reading with Oral/Written Retell (K-5) Voyager Passport (K-5) S.P.I.R.E. Reading (K-5) Leveled Literacy Intervention (LLI) (K-5)

**Tier 2/Supplemental instruction examples in Math:** Savvas Math Diagnostic and Intervention System Resources \*Savvas Problem-Solving Strategies (Building Mathematical Literacy) (K-5) iReady Tools for Instruction (K-5) Cover, Copy and Compare (2-5) Concrete Representational Abstract (CRA) (2-5) The Three Read Protocol (3-5) Question, Answer Relationship (3-5)

**Tier 2/Supplemental instruction examples for Behavior:** Social Skills Group, Zones of Regulation, Resilience Builder Program, PEERS, Unstuck and On Target (Led by School Counselor, Speech/Language Pathologist, Behavioral Health Professional or School Psychologist) Small group for Self-Regulation Small Group having a focus on anger management, social skills or coping skills Behavior Contract Check in Check Out (CICO) Token Economy Visual Schedule Direct Instruction in Non-verbal or Verbal Signals Direct Instruction in Procedures within Small Group Verbal/Visual, First/Then Timeline/Graphic Organizer Instruction in Organizational Tools or using a Checklist Safety Plan

**Tier 3 Implementation** Tier 3 or Intensive is for students who are facing significant challenges academically and or behaviorally. If a student continues to struggle after Tier 1 and Tier 2 interventions have been in place, the School-Based Team will analyze the data, and place the student into Tier 3. For students in Intensive intervention, the additional support can mean pulling out for individual academic support/behavior support, giving the student additional time using a specific research-based intervention, or providing multiple research-based interventions. If interventions have been done with fidelity, and the SBT finds that the data is not showing growth, the child is then referred to the Child Study Team (CST). Interventions are continued with monitoring of Tier 3 and attendance. Members of the School-Based Team at Roosevelt Elementary School include: Principal: Annick Charlot Assistant Principal: Chianti Cartwright Single School Culture Coordinator: Kamara Bernard School-Based Team Leader: Danae Ferguson School Counselor: Vacant School Behavior Health Professional: Janica Davis ESE Contact (.5):



## 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

Students participate in core classes that are supplemented with a 45-minute period of fine arts instruction. Our core classes include: English Language Arts (Reading and Writing), Math, Science, and Social Studies (Project-based Learning in Grades PreK-3) and are taught by certified, and highly qualified teachers. Our Fine Arts schedule consists of 6 offerings: PE, Music, Band, Media, Art, and Guidance. The master schedule is created after doing a master board analysis, which focuses on the specific needs of students in general education, ESE & ELL. Teacher recommendation is also taken into consideration when placing students into homerooms and specific courses like SAI. SAI (Supplemental Academic Instruction) is provided in a pull-out/push-in, small group environment, utilizing S.P.I.R.E. to meet the needs of students who rank in the lowest 25% for reading. Our Instructional framework outlined for grades K-5 is focused and aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Best practices, as well as resources for core instruction, are also aligned. Teachers plan collaboratively with the help of the Single School Culture Coordinator (SSCC) who helps facilitate PLCs focused on planning instruction to meet the intent of the standards. Our school participates in the Extended Day schedule, in which students receive additional time added to the school day that is focused on reading instruction. Students can participate in after-school tutorial, in which students receive additional instruction focused on reading, math and/or science instruction.

## 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;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- 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

At Roosevelt Elementary, we are dedicated to instilling post-secondary opportunities and workforce readiness skills in our young students through a variety of initiatives. One of our successful programs is Project-based Learning (PBL). Project-based learning is a cornerstone of our educational approach at Roosevelt Elementary. We firmly believe that hands-on, immersive experiences are essential in preparing our students for post-secondary opportunities and workforce readiness. Throughout the school year, our students engage in a wide range of project-based activities including "CommUNITY" and the "Way of Work" where they learn about different careers. Additionally, teachers invite guest speakers in to present to the students either virtually or face-to-face. These units allow students to collaborate on real-world challenges that encourage critical thinking, collaboration, team building, problem-solving, and creativity. These projects not only align with our curriculum but also allow our students to explore real-world challenges and scenarios. Whether it's creating sustainable solutions for environmental issues, designing and building prototypes, or conducting community service projects, our students gain practical skills and a deep understanding of how their classroom knowledge can be applied to address real-life problems. Project-based learning not only fosters a sense of curiosity and adaptability but also instills a sense of ownership in our students, motivating them to take initiative and become lifelong learners. It is an integral part of our educational philosophy, ensuring that our students are well-prepared to excel in their future academic pursuits and contribute meaningfully to the workforce and society at large. In our holistic approach to preparing students for post-secondary opportunities and workforce readiness, we recognize the significance of music education. At Roosevelt Elementary, we offer a vibrant band and music education program. Through these enriching experiences, our students not only develop a deep appreciation for the arts but also acquire valuable skills such as discipline, teamwork, and creative expression. Our music education program not only nurtures young talents but also encourages a well-rounded development that goes beyond academics. It instills qualities such as perseverance and a strong work ethic, which are vital for success in any post-secondary endeavor or future career path. Whether it's playing an instrument, singing in a choir, or participating in music-related projects, our students have the opportunity to explore their passions and talents, fostering a sense of self-confidence and accomplishment that will serve them well in their future pursuits. Music education is an integral part of our commitment to nurturing well-rounded, motivated, and ready-to-learn individuals who are prepared for the challenges and opportunities that lie ahead. Field trips are also a fundamental part of our commitment to post-secondary opportunities and workforce readiness at Roosevelt Elementary. Throughout the school year, we organize a series of engaging field trips that provide our students with firsthand experiences related to their future educational and career paths. These outings range from explorations of science and technology museums to the performing arts, where students can witness real-world applications of their classroom learning. Field trips not only expand our students' horizons but also reinforce the importance of hands-on learning, critical thinking, and curiosity. These experiences are woven into our curriculum to ensure that our students are well-prepared and inspired to pursue their dreams beyond elementary school. At Roosevelt Elementary, we believe that fostering a college-going culture starts from an early age. In addition to the initiatives mentioned, we also proudly participate in College T-shirt Fridays. On various Fridays, our students and staff proudly wear the T-shirts of their favorite colleges and universities, sparking conversations and inspiring a sense of excitement about higher education. This fun tradition not only promotes a positive attitude towards post-secondary opportunities but also encourages our students to explore various institutions and envision themselves as future college graduates. In addition, through the Science and Social Studies framework and Fine Arts, students are engaged in project-based learning opportunities on topics such as the Holocaust, American History, African-American Studies, and Hispanic Heritage. Roosevelt Elementary has also started an Accelerated Reading and Math Program with students in grades 3-5. The students identified as qualifying for acceleration are provided with opportunities to have learning opportunities above their grade level work. This is the pathway to acceleration which will lead to accelerated coursework in middle school and beyond.

## 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
- 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
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- 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

At Roosevelt Elementary, we are deeply committed to ensuring a smooth and successful transition for our young students as they embark on their elementary school journey. To achieve this, we have implemented a range of programs that help ease the transition process. At Roosevelt Elementary, we are proud to offer a full-time, vibrant Voluntary Pre-Kindergarten (VPK) program designed to provide a strong educational foundation for our youngest learners. Our VPK program is a dynamic and nurturing environment where children aged four and five can explore, learn, and grow. With a curriculum that emphasizes early literacy, numeracy, social skills, and creative expression, our dedicated VPK teachers use engaging and interactive methods to make learning a fun and exciting adventure. Through play-based activities, hands-on experiences, and a focus on individualized instruction, our VPK program prepares children for a seamless transition into kindergarten, setting them on a path to academic success. We understand the critical role that early education plays in a child's development, and our VPK program reflects our commitment to providing every child with a strong start on their educational journey at Roosevelt Elementary. Our commitment to our VPK students extends beyond the classroom, as we firmly believe in their full integration into the Roosevelt Elementary community. VPK students actively participate in all school events, fostering a sense of belonging and camaraderie with their older peers. In addition to their academic enrichment, our VPK program offers valuable resources to parents as well. We organize regular parent trainings and conferences, providing parents with the tools and knowledge needed to actively support their child's development. The VPK teacher plays a pivotal role in this process, maintaining open lines of communication throughout the year to discuss individual student progress toward Kindergarten readiness. By actively involving parents and engaging VPK students in the broader school community, we create a holistic and supportive educational environment that sets a strong foundation for their continued success at Roosevelt Elementary and beyond. Effective communication with our VPK families and other families in the community with 5-year-olds is a top priority at Roosevelt Elementary. We maintain open lines of communication through regular newsletters, emails, and our school's website, where we provide timely updates, important dates, and valuable resources related to the transition to kindergarten. Additionally, we host informative workshops and parent engagement events to address any questions or concerns that families may have. These gatherings offer an opportunity for parents to meet our kindergarten teachers and staff, tour the kindergarten classrooms, and gain insights into our curriculum and school culture. Furthermore, we collaborate with local preschools and childcare centers, organizing joint events that facilitate a seamless transition process. By fostering strong partnerships and maintaining transparent communication, we ensure that families are well-informed, supported, and actively involved in their child's educational journey from VPK to kindergarten at Roosevelt Elementary. In the Spring, we partner with local daycare sites, BRIDGES, and community partners to host our "Transition 2 Kindergarten" (Kindergarten Round-Up) event which provides incoming students and their families with an opportunity to familiarize themselves with our school environment, meet our dedicated staff, and ask questions, alleviating any initial anxiety. Additionally, parents can learn about our curriculum, extracurricular activities, and support resources available to ensure their child's success. These initiatives foster a sense of belonging and support right from the start, setting a positive tone for their elementary school years at Roosevelt.

## 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

Professional development opportunities for teachers are facilitated through various avenues at our school. One key avenue is our commitment to Professional Learning Communities, Common Planning, Collaborative Coaching, and Grade Level Meetings. Our master schedule is thoughtfully designed to allocate dedicated time for teachers to come together based on common content areas. During these meetings, we employ research-based protocols to center discussions on students' academic requirements, share research-backed materials for extended learning opportunities, equip teachers with best practices, and analyze data collaboratively. This data-driven approach allows us to continually monitor student progress and adjust instructional strategies based on collaborative decisions. For our first-year teachers, we have implemented the Educator Support Program (ESP), a structured initiative provided by the School District of Palm Beach County to support newly hired educators. ESP encompasses a comprehensive support system, including mentorship from experienced educators, tailored staff development opportunities, regular classroom observations, conferences, and constructive written and oral feedback. By participating in ESP, our novice teachers gain valuable teaching competencies that enhance student learning outcomes, encouraging a journey of lifelong learning and professional growth. Our commitment to systematic mentoring, coaching, and induction programs is deeply rooted in our school's values and beliefs regarding teaching, learning, and conducive learning environments. These programs uphold high expectations for all school personnel and incorporate valid and reliable performance measures. Furthermore, our Regional ELA and Math Specialists play a vital role in teacher development by offering coaching, mentoring, and standards-based resources to support differentiated instruction. Collaborative efforts with similar schools in our area, as well as participation in coaching cycles, serve to enrich instructional strategies. Summer professional development opportunities through Model School Conferences allow lead teachers and coaches to enhance their instructional capacities and share innovative ideas and best practices. Academic Tutors provide valuable support to students in grades 1 through 5. As part of the Palm Beach Model of Instruction, teachers have the privilege of engaging in the Peer Observation Program, enabling them to observe and model instruction for their peers. Academic Coaches employ a coaching continuum that includes modeling, observation, and feedback to directly support teacher development. Additionally, our teachers actively participate in vertical planning sessions facilitating a seamless transition for students as they matriculate from one grade to the next. Administrators and teacher leaders actively engage in Learning Walks led by the Regional Office. This process identifies specific Problems of Practice, and following classroom observations, recommendations are made to foster continuous improvement. Lastly, our Regional English Language Learner (ELL) Specialists play a pivotal role in supporting multicultural students. They work closely with teachers in classrooms, providing instructional coaching, resources, and direct support to address the diverse needs of our ELL students. This collaborative approach ensures that every student, regardless of their background, receives the support they require to thrive academically.

## Recruitment and Retention of Effective Educators

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

Recruitment:

Retention:

- 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
- 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

Recruitment and retention are paramount considerations in our efforts to hire and maintain an exceptional team of teachers and staff at Roosevelt Elementary. We recognize that attracting top-tier educators is the foundation of our school's success, and we prioritize a rigorous and inclusive recruitment process to identify candidates who align with our mission and values. Equally important is our commitment to retention, as we aim to create a supportive and collaborative environment that encourages professional growth and job satisfaction among our staff. Our ongoing investment in professional development, mentorship programs, and a positive workplace culture not only attracts talented individuals but also fosters a sense of belonging and dedication. We understand that retaining experienced and passionate educators is key to providing consistent, high-quality education for our students, and we continually strive to create an environment where our teachers and staff feel valued, empowered, and inspired to contribute to the long-term success of Roosevelt Elementary. To recruit and retain top-tier teachers and staff members at Roosevelt Elementary, we have implemented several key initiatives. First, we offer competitive compensation packages and benefits to attract talented individuals to our school. Additionally, we advertise our positions on the district's website and maintain a strong presence at local and regional job fairs as well as Teacher Fest. We also use social media to reach out to prospective educators who share our commitment to excellence in education. Our school also provides mentorship programs for new hires, offering them guidance and support during their initial transition to our community. New teachers are provided an orientation that includes being introduced to department leaders, administrators, school clerical staff, and grade-level team members as well as PLC Leaders, coaches, and support staff. In this orientation, procedures are explained and handbooks are provided as additional information. New teachers are given time to set up their classroom and build relationships with their team prior to school starting. Additionally, 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 the 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 the completion of a Personal Growth Plan (PGP) and provides support for the new teacher to develop mastery of the Florida Educator Accomplished Practices (FEAPs) 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. Furthermore, we prioritize ongoing professional development opportunities, encouraging our staff to continuously improve their skills and stay updated with the latest teaching methodologies. We promote a collaborative and inclusive work environment, fostering a sense of belonging and teamwork among our team members. Additional and continued support is provided by academic coaches, PLC, grade level, and department 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. We also pride ourselves on celebrating achievements and recognizing the hard work of our teachers and staff through awards and appreciation events, reinforcing their value to our school community. Our commitment to retention extends to maintaining a healthy work-life balance and offering wellness programs to support the overall well-being of our team members. By combining these initiatives, we ensure that Roosevelt Elementary remains a place where educators thrive, feel valued, and are inspired to contribute their best to our students' success.