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

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# ELA

## 1. List prioritized needs statements.

FY25 STAR Reading/Early Literacy (PM2) assessments indicate 44% of our students, and STAR Math (PM2) assessments indicate 42% of our students in Gr. K-2 are not on track to meet EOY grade-level expectations. FY2 FAST ELA assessments (PM2) indicate that 56% of our students, and FAST Math assessments (PM2) indicate that 63% of our students in Gr. 3-5 are not on track to meet EOY grade-level expectations. FY24 SSA results yielded only a 9% pass rate. This year's prediction has risen to 42% indicating a need to maintain the implementation of Science resources and technology such as Penda. -K-5: 25% of students have been absent 15+ days and 32% of students have been absent 5+ days -K-5: Physical Aggression (29) is still the leading disciplinary incident, however, ODRs have decreased by 74% -Leadership, staff, and stakeholders collectively identified a lack of foundational skills as a precursor to literacy and mathematic deficits and have attributed stronger instructional and positive behavior support to improvements. Stakeholders also noted that students struggle with writing fluency, grammar, and comprehension, there are limited structured opportunities for parents to engage with their child's literacy progress, and there is a need for stronger home-school communication to reinforce literacy learning. These observations further support the need for more parent involvement initiatives, enrichment resources, professional development, and access to special programming that supports the unique needs of parents and families.

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

The following root causes were identified: Insufficient early intervention measures for struggling readers and writers have contributed to foundational gaps that persist over time, highlighting the need for targeted tutorials and academic support programs. Limited access to instructional resources and technology has further hindered student progress, particularly for those requiring differentiated support. Parental engagement remains inconsistent, largely due to a lack of clear, structured guidance on how families can effectively support literacy development at home. Additionally, gaps in communication between teachers and families have resulted in missed opportunities for collaboration and early identification of student challenges. Staff professional development on evidence-based literacy strategies is limited, leading to inconsistent instructional practices and engagement methods. Addressing these factors will be essential in strengthening literacy outcomes and ensuring students receive the necessary support both in and out of the classroom.

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

To address the identified root causes, the following solutions are proposed: Implement structured tutorial programs with increased frequency, specifically targeting English Language Learners (ELLs) and Students With Disabilities (SWDs), ensuring they receive differentiated support aligned with their needs. Expand access to instructional resources and technology by purchasing online literacy subscriptions, digital practice tools (FAST/STAR), and supplemental materials to support standards-based instruction at home and in school. Encourage daily reading habits by promoting students reading at home for at least 20 minutes per day, including family participation, and providing literacy kits with books, manipulatives, and parent-friendly activities to strengthen home-school expectations for literacy development. Enhance teacher planning and professional development by increasing opportunities for standards-based instruction planning, with a specific focus on ESSA subgroups through ongoing PD, coaching, and follow-up support from instructional leaders. Expand Project-Based Learning (PBL) for K-3 to foster critical thinking, real-world connections, and student engagement. Increase enrichment opportunities such as field trips and experiential learning to provide students with broader perspectives beyond their immediate community. Strengthen school library experiences by enhancing book selection for pleasure reading, making reading more engaging and accessible for students. Improve communication with families by implementing monthly reading progress reports, real-time updates via ClassDojo, and interactive family literacy nights where parents receive hands-on training in literacy support strategies. Ensure students from resource-limited families have access to necessary learning materials, including books, manipulatives, and technology support. Additionally, increase coaching, modeling, and instructional support for teachers by leveraging teacher leaders and professional learning communities (PLCs) to enhance best practices in literacy instruction. These initiatives will provide a comprehensive and strategic approach to improving student literacy outcomes by strengthening instruction, increasing access to high-quality resources, and fostering greater collaboration between school and home.

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

- Communication

To strengthen the Parent and Family Engagement Plan (PFEP) in support of ELA, the school will enhance communication frequency and accessibility by utilizing multiple platforms, including ClassDojo, bilingual newsletters, ParentLink (text, email, call, flyers), and digital tools such as newsletters, videos, and slide decks. Parents will receive regular updates on Title I information, elementary curriculum expectations, student progress reports, assessment details, and upcoming literacy workshops to support learning at home. Additionally, the school will increase parent-teacher engagement by hosting monthly parent conferences to discuss student progress and literacy strategies. Quarterly Parent Meetings will provide a dedicated space for discussing ELA goals, instructional strategies, and ways to reinforce literacy development at home. These initiatives will ensure consistent, meaningful communication while providing families with the tools and knowledge necessary to support their child's academic growth.

- **Parent Training**

To strengthen the Parent and Family Engagement Plan (PFEP) in support of ELA, the school will enhance communication frequency and accessibility by utilizing multiple platforms, including ClassDojo, bilingual newsletters, ParentLink (text, email, call, flyers), and digital tools such as newsletters, videos, and slide decks. Parents will receive regular updates on Title I information, elementary curriculum expectations, student progress reports, assessment details, and upcoming literacy workshops to support learning at home. Additionally, the school will increase parent-teacher engagement by hosting monthly parent conferences to discuss student progress and literacy strategies. Quarterly Parent Meetings will provide a dedicated space for discussing ELA goals, instructional strategies, and ways to reinforce literacy development at home. These initiatives will ensure consistent, meaningful communication while providing families with the tools and knowledge necessary to support their child's academic growth.

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

- **School**

A strong literacy foundation starts with access to quality resources and family engagement. Roosevelt Elementary will provide consistent literacy materials and ensure open communication with families to support reading development at home. Literacy nights and interactive workshops will give parents hands-on strategies to reinforce skills with their children. To motivate and encourage young readers, student literacy achievements will be recognized and celebrated, fostering a culture that values and promotes lifelong literacy.

- **Students**

Developing strong literacy skills requires dedication both at school and at home. Roosevelt Elementary encourages students to commit to daily reading and literacy activities to build fluency and comprehension. Participation in literacy challenges and writing competitions will provide opportunities for students to showcase their skills and creativity. Additionally, engaging with teachers and parents will help strengthen comprehension and writing abilities, ensuring students receive the support they need to grow as confident readers and writers.

- **Parents**

Family involvement plays a crucial role in developing strong literacy skills. Roosevelt Elementary encourages parents to read with their children daily and participate in parent literacy workshops to learn effective strategies for supporting reading at home. School-provided resources will be available to assist with reading and writing development, ensuring families have the tools they need. Additionally, maintaining open communication with teachers will help parents stay informed about their child's progress and receive guidance on how to reinforce literacy skills outside of the classroom.

- **Staff Training**

To strengthen family-school partnerships, the school will train teachers on culturally responsive communication strategies to foster stronger connections with families. Additionally, professional development will be provided to help educators simplify academic language in parent resources, ensuring accessibility and clarity for all families. To further enhance engagement, the school will offer workshops on utilizing digital tools to improve communication and collaboration between educators and families, making student progress and instructional strategies more transparent and accessible.

- **Accessibility**

To increase parent participation and accessibility, the school will work on providing transportation and/or childcare for parent nights, ensuring more families can attend. Additionally, digital access to literacy resources will be made available to support remote engagement, allowing parents to reinforce literacy skills at home. To further support diverse families, the school will offer translated materials for non-English-speaking parents, ensuring they have equitable access to important information and resources.

## **Math**

### **1. List prioritized needs statements.**

FY25 STAR Reading/Early Literacy (PM2) assessments indicate 44% of our students, and STAR Math (PM2) assessments indicate 42% of our students in Gr. K-2 are not on track to meet EOY grade-level expectations. FY2 FAST ELA assessments (PM2) indicate that 56% of our students, and FAST Math assessments (PM2) indicate that 63% of our students in Gr. 3-5 are not on track to meet EOY grade-level expectations. FY24 SSA results yielded only a 9% pass rate. This year's prediction has risen to 42% indicating a need to maintain the implementation of Science resources and technology such as Penda. -K-5: 25% of students have been absent 15+ days and 32% of students have been absent 5+ days -K-5: Physical Aggression (29) is still the leading disciplinary incident, however, ODRs have decreased by 74% -Leadership, staff, and stakeholders collectively identified a lack of foundational skills as a precursor to literacy and mathematic deficits and have attributed stronger instructional and positive behavior support to improvements. Stakeholders also noted that students struggle with applying mathematical reasoning independently, they seem to have limited real-world applications and hands-on experiences in math instruction, and there is a need for stronger parent engagement in supporting math learning at home. These observations further support the need for more parent involvement initiatives, enrichment resources, professional development, and access to special programming that supports the unique needs of parents and families.

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

The following root causes have been identified as key factors impacting student achievement. A lack of early intervention strategies at the start of the school year has contributed to persistent gaps in both literacy and math, making it difficult for struggling students to catch up. Many students lack foundational math skills, particularly in addition, subtraction, and multiplication, which weakens their ability to tackle more advanced concepts in grades 3-5. Opportunities for real-world application in mathematics are limited, preventing students from developing problem-solving skills and the ability to think critically about mathematical contexts. Additionally, students who struggle with reading often experience lower confidence, leading to increased behavioral and disciplinary concerns, particularly during literacy instruction. Differentiation could be strengthened, particularly for students in ESSA subgroups, and classroom instruction that would center around interactive, student-centered learning. Furthermore, parental involvement in math instruction is hindered by unfamiliarity with new problem-solving strategies, leaving many feeling unprepared to support their children at home. Lastly, students' exposure to broader perspectives beyond their immediate community is limited, impacting their ability to connect academic learning to real-world experiences. Addressing these foundational gaps through targeted interventions, instructional shifts, and increased family engagement will be essential to improving student outcomes.

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

Students will be encouraged to engage in real-world math problem-solving at home for at least 20 minutes per day with parental support, reinforcing critical thinking skills beyond the classroom. Families will be provided with resources to strengthen the home-school connection, including skills lessons, manipulatives, and video tutorials that explain step-by-step math strategies. FAST/STAR practice will be incorporated at home, ensuring students have additional opportunities to develop fluency and problem-solving skills. Instructional planning for teachers will be enhanced, with a focus on standards-based instruction and increased planning for ESSA subgroups, supported through ongoing professional development, coaching, modeling, and teacher leadership initiatives. To further support struggling students, push-in support will be implemented in lower grades to strengthen foundational math skills, and tutorial frequency will be increased, particularly for ELLs and SWDs, ensuring targeted interventions are available. Hands-on and movement-based learning activities, such as carousel learning and interactive problem-solving, will be integrated into daily instruction to promote student engagement. Project-Based Learning (PBL) will be expanded in K-3, incorporating math standards to provide students with deeper, real-world connections. Enrichment opportunities, including field trips and STEM-based activities, will be leveraged to expose students to mathematical applications in diverse settings. To foster family involvement, monthly STEM Family Nights will be organized, allowing parents and students to solve real-world math problems together. Online access to resources, such as video tutorials and strategy guides, will be provided to support families in reinforcing math skills at home. Additionally, a student recognition program will be established to celebrate math achievements, increasing motivation and encouraging a positive learning culture. These initiatives will provide a comprehensive and strategic approach to improving mathematics instruction through targeted interventions, enhanced instructional resources, stronger family engagement, and ongoing professional development for staff.

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

- **Communication**

Roosevelt Elementary will enhance the Parent and Family Engagement Plan (PFEP) for mathematics through a multi-faceted approach. Regular updates on the school website and social media will keep families informed about math initiatives, resources, and upcoming events. Parent-teacher conferences will focus on student math progress and strategies, ensuring parents feel equipped to support learning at home. Additionally, a digital portal with instructional videos, strategy guides, and interactive tools will provide families with accessible resources to reinforce key math concepts. Strengthening these communication efforts will foster greater parental involvement and contribute to improved student achievement in mathematics.

- **Parent Training**

Roosevelt Elementary will strengthen parent training opportunities to support mathematics learning at home. "Understanding New Math Methods" sessions will help bridge learning gaps by providing parents with clear explanations of modern instructional strategies. Interactive problem-solving workshops will offer hands-on experiences where parents and students can practice math together, reinforcing key concepts in a collaborative setting. To further engage families, monthly math challenge activities will be introduced, encouraging participation and fostering a love for problem-solving. These initiatives will empower parents with the knowledge and confidence to support their children's mathematical development.

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

- **School**

Regular access to engaging math resources and clear communication about student progress will be a priority at Roosevelt Elementary. Family math events will be hosted to emphasize real-world math applications, allowing parents and students to collaborate on problem-solving activities. Additionally, all students will have access to interactive digital math platforms, ensuring they can practice and strengthen their skills both in school and at home. These initiatives will foster a deeper understanding of mathematics while promoting meaningful family involvement.

- **Students**

Students are encouraged to take an active role in their math learning by practicing math skills daily and engaging in hands-on problem-solving activities that build critical thinking. Family math challenges and competitions will provide opportunities for students to apply their knowledge in fun and collaborative ways. Additionally, students will have access to school-provided math resources to reinforce their understanding and support their growth in mathematical proficiency. These efforts will create a dynamic learning environment that fosters confidence and success in math.

- **Parents**

Building a strong foundation in math requires collaboration between home and school. Roosevelt Elementary will offer math workshops to help parents support their children's learning at home. Families will also have access to digital resources and interactive math games to make practice more engaging. Additionally, ongoing communication with teachers will allow parents to stay informed about their child's progress and seek assistance when needed. These efforts will empower families to play an active role in their child's math development.

- **Staff Training**

Roosevelt Elementary will enhance staff training to strengthen family engagement in mathematics. Professional development sessions will focus on equipping teachers with strategies to explain complex math concepts in simple, parent-friendly terms. Training on effective ways to involve parents in math-based learning activities at home will help bridge the gap between school and family support. Additionally, sessions on integrating technology into interactive math experiences will provide staff with tools to create engaging, hands-on opportunities for families. These initiatives will ensure that educators are prepared to support parents in reinforcing mathematical skills beyond the classroom.

- **Accessibility**

Roosevelt Elementary is committed to making math resources and events accessible to all families. Virtual participation options for math nights will be available to accommodate parents who may not be able to attend in person. Math resources will be adapted to support students with disabilities, ensuring equitable access to instructional materials and learning opportunities. To further extend support, partnerships with community centers will provide math tutoring for homeless and migrant families, helping to bridge educational gaps and ensure all students receive the assistance they need. These efforts will create a more inclusive and supportive learning environment for all families.

## **Science**

## 1. List prioritized needs statements.

FY25 STAR Reading/Early Literacy (PM2) assessments indicate 44% of our students, and STAR Math (PM2) assessments indicate 42% of our students in Gr. K-2 are not on track to meet EOY grade-level expectations. FY2 FAST ELA assessments (PM2) indicate that 56% of our students, and FAST Math assessments (PM2) indicate that 63% of our students in Gr. 3-5 are not on track to meet EOY grade-level expectations. FY24 SSA results yielded only a 9% pass rate. This year's prediction has risen to 42% indicating a need to maintain the implementation of Science resources and technology such as Penda. -K-5: 25% of students have been absent 15+ days and 32% of students have been absent 5+ days -K-5: Physical Aggression (29) is still the leading disciplinary incident, however, ODRs have decreased by 74% -Leadership, staff, and stakeholders collectively identified a lack of foundational skills as a precursor to literacy and mathematic deficits and have attributed stronger instructional and positive behavior support to improvements. Stakeholders also noted that students need more hands-on, inquiry-based science experiences, have limited real-world applications and exposure to STEM careers, and there is a lack of structured opportunities for parents to engage in science-related activities with their children. These observations further support the need for more parent involvement initiatives, enrichment resources, professional development, and access to special programming that supports the unique needs of parents and families.

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

Limited hands-on experiences and real-world applications have contributed to gaps in science proficiency at Roosevelt Elementary. Science instruction often relies heavily on textbook learning, with fewer opportunities for students to engage in hands-on experiments that promote inquiry and discovery. Additionally, project-based learning and STEM career exploration are not consistently integrated, limiting students' exposure to real-world scientific applications and future career pathways. At home, many parents lack access to simple, engaging science activities or may feel uncertain about how to support their child's scientific learning. Addressing these challenges through interactive instruction, increased STEM opportunities, and stronger home-school connections will be essential in fostering student engagement and achievement in science.

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

To strengthen science instruction and engagement at Roosevelt Elementary, a comprehensive approach incorporating hands-on learning, community partnerships, and family involvement will be implemented. A monthly Science Day featuring interactive experiments and demonstrations will provide students with engaging, inquiry-based learning experiences that extend beyond textbook instruction. To further enhance real-world connections, partnerships with local STEM organizations will offer mentorship programs and guest speaker opportunities, exposing students to STEM careers and fostering early interest in science-related fields. Recognizing the need for stronger home-school connections, take-home science kits will be provided, equipping families with simple, engaging experiments they can conduct together to reinforce scientific concepts outside the classroom. Additionally, STEM-focused family nights will be organized, allowing parents to participate in hands-on science learning activities alongside their children, boosting confidence in supporting science education at home. To expand experiential learning opportunities, outdoor and real-world science experiences will be prioritized through field trips to science museums, nature centers, and environmental learning sites. These initiatives justify the need for additional resources, tutorials, and technology, ensuring that students have access to materials for hands-on exploration. Furthermore, staff training on inquiry-based science instruction will be essential in equipping teachers with strategies to move beyond traditional textbook learning and effectively integrate STEM-based problem-solving and critical thinking into daily instruction. Through these targeted initiatives, Roosevelt Elementary will create a more engaging, interactive, and equitable science learning experience that supports students, empowers parents, and strengthens instructional practices.

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

- Communication

Roosevelt Elementary will enhance the PFEP to support science education by expanding communication and access to hands-on learning opportunities. Student science projects will be showcased on the school website and social media platforms, celebrating student achievements and inspiring curiosity about STEM. To further engage families, a monthly science newsletter will be distributed, featuring at-home experiment ideas, STEM career highlights, and practical ways parents can support scientific learning. Additionally, video demonstrations of science experiments will be made available, providing families with step-by-step guides to conduct simple experiments at home. These initiatives will strengthen the home-school connection and encourage parents to take an active role in their child's scientific exploration.

- Parent Training

Encouraging family engagement in science education will be a key focus at Roosevelt Elementary. "Fun with STEM" family nights will provide hands-on experiences where parents and students can explore interactive science activities together. To further support student learning, science fair preparation workshops will help parents understand how to guide their children through research, experimentation, and project presentation. Additionally, a combination of online and in-person workshops will demonstrate simple, at-home science experiments, making it easier for families to reinforce scientific concepts outside of school. These efforts will create meaningful opportunities for parents to actively participate in their child's STEM education.

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

- School

Hands-on science activities will be incorporated into both school and family events, giving students and parents opportunities to explore scientific concepts together. To support learning at home, digital resources and take-home STEM kits will be provided, equipping families with interactive tools to reinforce key skills. Additionally, partnerships with local organizations and STEM professionals will bring real-world experiences into the school, exposing students to careers in science, technology, engineering, and mathematics. These efforts will strengthen science instruction, increase family engagement, and inspire students to explore STEM fields.

- Students

Hands-on experiments and inquiry-based learning opportunities will allow students to explore scientific concepts through direct experimentation and problem-solving. At home, students will be encouraged to collaborate with their families on science projects, reinforcing classroom learning in a supportive environment. Additionally, STEM career discussions and real-world applications will be integrated into instruction, helping students make meaningful connections between science learning and future career opportunities. These efforts will foster curiosity, critical thinking, and a deeper appreciation for STEM subjects.

- **Parents**

Families will be encouraged to spark curiosity and exploration in science-related topics at home by engaging in discussions and hands-on activities. STEM nights and science fair preparation workshops will provide parents with opportunities to actively participate in their child's scientific learning and project development. To further support at-home exploration, take-home science kits and resources will equip families with simple experiments that reinforce classroom concepts in a fun and interactive way. These initiatives will strengthen the connection between home and school, making science education more engaging and accessible for all students.

- **Staff Training**

Expanding professional development opportunities will ensure that science instruction at Roosevelt Elementary is both engaging and accessible for students and their families. Teachers will receive training on integrating real-world science applications into daily instruction, helping students make meaningful connections between classroom learning and real-world phenomena. To strengthen family involvement, professional development will also focus on strategies for increasing parent participation in science learning, equipping educators with techniques to engage families in hands-on activities and discussions. Additionally, accessible science curriculum guides will be developed for parents, providing clear explanations of key concepts and practical ways to support their child's scientific exploration at home. These efforts will enhance both instructional practices and family engagement in STEM education.

- **Accessibility**

Making STEM education inclusive and accessible to all families will be a key focus at Roosevelt Elementary. STEM events will be designed to accommodate families with disabilities, ensuring that all students can fully participate in hands-on learning experiences. To support families who may face transportation challenges, mobile science lab experiences will bring interactive STEM activities directly to the community, allowing more students and parents to engage in science exploration. Additionally, bilingual resources will be created to ensure that families who need translated materials can access science-related content, instructions, and event information in their preferred language. These initiatives will help remove barriers to participation and ensure that all families have the opportunity to engage in meaningful STEM learning experiences.

## **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 and extended day learning opportunities.

Budget Total: \$35,198.83

Acct Description	Description										
Consultants	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Third party tutorial provider Student Nest (a bid-awarded vendor) will provide tutorial instruction during the school day and after school for students in grades K-5, four tutors focusing on ELA and Math small group push-in support. Student Nest - 177 hours, 29.5 days (6 hours per day), \$69.75/hour.						1	\$12,355.23	Original	\$12,355.23	
Supplies	<b>Item</b>			<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Composition books primary (pack of 4 = \$12.99)			40	\$12.99	General Supplies	Original	\$519.60			
	Agendas for 4&5 grade			100	\$2.50	General Supplies	Original	\$250.00			
	Spiral Notebooks for Science			110	\$10.00	General Supplies	Original	\$1,100.00			
	Adjustment - benefits credit and final allocation.			1	\$2,522.00	General Supplies	Other	\$2,522.00			
Online subscription	<b>Item</b>						<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Penda Science will assist students with science instruction in grade 5.						1	\$650.00	Original	\$650.00	
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>
	Certified teachers will provide afterschool tutorials starting in January in ELA, MATH, and Science in Grades 3-5.			6	\$37.00	2	1.5	16	Certified	Original	\$10,656.00

Acct Description	Description								
	<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>
	Certified teachers will provide Spring Break tutorials to students that score a level 1 or 2 on the Winter FAST assessment along with the Iready exams.	6	\$37.00	3	4	1	Certified	Original	\$2,664.0

## Action Step: Professional Learning

K-5 Teachers will participate in on-going professional learning 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: \$114,109.92**

Acct Description	Description								
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>			
	Lexmark colored ink in 4 colors 2 of each (SSCC Printer will be used to data reports for PLC reports, printers in PLC room and SSCC office)	8	\$87.99	Technology	Original	\$703.9			
Teacher Collaboration	<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>
	Certified teachers will collegial plan in grades K-5 for ELA, Math, and Science	14	\$25.00	4	4	1	Certified	Original	\$5,600.0

Acct Description	Description									
	<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>	
	starting in July 2025 to prepare lesson plans and curricular mapping for FY26.									
Travel out-of-county	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>					<b>Type</b>	<b>Total</b>	
	Innovative Schools Summit in Orlando on March 12-15, 2026, offers hands-on workshops and real-world strategies to help teachers create impactful learning experiences. Registration \$850; Transportation \$120; Lodging \$844; Per Diem \$144; Number of attendees - 2;TOTAL = \$3916.	2	\$1,958.00					Original	\$3,916.00	
Single School Culture Coordinator	The Single School Culture Coordinator will provide instructional leadership and support to teachers for continuous academic improvement aligned with Florida Standards and serve as a Florida Standards expert, support MTSS and Rtl, mentoring and coaching teachers to enhance literacy instruction, strengthen classroom instruction and teacher effectiveness, support small group instruction, and provides curricular guidance for Summer Bridge/Summer Slide programs.									

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$39,546.00**

Acct Description	Description																																				
Parent Support by School Staff	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Parent Night Support (1 Parent Liaison) will support the training at 3 parent nights.</td> <td>1</td> <td>\$26.00</td> <td>1</td> <td>2</td> <td>3</td> <td>Non-Certified</td> <td>Original</td> <td>\$153.00</td> </tr> <tr> <td>Parent Night Support (2-CLFs ) will support the training at 3 parent nights.</td> <td>2</td> <td>\$27.00</td> <td>1</td> <td>2</td> <td>3</td> <td>Non-Certified</td> <td>Original</td> <td>\$318.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Parent Night Support (1 Parent Liaison) will support the training at 3 parent nights.	1	\$26.00	1	2	3	Non-Certified	Original	\$153.00	Parent Night Support (2-CLFs ) will support the training at 3 parent nights.	2	\$27.00	1	2	3	Non-Certified	Original	\$318.00
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Parent Liaison - Para Level	The Parent Liaison will support the Title I contact in policy development, documentation, and family communication while ensuring compliance, organize and promote family involvement, maintain a resource room, facilitate parent-teacher collaboration, they will also serve on advisory councils, recruit community partners, and build school capacity and participate in training, conduct outreach, and encourage family engagement.																																				
Supplies	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th colspan="2">Supply Type</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Refreshments for parents for 3 trainings</td> <td>250</td> <td>\$3.00</td> <td colspan="2">Program Supplies</td> <td>Original</td> <td>\$750.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Supply Type		Type	Total	Refreshments for parents for 3 trainings	250	\$3.00	Program Supplies		Original	\$750.00													
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## Mission Statement

### 1. Mission Statement

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

## Involvement of Stakeholders

Name	Title
Tanya McDowell	Principal
Kenisha Coates	Assistant Principal / Title I Contact
Kamara Bernard	Single School Culture Coordinator
Shakirra Epps	Single School Culture Coordinator
Renterial Richardson	Parent Liaison / Parent

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

Stakeholders are informed of our School Advisory Council (SAC) meetings for the school year. It is during these SAC meetings that issues and events regarding our school community are shared and discussed. At the start of the year, nominations and voting for members--school, parent, and community members take place. These voting members, in addition to other members of our SAC participate in discussion and decision-making about efforts to improve outcomes at Roosevelt Elementary.

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

On March 5, 2025, at 5:30 p.m., Roosevelt Elementary held 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 will be collected and used to develop the Comprehensive Needs Assessment (CNA). The CNA will then be used to develop the SWP and PFEP. Input will be documented through meeting notes during parent meetings. Meeting notes will be 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, parents are 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, instructional resources, 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 2025, so that parents can provide additional input.

Name	Title
Tanya McDowell	Principal
Kenisha Coates	Assistant Principal / Title I Contact
Renterial Richardson	Parent Liaison / Parent
Kamara Bernard	Single School Culture Coordinator
Shakirra Epps	Single School Culture Coordinator

## Annual Parent Meeting

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

The Annual Title I Parent meeting will be held on Wednesday, September 17, 2025, at 5:30 PM, immediately following the SAC meeting 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 and Class Dojo (email and a call-out). Additionally, we will send flyers/invitations home, in multiple languages, with students.

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

The following resources will be prepared for the Annual Meeting: 1. Annual Meeting slide deck - The slide deck will explain 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 information that is unique to Roosevelt Elementary. 2. Invitation - Translated in multiple languages 3. Agenda - Outlining the information to be shared during the meeting. This agenda will be provided to all attending stakeholders. 4. Student/Parent Compact and copies of the SWP 4. Sign-In Sheet- Signatures/E-Signatures will be collected

## Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Partnering with Families for Student Success

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

Staff will learn strategies to share with parents about working with their child on foundational literacy skills. They will learn about ways parents can practice at home to support what they are teaching in class.

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

Parents will have tools provided to them to work with their child at home in the area of literacy.

- What will teachers submit as evidence of implementation?

Teachers will submit the resources they share with parents.

- Month of Training

August 2025

- Responsible Person(s)

Kenisha Coates, Kamara Bernard, Shakirra Epps

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Home Habits for School Success

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

Teachers will learn about how Skills for Learning and Life (SLL) will support their classroom communities and families at home. Teachers can provide families with resources that support the monthly skills students are learning during Morning Meeting.

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

Families will support their child in learning skills to support the life skills students need to be successful.

- What will teachers submit as evidence of implementation?

Teachers will submit the resources they share with parents.

- Month of Training

September 2025

- Responsible Person(s)

Kenisha Coates, Kamara Bernard, Shakirra Epps

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Mission: Learning – A Family Guide to What We Teach

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

Parents will receive a deep dive into the B.E.S.T. ELA and Math curriculum, the ways in which these standards are assessed by the state (and district), and how to access and understand academic reports related to these assessments. Parents will also learn about practical ways in which they can support their child at home. Parents will also be provided opportunities to communicate with their child's teacher to learn about their progress.

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

To ensure that parents can effectively support their child's learning at home, the interactive component of the training will be designed to provide parents with practical experience and tools. This session will involve several key activities: 1. Curriculum Workshops: Parents will explore the curriculum in depth, understanding how it aligns with the B.E.S.T. benchmarks. Through interactive discussions and activities, parents will learn to identify the skills and knowledge their children are expected to acquire at each stage of the curriculum. 2. Assessment Exploration: Parents will understand the types of assessments their children are exposed to and the criteria used to evaluate their progress. 3. Academic Games: Fun, interactive skills-based practice 4. Science experiments will allow teachers to share how these hands-on activities encourage student expression and understanding of complex processes.

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

Attending and actively participating in these hands-on activities, will help 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

March 2025

- Responsible Person(s)

Kenisha Coates, Kamara Bernard, Shakirra Epps

- Resources and Materials

-Flyer -Agenda -Sign-in Sheet -Feedback Forms -Parent handouts, instructional guides, etc. -A book for students to take home -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

- Amount (e.g. \$10.00)

250.00

### 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?

Parents will experience the spirit of fall with educational activities in the areas of literacy, math, and science. Teachers and staff will facilitate learning centers that will allow families to engage in interactive learning activities 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 that are currently being taught in the classroom. Additionally, families will learn how to support students' learning at home using hands-on strategies and games. Families will also be provided opportunities to engage with community organizations and learn more about resources available to them.

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

The interactive hands-on component of Night is parents and students engaging in fun, educational activities about literacy, math, and science. The event typically takes place in a festive fall atmosphere, with fall-themed decorations as part of the festivities.

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

This training promotes a positive attitude towards school and learning, strengthens the bond between families and schools, and encourages a lifelong love for knowledge and academic growth. Additionally, families will learn about skills their children are or will be learning to be able to support that knowledge at home.

- Date of Training

October 2025

- Responsible Person(s)

Kenisha Coates, Kamara Bernard, Shakirra Epps

- Resources and Materials

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

- Amount (e.g. \$10.00)

250.00

### 5. Parent and Family Capacity Building Training #3

- Name of Training

Mission: STEM Possible

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

Parents will learn about the science and math standards they are to learn throughout the year. This event is solely dedicated to STEM-related curriculum to support these standards as they are instructed.

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

Parents and students will engage in hand-on experiments and demonstrations at various stations. Each station addresses a particular set of science standards students learn.

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

This training promotes a positive attitude towards school and learning, strengthens the bond between families and schools, and encourages a lifelong love for knowledge and academic growth. Additionally, families will learn about science skills and strategies their children are or will be learning to be able to support that knowledge at home.

- Date of Training

January 2026

- Responsible Person(s)

Kenisha Coates, Kamara Bernard, Shakirra Epps

- 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

- Amount (e.g. \$10.00)

250.00

## Coordination and Integration

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

- Name of Agency

The Department of Teaching & Learning

- Describe how agency/organization supports families.

The Department of Teaching & Learning 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.

Email SLL support Evidence of meeting support

- Frequency

Ongoing

## 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 provides workshops for parents of young children, helps them find community resources, and provides Kindergarten readiness and access to quality aftercare and summer programs. They attend our monthly School Advisory Council meetings as well as our Step Into Kindergarten.

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

SAC Sign-In Sheet Flyer/Letter Sent to Families Presentation as part of our Kindergarten Round-Up event

- Frequency

Ongoing

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

- Name of Agency

Department of Safe Schools

- Describe how agency/organization supports families.

The Department of Safe Schools helps us in our work in supporting students with needs in the areas of: homelessness, attendance and truancy, and behavior concerns.

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

SHQ Emails Evidence of support for homelessness

- Frequency

Ongoing

## Communication

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 by sharing newsletters and flyers, in all languages, shared via ParentLink, Class Dojo, and/or hard copy. We also use the school website to provide parents with information.

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

School-Parent Compact Invitations/flyers about the Title I Annual Meeting SAC meetings

- Description

Roosevelt Elementary will inform parents 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.

Curriculum night presentation Invitation/Flyer for the event 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. benchmarks through Curriculum Night, Parent-Teacher Conferences, IEP meetings, Progress Reports, and Report Cards.

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

Sample or redacted report card/trimester progress report Parent Letters about State Assessments Handouts

- Description

Roosevelt Elementary will provide families with information about opportunities to participate in decision-making related to their child's education through SAC meetings, parent trainings, invitations to, and notes from, IEP and LEP meetings.

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

Title I Annual meeting invitation and sign-in sheets SAC meeting invitations and sign-in sheets Invitations

- **Description**

Training will be offered at various times during the day to accommodate parent schedules. Support staff will be available for translation and assistance during parent training.

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

Invitations illustrating various options to meet In-person option Virtual option

## **Accessibility**

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**

To ensure every parent feels included and can easily understand what's happening at school, flyers/invitations and ParentLink/Class Dojo correspondence will be sent home in the primary language of ELL students.

- **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**

To provide parents and families of students with disabilities appropriate accommodations, we will ensure that the school building is ADA accessible. Wheelchair-accessible entrances and seating will be offered as requested. RES will also utilize audio enhancement equipment (upon request) to support families with a hearing impairment. If necessary, RES 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**

The administrative team, including the school counselor, BHP, and parent liaison will work closely with District and community organizations to ensure that migrant families receive assistance as needed. This includes providing essentials like uniforms, tutoring, and school materials for students and families in need.

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

Evidence may include school staff referrals to District and/or community organizations, flyers/brochures shared outlining various services offered, and options to contact our Parent Liasion for resource assistance.

- **Description**

The administrative team, including the school counselor, BHP, and parent liaison will work closely with District and community organizations to ensure that homeless families receive assistance as needed. This includes providing essentials like uniforms, tutoring, and school materials for students and families in need.

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

Evidence may include school staff referrals to District and/or community organizations or flyers/brochures shared outlining various services offered. Additionally, evidence may also include SHQs, and distribution evidence of food, clothing, or supplies made available.

# Other 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 at least 1 exhibition during the school year to view their child's work. Parents can ask questions about the academic content, the products created, and how the different experiences through their PBL unit.

## 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 band concerts. We will hold at least one concert during the year for families to attend. Our 4th and 5th grade students will showcase their learning through band concerts while KG-3 will participate vocally.

## 3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

## Building Non-Academic Skills

### 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 Intervention Support (PBIS) to foster positive classroom and school behavior. Students are taught to follow R.O.C.K expectations on campus by being Respectful and Responsible, Own each of 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 (e.g. 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 PBIS Committee provide evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. The Guidance Counselor provides lessons on Skills for Learning and Life (SLL) (e.g. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community. Effective instruction is done both in the classroom and through supplemental supports, such as solution-focused small group counseling. 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. Check-in/Check-out, a research-based intervention, provides students with 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

## 1. SBT/MTSS Implementation

Our School-Based Team is developed of individuals who identify students who need additional support in the areas of academics and/or behavior. SBT uses Response to Intervention (RTI) format, with tiers including, Tier 1 (Core Instruction), Tier 2 (Supplemental Instruction), and Tier 3 (Intensive Instruction). Each tier has specific components that use research-based curricula and interventions. For a child to be placed into the SBT process, a teacher submits an initial referral 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). Tier 1 Implementation Tier 1 is Core Instruction - At Roosevelt, we seek to meet the goals 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 is Supplemental Instruction - For students who need extra support in academics and/or behavior in addition to their Tier 1 Core Instruction based on classroom and performance data. Supplemental instruction is typically done in a small group and for 30 extra minutes in the specified content area. 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: 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 Groups and Zones of Regulation (Led by School Counselor, 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 is Intensive Instruction - 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: Dr. Tanya McDowell Assistant Principal: Kenisha Coates Single School Culture Coordinator: Kamara Bernard School-Based Team Leader: Gretchen Johnson School Counselor: Gretchen Johnson School Behavior Health Professional: Tania Maxwell Carroll ESE Contact (.5): Daphne Freas VE Teacher: Christina Colardeau School Psychologist: Gabriela Torres Colon Classroom Teachers: Pre-Kindergarten-5

## Provision of a Well-Rounded Education

## 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 and are taught by certified, 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, and ELL populations. 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 research-based interventions to meet the needs of students who are in the lowest 25% for reading. Our Instructional framework 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 tutorials, in which students receive additional instruction focused on reading, math, and science.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

At Roosevelt Elementary, we aim to provide post-secondary opportunities and workforce readiness skills to our students. One method is through Project-based Learning (PBL). Hands-on, real-world experiences are essential in preparing our students for post-secondary opportunities and workforce readiness. During the school year, students engage in a variety of PBL units including "Making Our Mark In Our CommUNITY" and "STEM is a Verb", learning social studies and science content and applying their knowledge. 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 students are 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. Our music education program supports students in being well-rounded. Learning to play an instrument instills qualities such as perseverance and a strong work ethic, that are vital for success in any post-secondary endeavor or future career path. Whether it's playing an instrument or singing with your peers, students can explore their talents, fostering a sense of self-confidence and accomplishment. Field trips also support post-secondary opportunities and workforce readiness at Roosevelt. 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 participate in real-world applications of their classroom learning. Field trips expand our students' horizons and 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.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

At Roosevelt Elementary, we work to ensure a smooth and successful transition for our young students as they enter elementary school. We offer a full-time Voluntary Pre-Kindergarten (VPK) program designed to provide a strong educational foundation for our youngest learners. 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. VPK students participate in 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 training 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. 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 ParentLink communication, Class Dojo providing timely updates, important dates, and valuable resources related to the transition to kindergarten. Additionally, we host our annual Step Into Kindergarten event, Launch Into Kindergarten, to inform our preschool students about preparing and transitioning to Kindergarten.

## Professional Development

## 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 are encouraged to support each other by opening their doors to peers as models of excellent instruction, enabling them to observe and model instruction for their peers. The administrative team carefully designed professional development opportunities for staff through an ongoing relationship with the District's various support teams, including PD, Teaching and Learning, and SLL. 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 glows, grows, and best practices; recommendations are also 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

## 1. Recruitment and Retention

At Roosevelt Elementary, we recognize the essential role our educators play in our students' success. As such, our focus on recruiting and retaining a highly skilled team of teachers and staff is central to our focus. We seek individuals who are not only excellent in their fields but who also share our commitment to creating a positive impact on student learning. Ensuring these professionals feel supported and valued is key to our approach. To attract the right talent, we draw attention to the District's competitive benefit/compensation packages and actively promote our openings through various channels, including district websites and job fairs. Welcoming new teachers is crucial, so we provide a comprehensive orientation that connects them with our school community, ensuring they have all the tools and information needed to start strong. Through our Educator Support Program, we pair newcomers with experienced mentors (VLMs) who offer guidance and support, easing their transition into our school culture. Professional growth is a priority, and we facilitate continuous learning opportunities and collaboration among staff. Our Professional Learning Communities and mentorship initiatives are designed to foster a culture of shared knowledge and growth. Recognizing and celebrating achievements is part of our ethos, reinforcing our appreciation for our team's hard work. We also understand the importance of work-life balance and offer programs aimed at supporting our staff's overall well-being. By implementing these strategies, we strive to make Roosevelt Elementary a place where educators feel professionally fulfilled and personally respected, ensuring a stable and enriching environment for our students.