
Title I Comprehensive Schoolwide Plan
ROOSEVELT MIDDLE SCHOOL (0311)

ELA

1. List prioritized needs statements.

40% of all students are predicted to pass the FAST based on the PM2. 17% of ESE students are predicted to pass the FAST based on the PM2 compared to 24% from FY 24. 41% of ELL students are predicted to pass the FAST based on the PM2 compared to 45% from FY 24.

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

Student organizational skills Language barriers with our ESOL students Differentiation/small group instruction not being implemented in a way that meets the needs of all students Not enough time in class to practice strategies Students engagement and parent engagement

3. Share possible solutions that address the root causes.

Extended time/Tutorial- (added practice of strategies during tutorial) Support personnel to contact parents of excessive absences. Professional development for teachers on small group differentiation and ESOL strategies (staff and admin). Increase consequences for tardies. More engaging/cooperative lessons for students and parent training on learning strategies

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

• Communication

Communication w/parents- Community Resource Staff and through "PARENT NIGHTS" Consistent use of Parent Link and offering flexible time in meetings; translated materials

• Parent Training

Offer trainings on how to use SIS, Google Classroom, Reading Plus, Commonlit, Newsela... Communication w/parents- "PARENT NIGHT" Training on FAST style questions- resources used in ELA, ELA rubrics, and FAST style writing

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

- **School**

School will communicate with parents about upcoming assessments Provide a Parent Night to train parents on different ELA resources available to support students at home

- **Students**

Students will come to class on time and be engaged and use strategies demonstrated by teachers, to show understanding of the task and how strategies support their thinking and assist with answering questions correctly.

- **Parents**

Parents will support and motivate their children and inform school guidance on any challenges the families may be experiencing. Keep the communication lines open by checking in with students and teachers regularly. Use different resources students have access to to support them at home

- **Staff Training**

Scaffold, Differentiated Trainings for teachers/ Modeled Trainings, effective communication with families

- **Accessibility**

One Voice reminders of resources and ELA tutorial to support students. Parent Link messages. Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist (migrant, ESE etc)

Math

1. List prioritized needs statements.

Data from the PM2 Assessment shows: 6th Grade Math: 60% of the ELL are not proficient and currently are Level 1 or 2. 76% of the ESE are not proficient and currently are Level 1 or 2. 38% of the general education population are below (level 2 and 1) 7th Grade Math: 50% of the ELL are not proficient and currently are Level 1 or 2. 69% of the ESE are not proficient and currently are Level 1 or 2. 57% of the general education population are below grade level. 8th Grade Math: 50% of the ELL are not proficient and currently are level 1 or 2. 70% of the ESE students are not currently proficient (Level 1 or 2). 70% of the general education population are below grade level. Based on Midterm Data: Algebra 1: 46% of the student population scored below proficiency Geometry: 21% of the student population scored below proficiency

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

Students lack fundamental math skills - many Algebra 1 and Geometry students are missing skills from previous math courses, low test scores at the beginning of the year, students not retaining old or new information, parental involvement in students' learning, students exhibit low processing speed, assistance is severely needed to provide small group reteach instruction and assistance to address basic skills deficient from previous grades; consistent PD for staff

3. Share possible solutions that address the root causes.

Progress reports provided to parents with signature required to acknowledge student progress, Parent Link usage to provide information and/or share progress with parents, curriculum night for each grade level in which parents learn expectations and participate in hands-on activities similar to student experiences, professional development training to support ELL and SWD, Math support tutorial and parent training on math strategies

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

- **Communication**

Parent Link/Google Classroom to indicate upcoming math assessments and other academic information (progress reports, etc.)

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) - Provide parent training. Train parents on the different strategies to assist their students in math at home. Training should include manipulatives and online tools (i.e. programs, such as Khanmigo and other A.I.) Training should also assist parents with analyzing and understanding student test scores and results

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

- School

Provide training to assist parents in learning the different strategies to assist their children in math

- Students

Attend tutorials when given the opportunity and participate actively in small group instruction in the classroom

- Parents

Check students' SIS account to frequently monitor their students' academic progress Provide updated and accurate email addresses and phone numbers to the school and stay in communication with to discuss students' academic progress

- Staff Training

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) - ways to motivate students to want to succeed and understand they are in control of their success, instructional and communication strategies for parents of ELL and SWD students

- Accessibility

All training will be translated with closed captions with live ELL personnel using Google Meet with laptops and headphones provided. All parents/families are invited

Science

1. List prioritized needs statements.

17% of all 8th grade students are projected to pass the NGSSS based on the Winter Diagnostic test. 5% of ESE students are projected to pass the NGSSS based on the Winter Diagnostic test. 9% of ELL students are projected to pass the NGSSS based on the Winter Diagnostic test.

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

Integrated approach is still a "hit or miss", it is failing our students. Teachers are unable to reach mastery level. Time: 8th grade teachers do not have enough time to cover all 8th grade benchmarks, and 6th and 7th grade standards. Low reading comprehension skills are contributing to low Science scores. Student Attendance and inconsistent support from families on academics

3. Share possible solutions that address the root causes.

Parent training to support science curriculum Guest speakers Remediation in place for 6th, 7th and 8th grade students, All students. Saturday school, Online programs for enrichment, and differentiation of lessons (Penda Learning- \$5,750.00 SY25/26), and pull outs during the school day. Field trips that are standards based and parent training on science curriculum/programs Incentives to increase student motivation.

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

• Communication

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

• Parent Training

Parent training on different strategies to assist and support their child's learning (ie., test taking skills, making flash cards, study habits). STEAM Night- hands on science for families

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

- **School**

Host tutoring sessions, ie. Saturday Schools, and pull outs. Provide enrichment activities.

- **Students**

Complete assignments/projects and attend tutorial sessions, frequently check SIS for missing assignments and work on turning them in weekly.

- **Parents**

Work on experiments at home with their child based on the assignment that is given by the teacher for that class show involvement and concern about their child's learning by checking grades through SIS and ensuring they complete assignments/projects at home

- **Staff Training**

Share hands-on, small group instruction, ways to motivate students for success

- **Accessibility**

All trainings will be translated with closed captions with live ELL personnel using Google Meet with laptops and headphones provided.

Social Studies

1. List prioritized needs statements.

39% of ELLs are projected to be proficient on the Winter Diagnostic compared to 46% of all students 27% of ESE students are projected to be be proficient on the Winter Diagnostic compared to 46% off all students

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

Lack of supplemental materials for the new benchmarks Missing foundational knowledge of governmental systems

3. Share possible solutions that address the root causes.

Need for ESE support in the classroom Support personnel to contact parents when absent ***New Gateway textbooks After school tutorials and Saturday school Remedial, enrichment resources - print and online (Ex. Flocabulary subscription for all Social Studies teachers/classes)

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

- Communication

Parent Link/Google Classroom will be used to communicate between home and school about all upcoming social studies assessments and projects

- Parent Training

Train parents on the different strategies to assist their child in Social Studies. Explain the scores and discuss their child's non-progression or academic progress.

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

- School

School will provide training to assist parents on SIS communication and different strategies to assist their child in Social Studies

- Students

Students will attend Saturday school and engage in small group instruction.

- Parents

Parents will stay in communication with teachers, all parents should have an email in SIS for communication.

- Staff Training

Hands on small group instruction to share with families Ways to motivate students to want to succeed

- Accessibility

All trainings will be translated with closed captions with live ELL personnel using Google Meet with laptops and headphones provided.

Acceleration Success

1. List prioritized needs statements.

125/265 8th grade students are enrolled in a high school level math class. 96/266 7th grade students are enrolled in a high school level math class. 24/263 6th grade students are enrolled in a high school level math class. 49 7th grade and 39 8th grade students are enrolled in an Industry Certification class

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

Students are not pushed to take accelerated classes once they are deemed on a regular track. Teachers are not comfortable incorporating the higher DOK level questions needed to be successful in these classes

3. Share possible solutions that address the root causes.

Professional development on DOK levels and questioning and on differentiation and small group instruction. More resources- print and web-based
More parent support

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

- **Communication**

School counselors and Magnet Coordinator will host an acceleration night. School counselors will serve as the main point of contact for each student's acceleration track.

- **Parent Training**

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

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

- **School**

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

- **Students**

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

- **Parents**

Monitor student's academic track throughout middle school to ensure highest level courses are taken and students are being successful Teachers and parents will stay in communication with each other to discuss the students academic progress

- **Staff Training**

Ways to motivate students to want to succeed. PD on higher level questioning and project based learning to meet the needs of the higher performing students

- Accessibility

All trainings will be translated with closed captions with live ELL personnel using Google Meet with laptops and headphones provided. Parent meetings with guidance counselors to discuss acceleration and academic progress will be available in person and virtual at varying times throughout the day.

Action Step: Classroom Instruction

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

Budget Total: \$177,715.49

Acct Description	Description					
Resource Teacher	The School Resource Teacher will work directly with Grade 6-8 Level 1, Level 2, and bubble students, based data, who require additional assistance in ELA academic through a push-in pull-out model of support.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Paper	174	\$34.69	General Supplies	Original	\$6,036.00
	Park claps yellow envelopes- 078581	10	\$58.04	General Supplies	Original	\$580.40
	Expo Dry block erasers- 076878	141	\$4.09	General Supplies	Original	\$576.69
	Expo Dry erase markers- 336544	140	\$17.35	General Supplies	Original	\$2,429.00
	Sharpie flip chart markers- 2092446	140	\$8.77	General Supplies	Original	\$1,227.80
	File folders- 1475805	70	\$17.67	General Supplies	Original	\$1,236.90

Acct Description	Description																																													
	<table border="1"> <thead> <tr> <th data-bbox="430 159 1131 228">Item</th> <th data-bbox="1140 159 1299 228">Quantity</th> <th data-bbox="1299 159 1472 228">Rate</th> <th data-bbox="1472 159 1745 228">Supply Type</th> <th data-bbox="1745 159 1887 228">Type</th> <th data-bbox="1887 159 2022 228">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="430 228 1140 305">Dry-Erase Board Cleaning Wipes - 638720</td> <td data-bbox="1140 228 1299 305">92</td> <td data-bbox="1299 228 1472 305">\$7.42</td> <td data-bbox="1472 228 1745 305">General Supplies</td> <td data-bbox="1745 228 1887 305">Original</td> <td data-bbox="1887 228 2022 305">\$682.64</td> </tr> <tr> <td data-bbox="430 305 1140 381">Adjustment - benefits credit and final allocation.</td> <td data-bbox="1140 305 1299 381">1</td> <td data-bbox="1299 305 1472 381">\$5,621.00</td> <td data-bbox="1472 305 1745 381">General Supplies</td> <td data-bbox="1745 305 1887 381">Other</td> <td data-bbox="1887 305 2022 381">\$5,621.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Supply Type	Type	Total	Dry-Erase Board Cleaning Wipes - 638720	92	\$7.42	General Supplies	Original	\$682.64	Adjustment - benefits credit and final allocation.	1	\$5,621.00	General Supplies	Other	\$5,621.00																											
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Acct Description	Description				
Online subscription	Item	Quantity	Rate	Type	Total
	Penda Learning will provide Science remediation for grades 6-8 based on assessments data (school site license)	1	\$5,750.00	Original	\$5,750.00

Action Step: Professional Learning

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

Budget Total: \$274,583.49

Acct Description	Description				
Coach	The Literacy Coach will collaborate with educators (Grade Level 6-8) to enhance their teaching strategies, analyzing student data, and promoting effective pedagogical techniques. The coach will also facilitate professional learning workshops and create a supportive environment for continuous improvement in literacy.				
Travel out-of-county	Item	Quantity	Rate	Type	Total
	Four staff will attend AVID Summer Institute in Orlando, FL June 2026 to learn valuable strategies that support student learning and foster a collaborative environment within our school community and support the AVID College Readiness System. Registration -\$1050; Transportation - \$200; Lodging - \$750; Per Diem - \$148.	4	\$2,148.00	Original	\$8,592.00
	Three staff will attend the Innovative Schools Summit in Orlando, March 12-15, 2026 to gain innovative strategies and resources to assist Staff with	3	\$1,998.00	Original	\$5,994.00

Acct Description	Description											
	Item					Quantity	Rate	Type	Total			
Supplies	Item					Quantity	Rate	Supply Type	Type	Total		
Teacher Collaboration	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	school climate and develop creative teaching strategies to share with the Staff through train-the-trainer model. Registration - \$ 750; Transportation - \$200; Lodging - \$900; Per Diem - \$148.											
	Ink- required to support staff professional learning activities, including the printing of training materials and reference documents.					1	\$7,507.82	Technology	Original	\$7,507.82		
	Paper					1	\$987.00	General Supplies	Original	\$987.00		
	Certified ELA teachers in 7th and 8th grades will collaborate and analyze data to adjust instruction to support learning growth (ELA) . Tentative start date will be September 2025.				3	\$25.00	2	2	10	Certified	Original	\$3,000.00
	Certified Math teachers in 6th grade will collaborate on innovative strategies to support learning growth after PM data (math) . Tentative start date will be September 2025.				3	\$25.00	2	2	10	Certified	Original	\$3,000.00
	Certified Coaches and LTF will collaborate and analyze data to adjust instruction to support learning growth in 6th - 8th grades (All content areas).				4	\$25.00	4	4	2	Certified	Original	\$3,200.00

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	Tentative start date will be September 2025.																		
	Certified Science teachers in 8th grade will collaborate and plan science labs (science). Tentative start date will be September 2025.	3	\$25.00	2	2	10	Certified	Original	\$3,000.00										
	Certified Social Studies teachers in 7th grade will collaborate and analyze data to adjust instruction to support learning growth (Social Studies). Tentative start date will be September 2025.	2	\$25.00	2	2	10	Certified	Original	\$2,000.00										
Coach	The Science Coach will collaborate with Grade 6-8 educators to enhance their teaching strategies, analyzing student data, and promoting effective pedagogical techniques. The coach will also facilitate professional learning workshops and create a supportive environment for continuous improvement in science education.																		
Travel out-of-state	<table border="1"> <thead> <tr> <th data-bbox="453 958 1449 1029">Item</th> <th data-bbox="1457 958 1604 1029">Quantity</th> <th data-bbox="1612 958 1772 1029">Rate</th> <th data-bbox="1780 958 1898 1029">Type</th> <th data-bbox="1906 958 2020 1029">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total													
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	National Association for Bilingual Education (NABE), Feb 11-13, 2026, Chicago, IL; Purpose: It is essential that staff engage in professional learning opportunities that enhance their understanding language support strategies, and curriculum design. This conference will equip educators with the tools and knowledge needed to better support our non-native speaking student population ; Registration - \$750; Transportation - \$700; Lodging- \$1000; Per Diem - \$196; Number of Attendees = 2					2	\$2,646.00	Original	\$5,292.00										
Coach	The Math Coach will collaborate with Grade 6-8 educators to enhance their teaching strategies, analyzing student data, and promoting effective pedagogical techniques. The coach will also facilitate professional learning workshops and create a supportive environment for continuous improvement in math education.																		

Acct Description	Description
LTF	The School Learning Team Facilitator will be responsible for guiding and supporting a collaborative team of educators (core and choice teachers) in developing and implementing effective teaching strategies and learning practices for grades 6-8 (all content areas).

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: **\$6,037.52**

Acct Description	Description								
Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified staff will provide support for SAC Parent Training on science, math, social studies, medical, ELA Data and Strategies	5	\$25.00	1	2	8	Certified	Original	\$2,000.00
	Certified staff will provide support for Title 1 Parent Night to train parents on curriculum (Science, Math, Civics, ELA)	4	\$25.00	1	2	2	Certified	Original	\$400.00
	Certified staff will provide support for Science Fair Night to train parents on the components of science projects.	4	\$25.00	1	2	2	Certified	Original	\$400.00

Acct Description	Description						
Postage	Item			Quantity	Rate	Type	Total
	Stamps for parent invitation, training, curriculum night , SAC, Title I (1 mailing a year x 800 students)			800	\$0.73	Original	\$584.00
Printing	Item			Quantity	Rate	Type	Total
	Newsletters and parent invitations to parent engagement related school events (to increase parent engagement)			800	\$1.60	Original	\$1,280.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Copy paper		6	\$34.69	General Supplies	Original	\$208.14
	Sticky Notes		2	\$5.87	General Supplies	Original	\$11.74
	Pens		5	\$3.25	General Supplies	Original	\$16.25
	White envelopes- 2013890 - PFEP mailings		3	\$17.43	General Supplies	Original	\$52.29
	Reams color paper		6	\$23.85	General Supplies	Original	\$143.10

Mission Statement

1. Mission Statement

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

Involvement of Stakeholders

Name	Title
Attallah McLawrence	Principal
Samuel Rolle	Assistant Principal
Cara Davis-Henry	Assistant Principal
Kimberly Pettiford	Assistant Principal
Olga Perez	Parent
Kerri Rodgers	Parent
Shalonda Lester	Learning Team Facilitator

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

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

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

A Stakeholder Meeting was held in the spring. Based on on-going data and student needs, feedback from the stakeholders was used to develop the final plan. They were provided with the prior year's PFEP and school compact, along with current student data (i.e. PM1/PM2 data, Parent Engagement Survey Results, etc...). Stakeholders were afforded the opportunity during the input meeting to provide feedback, comments, suggestions and revisions to the draft plan. Feedback was recorded on a template. Supporting step 1, 2 and 3 CNA evidences were submitted to the district. Future decision on Title I items will be discussed during SAC. Our SAC meetings are the second Thursday of each month at 6:00pm. August 21, September 11, October 9, November 13, December 11, January 8, February 12, March 12, April 9, May 14.

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

During the spring meeting, it was discussed among the stakeholders that the funds will be used to support student achievement growth by coaching teachers, training parents and addressing the varied needs of students by content. Parents voiced their need for more training on using the various online platforms that their child uses for school to monitor their progress and training on understanding the data from assessments. Lastly, the coaches will provide training to the parents in Math, English Language Arts and Science to equip parents with the tools to support their child at home. To assist families of students and in order to provide services/support the student and family, conduct home visits, assist with parent involvement activities for ESOL families, and communicate with families of non-English speaking families for academic and behavioral expectations, and professional learning travels are funded through Title I.

Name	Title
Attallah McLawrence	Principal
Cara Davis -Henry	Assistant Principal
Shalonda Lester	LTF

Annual Parent Meeting

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

October 9, 2025, 6:00 PM in the cafeteria

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

One Voice call out, Parent Link emails, fliers/invitations

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

Invitation, agenda, PowerPoint, compacts, PFEP summary, and parent feedback form to obtain parent wishes and needs (technology, paper and pens). Resources from Title I SharePoint site will be used.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Parent Conferences and Communication

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

The training will assist teachers in conducting effective parent conferences by learning to share specific academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments, learn from parents or guardians so they can be better informed families about students' strengths, needs, behaviors, and learning styles, discuss enrichment or intervention strategies to support students' learning and discuss issues that may be interfering with students' learning and growth. Teachers will also learn how to use the Parent Link system as an additional form of communication to keep a parents informed and increase parent involvement in the progress of students.

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

Effective parent-teacher conferences and communication can boost family involvement in the classroom and help promote positive outcomes for teachers, students, parents and the school.

- What will teachers submit as evidence of implementation?

Completed Conference Notes Form PBSD #1051 Parent Link Reports

- Month of Training

August 2025

- Responsible Person(s)

Cara Davis-Henry and Shalonda Lester

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Data Analysis

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

Staff will learn how to analyze data from State and District reports and share the information to families so both are supporting each other.

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

Teachers will be able to better communicate to parents the successes and needs of students to better set learning goals.

- What will teachers submit as evidence of implementation?

Conference Notes forms #1051 and sample data reports shared with parents

- Month of Training

November 2025

- Responsible Person(s)

Shalonda Lester and Cara Davis-Henry

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Data Night

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

Parents will learn how to effectively monitor their child's academic progress through SIS and T.I.D.E., Florida's assessment reporting system to find their student's areas of deficit.

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

Parents will log in to a Chromebook to view their child's SIS account and gain access to their T.I.D.E. through the access code. They will be trained how to read academic data of their child and then use this data to focus their at-home interventions on areas of student deficit.

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

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

- Date of Training

Early October 2025

- **Responsible Person(s)**

Shalonda Lester and Cara Davis-Henry

- **Resources and Materials**

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

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

N/A

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Academic Night

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

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

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

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

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

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

- **Date of Training**

Early January 2026

- **Responsible Person(s)**

Shalonda Lester, Sonya Welch and Robert Fletcher

- **Resources and Materials**

Chromebook Carts, Smartboard with Presentation, Parent Handouts

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

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

N/A

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

N/A

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

N/A

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

N/A

- Date of Training

N/A

- Responsible Person(s)

N/A

- Resources and Materials

N/A

- Amount (e.g. \$10.00)

N/A

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

Safe Schools

- Describe how agency/organization supports families.

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

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

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

- Frequency

Daily

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

- Name of Agency

DATA: Drug Abuse Treatment Association

- Describe how agency/organization supports families.

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

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

Handouts/presentations counselor uses (3 separate)

- Frequency

Daily

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

- Name of Agency

Urban League (CINS/FINS)

- Describe how agency/organization supports families.

The Urban Leagues supports our families by providing mentorship and afterschool engagement for our students. The students are offered an opportunity to deepen and enrich their knowledge through STEAM. The representative will also attend SBT meetings and assist with truancy and student attendance issues.

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

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

- Frequency

Bi-weekly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

• Description

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

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

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

• Description

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

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

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

• Description

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

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

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

- Description

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

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

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

- Description

Parent conferences are held during the day at the optimal time for both parents and teachers. However, training and activities are held during the evening and afternoon time to allow maximum parent participation. Training documents will be posted on the school website. Documents will be provided in all appropriate languages. Whenever possible meetings will also be offered in hybrid format, so that parents and stakeholders can join via Google Meet.

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

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

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- **Description**

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

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

Translated letter, CLF Call Log, invitation/fliers

- **Description**

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

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

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

- **Description**

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

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

Pictures of Uniform closets and student supplies. Copy of school counselors' plans and steps of action once a family is identified. Copy of home language survey. Email to migrant office

- **Description**

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

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

Picture of uniform closet and student supplies. Copy of school counselors' plans and steps of action once a family is identified. Handout/fliers from Mckinney Vento.

Other Activities

1. Activity #1

Activity #1

- **Activity #1**

This school has chosen to be exempt from this area.

- **Name of Activity**

This school has chosen to be exempt from this area.

- **Brief Description**

This school has chosen to be exempt from this area.

2. Activity #2

Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

3. Activity #3

Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

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

SBT/MTSS Implementation

1. SBT/MTSS Implementation

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

Provision of a Well-Rounded Education

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

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

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

This school has chosen to be exempt from this area.

Professional Development

1. Professional Development

Roosevelt Middle funds a Learning Team Facilitator, Reading Coach, Science Coach, Reading Resource person and a Math Resource person through Title I allocations. This allows data analysis to be completed and communicated to teachers in order to improve classroom instruction. In addition, coaches model lessons to promote best practices. RMS is also an AVID school. Teachers attend AVID specific trainings to assist in implementing avid strategies schoolwide. Additional support is provided by the area instructional team in the form of classroom walkthroughs and data chats.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

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