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

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# ELA

## 1. List prioritized needs statements.

FAST ELA data indicate that a significant percentage of students are performing below proficiency across grades K–5. In grades K–2, PM1 results showed 24% of kindergarten students, 11% of first-grade students, and 31% of second-grade students performing at Level 2 or above, with improvement by PM2 to 49%, 27%, and 42%, respectively. In grades 3–5, PM1 results showed 20% of third-grade, 38% of fourth-grade, and 31% of fifth-grade students performing at Level 2 or above, with growth by PM2 to 36%, 50%, and 49%, respectively. While growth occurred between PM1 and PM2, a large proportion of students remain below proficiency and require additional support. Based on staff and stakeholder feedback, prioritized needs include: • Strengthening reading comprehension and writing skills across grade levels • Increasing student engagement and sustained focus during literacy instruction • Providing targeted intervention for students performing below grade level • Increasing opportunities for students to practice reading and writing across content areas • Strengthening communication and partnerships with families to support literacy development at home

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

Analysis of staff feedback, stakeholder input, and student performance data suggests several contributing factors impacting student achievement in ELA. -Many students enter grade levels with gaps in foundational reading and writing skills, which impact comprehension and written expression. - Teachers reported that students often struggle with reading stamina, vocabulary development, and responding to text through writing. - Student engagement and focus were also identified as concerns. - Some students require more structured opportunities for interactive learning and small group instruction to maintain attention and deepen understanding. - In addition, inconsistent family engagement in literacy activities at home was noted as a factor. While families are supportive, many may benefit from additional guidance on how to help students practice reading and writing outside of school. - Students benefit from earlier and more consistent intervention supports, particularly at the beginning of the school year, to address skill gaps before they widen.

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

To address the identified needs, the school will implement several strategies focused on strengthening literacy instruction, increasing engagement, and supporting families. -Integrate technology into daily curricular lessons and activities to strengthen teaching and learning. -Provide time/opportunities for teacher collaboration and professional learning. -Provide time/opportunities for extended learning. -Instructionally, teachers will continue to utilize small group instruction and targeted intervention strategies to address individual student needs. -Students performing below proficiency will receive additional support through structured intervention blocks and differentiated instruction. -Teachers will also increase opportunities for writing across content areas, allowing students to practice responding to text and expressing their thinking in writing. Engaging instructional strategies such as collaborative learning, modeling, and interactive literacy activities will be used to increase student participation. -To support families, the school will expand communication and parent engagement efforts, including literacy workshops, family literacy events, and resources that families can use to support reading at home. -The school will also continue to strengthen partnerships with community organizations and libraries to provide additional literacy resources and enrichment opportunities for students. These combined efforts aim to improve reading comprehension, writing skills, and overall literacy achievement across all grade levels.

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

- Communication

Roosevelt Elementary will strengthen communication with families by providing regular updates on student progress in reading through ClassDojo, newsletters, and school events. Teachers will share strategies families can use to support reading comprehension and writing at home. The school will also communicate information about assessments, intervention opportunities, and literacy resources available to students and families.

- Parent Training

The school will provide parent workshops to support literacy development at home. Trainings will include strategies for improving reading comprehension, building vocabulary, and encouraging daily reading routines. Family literacy events and curriculum nights will also be offered to help parents better understand grade-level expectations and how to support their child's reading and writing skills.

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

- **School**

Roosevelt Elementary will provide high-quality literacy instruction and targeted interventions to support student reading growth. The school will communicate regularly with families about student progress, provide resources to support reading at home, and offer literacy events and workshops that strengthen the home–school partnership.

- **Students**

Students will actively participate in reading and writing activities, practice reading regularly, and take responsibility for their learning. Students will set goals for improvement and use teacher feedback to strengthen their reading comprehension and writing skills.

- **Parents**

Parents will support their child’s literacy development by encouraging daily reading at home, monitoring homework and reading practice, and maintaining communication with teachers. Families will participate in school events and workshops that provide strategies to support student learning.

- **Staff Training**

Teachers will participate in professional development focused on strengthening literacy instruction, including strategies to support reading comprehension, writing across content areas, and small group intervention. Staff will also receive guidance on effective communication with families to ensure parents understand how to support literacy development at home.

- **Accessibility**

Roosevelt Elementary will ensure that all families have access to school resources and engagement opportunities by providing translated materials, flexible meeting options, and digital communication platforms. Families experiencing barriers such as transportation, language differences, or housing instability will be supported through the school’s parent liaison and community partnerships to ensure equitable access to information and resources.

## **Math**

### 1. List prioritized needs statements.

FAST Math data indicate that many students across grades K–5 are performing below proficiency. In grades K–2, PM1 results showed 17% of kindergarten, 15% of first grade, and 19% of second grade students performing at Level 2 or above, with improvement by PM2 to 63%, 37%, and 33%, respectively. In grades 3–5, PM1 results showed 10% of third-grade, 10% of fourth-grade, and 24% of fifth-grade students performing at Level 2 or above, with improvement by PM2 to 26%, 19%, and 47%, respectively.

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

Analysis of student performance data and staff input suggests that many students have gaps in foundational math skills, particularly number sense and basic fact fluency. These gaps make it difficult for students to solve multi-step problems and apply mathematical reasoning. Teachers also noted that students benefit from hands-on learning and collaborative problem solving, but need more consistent opportunities to engage with math concepts in meaningful ways. In addition, some families may need additional guidance on how to support math learning and practice at home. Based on staff and stakeholder feedback, prioritized needs include strengthening number sense, math fact fluency, and problem-solving skills, increasing student engagement in math instruction, and providing additional intervention opportunities for students performing below grade level.

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

To address these needs, the school will increase opportunities for small group instruction and targeted math intervention to support students performing below grade level. Teachers will incorporate hands-on and collaborative problem-solving activities to strengthen conceptual understanding and engagement. The school will also provide family math resources and workshops to help parents understand strategies used in the classroom and support math practice at home. Additional support, such as tutoring, intervention programs, and differentiated instruction, will help close learning gaps and improve overall math achievement. -Expand learning opportunities for teachers to strengthen professional learning and deepen content knowledge -Integrate technology into daily curricular lessons and activities -Provide time/opportunities for teacher collaboration and professional development

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

#### • Communication

Roosevelt Elementary will strengthen communication with families by providing regular updates on student math progress through ClassDojo, newsletters, and school events. Teachers will share strategies families can use to support math practice at home and provide information about upcoming assessments and intervention supports.

- **Parent Training**

The school will offer family math nights and parent workshops focused on helping families understand math strategies used in the classroom. Parents will be provided with resources and activities they can use to support number sense, problem-solving, and math practice at home.

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

- **School**

Roosevelt Elementary will provide high-quality math instruction, targeted interventions, and engaging learning opportunities to strengthen number sense and problem-solving skills. The school will communicate regularly with families about student progress and provide resources and workshops to help families support math learning at home.

- **Students**

Students will actively participate in math instruction, practice problem-solving strategies, and complete assigned work to strengthen their understanding of math concepts. Students will also use feedback from teachers to improve their mathematical thinking and skills.

- **Parents**

Parents will support their child's math learning by encouraging practice at home, reviewing assignments, and communicating with teachers about their child's progress. Families will also participate in school events and workshops that provide strategies for supporting math learning.

- **Staff Training**

Teachers will participate in professional development focused on strengthening math instruction, including strategies for improving number sense, problem-solving, and student engagement. Staff will also receive guidance on communicating math expectations and strategies to families.

- Accessibility

Roosevelt Elementary will ensure all families have access to resources and engagement opportunities by providing translated materials, digital communication platforms, and flexible meeting options. Families experiencing barriers will be supported through the school's parent liaison and community partnerships to ensure equitable access to information and resources.

## Science

### 1. List prioritized needs statements.

5th Grade Science showed only 15% proficiency on FY26 FAST PM3. Although Science increased by 6 points from the previous year (from 9% to 15%), it remains our lowest-scoring subject overall. Science assessment data and classroom observations indicate that many students need additional support in developing science vocabulary, conceptual understanding, and the ability to explain scientific ideas using evidence. While students show curiosity and interest in science topics, many struggle with applying their knowledge during written responses, discussions, and assessments. Increasing student engagement and strengthening their ability to analyze and explain scientific concepts remain important priorities. In addition, strengthening partnerships with families and the community can help provide students with more exposure to STEM learning opportunities and resources outside of the classroom.

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

Review of student performance data and staff input suggests that some students have limited background knowledge and academic vocabulary related to science concepts, which impacts their ability to fully understand and explain scientific ideas. Students also benefit from more consistent exposure to inquiry-based learning, including experiments and investigations that allow them to actively apply scientific thinking. Limited opportunities for extended hands-on learning can affect students' ability to connect concepts to real-world situations. Additionally, families may not always be aware of ways to support science learning at home or may have limited access to resources that promote STEM exploration outside of school.

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

To address these needs, Roosevelt Elementary will increase opportunities for hands-on science instruction and inquiry-based learning experiences across grade levels. -Teachers will incorporate experiments, investigations, and collaborative activities that allow students to explore scientific concepts and apply critical thinking skills. Instruction will also emphasize science vocabulary development and opportunities for students to explain their thinking through discussion and writing, helping strengthen both content knowledge and communication skills. -The school will continue to build community partnerships and STEM-related learning opportunities, such as science nights and enrichment events, to increase student exposure to science and technology fields. -In addition, families will be provided with resources and ideas for simple science activities that can be explored at home, helping extend learning beyond the classroom and strengthen student interest in science. -Students also benefit from hands-on and inquiry-based learning experiences, but additional opportunities are needed for students to actively explore scientific concepts through experiments, investigations, and real-world applications.

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

- Communication

Roosevelt Elementary will strengthen communication with families by sharing information about science instruction, upcoming STEM activities, and student progress through ClassDojo, school newsletters, and school events. Teachers will also provide updates about science units and ways families can support curiosity and exploration at home.

- Parent Training

The school will offer family STEM events and science nights that allow parents and students to participate in hands-on investigations together. Parents will also receive resources and simple science activities that can be completed at home to encourage exploration, observation, and discussion of scientific ideas.

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

- School

Roosevelt Elementary will provide engaging science instruction that includes hands-on investigations, inquiry-based learning, and opportunities for students to explore real-world scientific concepts. The school will communicate regularly with families about science learning, provide STEM-related events and resources, and encourage partnerships that support student interest in science and technology.

- Students

Students will actively participate in science investigations, ask questions, and work collaboratively to explore scientific concepts. Students will practice using science vocabulary, explain their thinking during discussions and written responses, and take responsibility for their learning during experiments and classroom activities.

- Parents

Parents will support science learning by encouraging curiosity, discussing science topics at home, and participating in school STEM events and activities. Families will help reinforce learning by encouraging observation, exploration, and problem-solving in everyday situations and by maintaining communication with teachers about their child's progress.

- Staff Training

Teachers will participate in professional development focused on inquiry-based science instruction, integrating hands-on investigations, and strengthening science vocabulary. Staff will also receive guidance on strategies that help students explain their thinking and apply scientific concepts through discussion and writing.

- Accessibility

Roosevelt Elementary will ensure all families can access science learning opportunities by providing translated materials, flexible meeting options, and digital communication platforms. Families experiencing barriers such as language differences, transportation needs, or housing instability will be supported through the school's parent liaison and community partnerships to ensure equitable access to information and resources.

## 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: \$93,510.33**

| Acct Description | Description                                          |          |         |                  |          |            |
|------------------|------------------------------------------------------|----------|---------|------------------|----------|------------|
| Supplies         | Item                                                 | Quantity | Rate    | Supply Type      | Type     | Total      |
|                  | Staplers for student use                             | 35       | \$8.80  | General Supplies | Original | \$308.00   |
|                  | Compostion books primary (pack of 4 = \$12.99)       | 40       | \$12.99 | General Supplies | Original | \$519.60   |
|                  | Card stock blue, yellow, pink                        | 10       | \$10.49 | General Supplies | Original | \$104.90   |
|                  | Colored pencils                                      | 65       | \$11.35 | General Supplies | Original | \$737.75   |
|                  | Pens                                                 | 6        | \$11.26 | General Supplies | Original | \$67.56    |
|                  | Cases of paper                                       | 45       | \$33.92 | General Supplies | Original | \$1,526.40 |
|                  | Binder clips pack of 30 \$4.88                       | 10       | \$4.88  | General Supplies | Original | \$48.80    |
|                  | Binders (6 in pack)                                  | 4        | \$38.79 | General Supplies | Original | \$155.16   |
|                  | Staples                                              | 50       | \$1.64  | General Supplies | Original | \$82.00    |
|                  | Post-it notes 3" square post it notes 20 boxes of 24 | 15       | \$18.50 | General Supplies | Original | \$277.50   |
|                  | Student dry erase markers                            | 13       | \$25.91 | General Supplies | Original | \$336.83   |

| Acct Description   | Description                                                                                                                                                                                                                                                      |  |          |          |                  |       |                 |            |          |            |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|----------|------------------|-------|-----------------|------------|----------|------------|
|                    | Item                                                                                                                                                                                                                                                             |  | Quantity | Rate     | Supply Type      |       | Type            | Total      |          |            |
|                    | Index cards (3×5 ) ruled                                                                                                                                                                                                                                         |  | 8        | \$0.47   | General Supplies |       | Original        | \$3.76     |          |            |
|                    | Pencils (box of 48)                                                                                                                                                                                                                                              |  | 20       | \$4.68   | General Supplies |       | Original        | \$93.60    |          |            |
|                    | Highlighters box of 24 (colors)                                                                                                                                                                                                                                  |  | 15       | \$6.30   | General Supplies |       | Original        | \$94.50    |          |            |
|                    | Spiral Notebooks for Science                                                                                                                                                                                                                                     |  | 110      | \$10.00  | General Supplies |       | Original        | \$1,100.00 |          |            |
|                    | Shipping                                                                                                                                                                                                                                                         |  | 1        | \$0.97   | General Supplies |       | Original        | \$0.97     |          |            |
|                    | Final allocation differential                                                                                                                                                                                                                                    |  | 1        | \$607.00 | General Supplies |       | Original        | \$607.00   |          |            |
|                    | ADJUSTED: BT 544556- To reduced the final allocation differential to purchase headphones                                                                                                                                                                         |  | -1       | \$398.93 | General Supplies |       | Budget Transfer | -\$398.93  |          |            |
| Certified Tutorial |                                                                                                                                                                                                                                                                  |  |          |          |                  |       |                 |            |          |            |
|                    | Item                                                                                                                                                                                                                                                             |  | Quantity | Rate     | Days             | Hours | Weeks           | Certified  | Type     | Total      |
|                    | Winter Break Tutorial will be offered by certified teachers in the areas of ELA., MATH, and Science. It will be offered to grades 3-5 focusing on the level 2 (bubble students) working on the standards that need remediation based on current assessment data. |  | 3        | \$37.00  | 3                | 4     | 1               | Certified  | Original | \$1,332.00 |

| Acct Description     | Description                                                                                                                                                                                                                                                                                                        |          |         |      |       |          |             |                 |             |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|------|-------|----------|-------------|-----------------|-------------|
|                      | Item                                                                                                                                                                                                                                                                                                               | Quantity | Rate    | Days | Hours | Weeks    | Certified   | Type            | Total       |
|                      | Afterschool tutorials will be delivered by certified teachers in ELA, MATH, and Science will be offered for students in grades 3-5.This will begin in January. This will be offered to the higher level 1 and level 2 and 3 students. They will focus on targeted intensive instruction utilizing current PM data. | 6        | \$37.00 | 2    | 1.5   | 16       | Certified   | Original        | \$10,656.00 |
|                      | Spring Break Tutorials will be offered in the areas of ELA, MATH, and SCIENCE by certified teacher to students in grades 3-5 beginning in March, focusing on higher level 1, level 2 and level 3 students, delivering targeted intensive instruction utilizing current PM data.                                    | 3        | \$37.00 | 3    | 4     | 1        | Certified   | Original        | \$1,332.00  |
| Consultants          | Item                                                                                                                                                                                                                                                                                                               |          |         |      |       | Quantity | Rate        | Type            | Total       |
|                      | Student Nest is a Third party tutorial provider (a bid-awarded vendor) that will provide tutorial instruction during the school day and after school for students in grades K-5, four tutors focusing on ELA and Math. They will begin in Feb. 2027.                                                               |          |         |      |       | 1        | \$69,750.00 | Original        | \$69,750.00 |
| Computer HW; non-cap | Item                                                                                                                                                                                                                                                                                                               |          |         |      |       | Quantity | Rate        | Type            | Total       |
|                      | NEW: BT 544556- Headphones for students to use for online programs to ensure that there isn't any interruption in instruction                                                                                                                                                                                      |          |         |      |       | 7        | \$56.99     | Budget Transfer | \$398.93    |

# 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: \$113,886.92

| Acct Description      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |          |         |          |       |          |             |          |            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|---------|----------|-------|----------|-------------|----------|------------|
| Supplies              | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |          |         | Quantity |       | Rate     | Supply Type | Type     | Total      |
|                       | Lexmark colored ink in 4 colors 2 of each (SSCC Printer will be used to data reports for PLC reports (PLC Room and SSCC)                                                                                                                                                                                                                                                                                                                                                                                     |  |          |         | 8        |       | \$87.99  | Technology  | Original | \$703.98   |
| Teacher Collaboration | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  | Quantity | Rate    | Days     | Hours | Weeks    | Certified   | Type     | Total      |
|                       | In July, K-5 ELA, Math and Science teachers will collaborate and plan lessons, prepare instructional materials using data to prepare for FY27.                                                                                                                                                                                                                                                                                                                                                               |  | 14       | \$25.00 | 4        | 4     | 1        | Certified   | Original | \$5,600.00 |
| Travel out-of-county  | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |          |         |          |       | Quantity | Rate        | Type     | Total      |
|                       | Model School Conference for 2 attendees in June 2027 TBD. The Model Schools conference offers hands-on workshops and real-world strategies to help teachers create impactful learning experiences. By attending, you'll gain practical tools to boost student engagement, improve academic outcomes, and inspire growth in your classroom. It's a chance to learn from experts and peers, leaving you energized and equipped to make a real difference for your students. Registration is budgeted at \$795, |  |          |         |          |       | 2        | \$1,846.00  | Original | \$3,692.00 |

| Acct Description                  | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |          |      |      |       |  |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------|-------|--|
|                                   | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Quantity | Rate | Type | Total |  |
|                                   | Transportation at \$120, lodging \$822, and per diem at \$109 = \$1846 per person                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |          |      |      |       |  |
| Single School Culture Coordinator | The Single School Culture Coordinator will provide instructional leadership and support to teachers to ensure continuous academic improvement aligned with the Florida Standards. They will serve as a Florida Standards expert, mentoring and coaching teachers to enhance literacy instruction. They will offer individualized coaching, modeling, and professional learning strategies to strengthen classroom instruction and teacher effectiveness. Supports small group instruction and provides curricular guidance for Summer Bridge/Summer Slide programs. Applies Multi-Tiered System of Supports (MTSS) principles to determine behavior and academic interventions, monitor student progress, and support the Response to Intervention (RtI) process. |          |      |      |       |  |

## 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: \$2,624.75

| Acct Description                            | Description                                                                                                                        |          |         |      |       |       |               |          |          |  |
|---------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------|---------|------|-------|-------|---------------|----------|----------|--|
| Overtime                                    | BT 543536: Overtime deficit (FY26/FY27) R. Richardson                                                                              |          |         |      |       |       |               |          |          |  |
| Parent Support by Comm Language Facilitator | Item                                                                                                                               | Quantity | Rate    | Days | Hours | Weeks | Certified     | Type     | Total    |  |
|                                             | Parent Night Support (2-CLFs ) will support the training at the 3 parent nights listed in the PFEP for 2 hours at each event. They | 2        | \$27.00 | 3    | 2     | 1     | Non-Certified | Original | \$324.00 |  |

| Acct Description     | Description                                                                                                                                                                                                                                                                                                                       |          |      |          |         |                  |           |          |          |  |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|----------|---------|------------------|-----------|----------|----------|--|
|                      | Item                                                                                                                                                                                                                                                                                                                              | Quantity | Rate | Days     | Hours   | Weeks            | Certified | Type     | Total    |  |
|                      | will translate information to ensure that all families can receive it in their native language and are included.                                                                                                                                                                                                                  |          |      |          |         |                  |           |          |          |  |
| Supplies             |                                                                                                                                                                                                                                                                                                                                   |          |      |          |         |                  |           |          |          |  |
|                      | Item                                                                                                                                                                                                                                                                                                                              |          |      | Quantity | Rate    | Supply Type      |           | Type     | Total    |  |
|                      | Refreshments for 80 parents for the 3 trainings in the PFEP                                                                                                                                                                                                                                                                       |          |      | 240      | \$3.00  | Program Supplies |           | Original | \$720.00 |  |
|                      | Agendas for 4th and 5th grade                                                                                                                                                                                                                                                                                                     |          |      | 100      | \$2.50  | General Supplies |           | Original | \$250.00 |  |
|                      | Card stock                                                                                                                                                                                                                                                                                                                        |          |      | 5        | \$10.49 | General Supplies |           | Original | \$52.45  |  |
|                      | Copy paper cases                                                                                                                                                                                                                                                                                                                  |          |      | 15       | \$33.92 | General Supplies |           | Original | \$508.80 |  |
|                      | Colored pencils                                                                                                                                                                                                                                                                                                                   |          |      | 10       | \$11.35 | General Supplies |           | Original | \$113.50 |  |
| Enrichment Contracts | Item                                                                                                                                                                                                                                                                                                                              |          |      |          |         | Quantity         | Rate      | Type     | Total    |  |
|                      | Cox Science Center will provide a STEM night for parents that will provide a hands-on event to help develop and understanding of science, technology, engineering and math through participating in activities. This will take place in Jan or Feb of 2027. It will be for all grade levels and serve approximately 250 families. |          |      |          |         | 1                | \$550.00  | Original | \$550.00 |  |

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 |
| Tara Wallace   | Single School Culture Coordinator     |
| Shakirra Epps  | Single School Culture Coordinator     |

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, 2026, at 4:30 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 2026, so that parents can provide additional input.

| Name           | Title                                 |
|----------------|---------------------------------------|
| Tanya McDowell | Principal                             |
| Kenisha Coates | Assistant Principal / Title I Contact |
| Tara Wallace   | 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 16, 2026, 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**

Effective Staff-Parent Communication

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

Staff will learn and implement effective two-way communication strategies that strengthen partnerships between home and school and promote increased family engagement in student learning. Training will focus on building positive relationships with families, maintaining consistent communication regarding academics and behavior, utilizing culturally responsive communication practices, and using communication platforms such as ClassDojo, ParentLink, email, phone calls, and conferences to ensure families remain informed, supported, and connected to the school community.

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

The expected impact of this training is increased family participation, improved school-home communication, and stronger relationships between staff and families. Families will feel more informed, welcomed, and empowered to support their child's academic and behavioral success, resulting in increased collaboration and engagement between home and school.

- What will teachers submit as evidence of implementation?

RES will submit: 1. Samples of parent communication logs -OR- 2. ClassDojo communication records -OR- 3. Conference documentation, or family engagement artifacts demonstrating ongoing two-way communication with families.

- Month of Training

August 2026

- Responsible Person(s)

Kenisha Coates, Tara Wallace, Shakirra Epps

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

- Name of Training

Supporting Literacy at Home

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

Staff will learn strategies to support families in reinforcing literacy skills at home through engaging, standards-aligned activities and resources. Training will focus on modeling effective reading practices, providing families with simple at-home literacy strategies, supporting vocabulary development and reading comprehension, and utilizing school and district literacy resources to strengthen student achievement in reading.

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

The expected impact of this training is increased family confidence and participation in supporting literacy at home. Families will gain practical strategies and resources to reinforce reading skills outside of school, leading to stronger home-school partnerships and improved student literacy achievement.

- What will teachers submit as evidence of implementation?

RES will submit: 1. Parent workshop sign-in sheets, 2. Family literacy activity samples -OR- 3. Take-home resource logs -OR- 4. Literacy engagement activities shared with families.

- Month of Training

November 2026

- Responsible Person(s)

Kenisha Coates, Tara Wallace, Shakirra Epps

## Parent Trainings

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

- **Name of Training**

Fall Family 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 2026

- **Responsible Person(s)**

Kenisha Coates, Tara Wallace, Shakirra Epps

- **Resources and Materials**

-Flyer -Agenda -Sign-in Sheet -Community Partnerships -Feedback Forms

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

250.00

### 3. Parent and Family Capacity Building Training #2

- **Name of Training**

The B.E.S.T. Way to Support Your Student

- **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

January 2027

- Responsible Person(s)

Kenisha Coates, Tara Wallace, 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

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

- Name of Training

Fun With STEM Night

- 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

Jan/Feb. 2027

- Responsible Person(s)

Kenisha Coates, Tara Wallace, Shakirra Epps

- Resources and Materials

-Flyer -Cox contract -Agenda -Sign-in Sheet -Feedback Forms -Standard-Based Report Card -Parent Handout with Grade Level Standards

- Amount (e.g. \$10.00)

800.00

# Coordination and Integration

## 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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 support Presentation from training Sign-in sheet from staff training

- Frequency

Ongoing

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

- Name of Agency

McKinney Vento (Dept. of Safe Schools)

- Describe how agency/organization supports families.

The school will partner with the McKinney-Vento Program through the Department of Safe Schools to provide families with information and access to available community resources and supports related to educational stability, attendance, transportation, and basic family needs.

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

1. Meeting agendas 2. Flyers/parent resource materials shared with families 3. Sign-in sheets

- Frequency

Ongoing

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

- Name of Agency

Department of Multicultural Education

- Describe how agency/organization supports families.

The Department of Multicultural Education provides a Welcome Center offering translation services, native-language support, low- or no-cost school-entry vaccinations, and districtwide parent training.

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

Flyers - Welcome Center District-wide Parent Training Translation Support (upon request)

- 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 Conference notes referencing data

- 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 to education planning (IEP or LEP meetings)

- 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 Liaison 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

Celebrate Literacy Week

- Brief Description

During Celebrate Literacy Week, families will be invited to participate in literacy-focused activities designed to strengthen the connection between home and school. Activities may include parents having lunch and reading with their children, themed spirit days, guest readers, classroom literacy activities, and schoolwide events that promote a love of reading and family involvement in literacy.

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Roosevelt Elementary School is committed to developing the non-academic skills students need to be successful in school and in life. Through our Single School Culture and Positive Behavioral Interventions and Supports (PBIS) framework, students are explicitly taught schoolwide R.O.C.K. expectations: Respectful and Responsible, Own Your Actions, Good Citizen, and Keep Learning. Expectations and procedures are explicitly taught, modeled, reinforced, and monitored across school settings, including classrooms, hallways, the cafeteria, arrival, dismissal, and common areas. Students develop coping, self-management, problem-solving, resilience, and relationship-building skills through classroom instruction and support provided by the School Counselor, School Behavioral Health Professional (SBHP), teachers, and other support staff. Skills for Learning and Life (SLL) instruction addresses social skills, responsible decision-making, self-management, conflict resolution, and strategies for responding appropriately to challenges. Students requiring additional support may participate in targeted small-group or individual counseling, Check-In/Check-Out, mentoring, and referrals to school-based or community resources. Roosevelt promotes a growth mindset by teaching students that effort, persistence, responsible choices, and productive responses to challenges contribute to success. Teachers and staff reinforce these behaviors through positive feedback, goal setting, recognition, ClassDojo, PBIS incentives, and opportunities for students to reflect on their choices and progress. Students are also supported in developing organizational skills, responsible work habits, independence, and healthy routines that contribute to academic and personal success. Schoolwide expectations emphasize preparedness, attendance, responsibility, citizenship, and respect for others. Through partnerships with families, volunteers, and community organizations, students are provided additional opportunities to build positive relationships, character, and a sense of responsibility toward their school and community.

## SBT/MTSS Implementation

## 1. SBT/MTSS Implementation

Roosevelt Elementary School implements a Multi-Tiered System of Supports (MTSS) through the School-Based Team (SBT) to identify and support students demonstrating academic, behavioral, social-emotional, and/or attendance concerns. The SBT includes school administration, the SBT leader, School Counselor, School Behavioral Health Professional, ESE personnel, School Psychologist, instructional support staff, classroom teachers, and other appropriate stakeholders. Identification of Students: Students are identified for additional support through multiple sources of data, including classroom performance, universal screening and diagnostic assessments, progress-monitoring data, attendance, behavior data, teacher observations, parent input, and other relevant student information. Teachers provide documentation of the concern, interventions and strategies already implemented, available baseline data, and communication with the parent/guardian. Determination and Implementation of Supports: The SBT reviews available data to determine the student's specific area of need and the appropriate level of intervention. Tier 1 consists of high-quality, standards-aligned core instruction and schoolwide behavioral supports provided to all students. Students who require support beyond Tier 1 receive targeted Tier 2 interventions in addition to core instruction. These supports may include targeted small-group academic intervention, explicit skills instruction, behavioral interventions, Check-In/Check-Out, counseling or social-emotional supports, and other evidence-based strategies aligned to the identified need. Students demonstrating significant needs or an insufficient response to Tier 2 interventions may receive Tier 3 intensive intervention. Tier 3 supports are individualized, provided with increased frequency and/or intensity, and aligned to the student's specific skill deficit. Interventions are implemented with fidelity while students continue to receive appropriate core instruction. Progress Monitoring and Response to Intervention: Student progress is monitored using data sources aligned to the identified area of concern. The SBT regularly reviews progress-monitoring data to determine the student's response to intervention and whether supports should be continued, adjusted, intensified, or faded. Academic, behavioral, and attendance data are reviewed as applicable, and intervention implementation and fidelity are documented throughout the process. Parents/guardians are included as partners throughout the SBT/MTSS process and are informed of concerns, interventions, and student progress. When data indicate that a student continues to demonstrate significant need despite appropriately implemented interventions, the SBT considers additional problem-solving and next steps in accordance with district procedures, including referral to the Child Study Team when appropriate.

## Provision of a Well-Rounded Education

## 1. Well-Rounded Education

Roosevelt Elementary School ensures that all students have access to a well-rounded education that includes rigorous core instruction, fine arts, enrichment, intervention, and opportunities to connect learning to real-world experiences. **Determining Core Instructional Needs:** Instructional needs are identified through ongoing analysis of multiple data sources, including FAST, STAR, i-Ready diagnostic and progress-monitoring data, classroom assessments, district assessments, student work, teacher observations, and subgroup data. School leaders and instructional staff analyze data through Professional Learning Communities (PLCs), data chats, and collaborative planning to identify standards requiring additional support, students in need of intervention or enrichment, and appropriate instructional groupings. Data are also considered when developing the master schedule and determining supports for students receiving ESE, ELL, and Supplemental Academic Instruction (SAI) services. **Standards-Aligned Instruction:** Core instruction in English Language Arts, mathematics, science, and social studies is aligned to Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and applicable state standards. Teachers collaboratively plan standards-aligned instruction through PLCs with support from school leadership and instructional support personnel. Collaborative planning includes unpacking standards, reviewing student data and work products, identifying appropriate instructional strategies and resources, and planning differentiated instruction based on student needs. **Fine Arts, Enrichment, and Career Awareness:** Students participate in a 45-minute Fine Arts rotation that provides opportunities beyond the core academic curriculum. Offerings include Physical Education, Music, Band, Media, Art, and Guidance. These experiences promote creativity, physical wellness, communication, collaboration, technology use, and social-emotional development. Roosevelt ES does not offer formal job-training courses. However, students develop foundational career and life skills through classroom instruction, technology integration, collaborative learning, problem-solving, leadership opportunities, and exposure to real-world applications of academic content. These experiences help students develop communication, critical-thinking, teamwork, responsibility, and other skills that support future college and career readiness. **Extended Learning Opportunities:** Students have opportunities to receive additional academic support beyond core instruction based on identified needs. Supplemental Academic Instruction (SAI), small-group intervention, targeted academic supports, and after-school tutorial opportunities provide additional instructional time in areas such as reading, mathematics, and science. Student performance data are used to identify students and determine the focus of extended learning opportunities. **Real-World Connections and Extracurricular Enrichment:** Teachers connect classroom learning to authentic experiences through project-based learning, hands-on activities, technology, experiments, problem-solving tasks, and connections between academic standards and students' everyday lives. Schoolwide enrichment activities, special events, community partnerships, field experiences, and extracurricular opportunities further extend learning beyond the traditional classroom. These experiences allow students to explore interests, develop talents, build leadership and interpersonal skills, and apply academic and non-academic skills in meaningful settings.

## Post-Secondary Opportunities and Workforce Readiness

## 1. Post-Secondary Opportunities and Workforce Readiness

Roosevelt Elementary School builds early awareness of post-secondary opportunities and workforce readiness by providing students with rigorous academic experiences, career awareness, real-world learning opportunities, and opportunities to develop skills that will prepare them for success in middle school, high school, college, and future careers. Additionally, Roosevelt Elementary focuses on developing the foundational academic and interpersonal skills students will need to access rigorous coursework and future post-secondary pathways. Standards-aligned instruction, differentiated learning opportunities, enrichment, and targeted academic supports help students build strong foundations in literacy, mathematics, science, social studies, and technology. -Project-based and hands-on learning provide students with opportunities to apply academic content to authentic problems and situations. Through STEM activities, investigations, collaborative projects, technology integration, and problem-solving tasks, students develop transferable workforce skills including communication, collaboration, critical thinking, creativity, perseverance, and responsible decision-making. Students learn to work productively with others, complete tasks, solve problems, communicate ideas, and reflect on their learning. -Career and college awareness are incorporated through classroom discussions, schoolwide activities, community partnerships, guest speakers, and other opportunities that expose students to a variety of professions and educational pathways. Teachers help students make connections between the skills and content they are learning in school and how those skills are used in careers and everyday life. -Field trips, enrichment experiences, fine arts, STEM activities, and community-based learning further expand students' understanding of opportunities beyond the elementary classroom. These experiences allow students to explore their interests and talents while building curiosity, confidence, leadership, and persistence. Through these academic, enrichment, and real-world experiences, Roosevelt Elementary establishes an early foundation for college, career, and life readiness and encourages students to recognize that their current learning, effort, and choices contribute to future opportunities.

## Transition From Early Childhood to Elementary School

## 1. Transition to Elementary School

Roosevelt Elementary School supports a smooth transition from early childhood education to elementary school through our on-campus VPK program and intentional kindergarten-readiness activities for students and families. Our VPK program provides students with developmentally appropriate instruction focused on early literacy, numeracy, communication, social-emotional development, independence, classroom routines, and other foundational skills necessary for a successful transition to Kindergarten. Because the program is located on the elementary school campus, VPK students become familiar with the school environment, routines, expectations, staff, and common areas before entering Kindergarten. Students also participate in appropriate schoolwide activities and events, helping them develop a sense of belonging within the Roosevelt school community. Throughout the year, VPK teachers monitor student development and communicate regularly with families regarding student progress and Kindergarten readiness. Parent conferences, family communication, and readiness resources provide families with strategies they can use at home to strengthen academic, behavioral, and social-emotional skills needed for Kindergarten. VPK and Kindergarten staff collaborate to support continuity between early childhood and elementary expectations. Opportunities are provided for students to become familiar with Kindergarten routines, expectations, learning environments, and staff. Information about registration, school procedures, academic expectations, attendance, arrival and dismissal, and other aspects of Kindergarten is also shared with families to help them prepare for the transition. Roosevelt hosts Launch Into Kindergarten, a transition event designed to welcome incoming Kindergarten students and families to the school community. Families receive information and resources to support Kindergarten readiness and become familiar with the campus, staff, expectations, and procedures. Meet-the-Teacher activities and beginning-of-year family engagement opportunities provide additional support as students enter Kindergarten. Through early preparation, collaboration among VPK and Kindergarten staff, family engagement, and increased familiarity with the elementary school environment, Roosevelt Elementary works to ensure that incoming Kindergarten students begin school feeling prepared, supported, and connected to the school community.

## Professional Learning

## 1. Professional Learning

Roosevelt Elementary provides ongoing professional learning opportunities designed to strengthen instructional practices, increase teachers' ability to analyze and respond to student data, and improve outcomes for all students. Professional learning is provided through PLCs, common planning, collaborative coaching, grade-level meetings, district and regional support, peer observations, mentoring, and targeted professional development. The master schedule provides dedicated opportunities for teachers to collaborate by grade level and/or content area. During PLCs and common planning, teachers analyze student performance data, examine student work, identify instructional needs, plan standards-aligned lessons, share evidence-based strategies, and determine appropriate interventions and enrichment. Teachers use data from FAST, STAR, i-Ready, classroom assessments, progress monitoring, and other relevant sources to make instructional decisions and monitor student response to instruction. District and Regional instructional specialists provide professional learning, coaching, modeling, resources, and feedback in areas such as ELA, mathematics, science, ESE, ELL, and SLL. Support may include classroom coaching, collaborative planning, demonstration lessons, professional development sessions, learning walks, and coaching cycles based on identified school and teacher needs. Roosevelt Elementary also utilizes the Palm Beach Model of Instruction to support continuous improvement in instructional practice. Teachers are encouraged to participate in peer observations and opportunities to observe effective instructional practices across the school. Administrators, instructional leaders, and teachers participate in learning walks to identify strengths, areas for growth, and effective practices that can be replicated across classrooms. Vertical planning also provides opportunities for teachers across grade levels to collaborate around standards, instructional expectations, and student readiness for the next grade level. New and early-career teachers receive additional support through the District's ESP Program. This support includes mentoring from experienced educators, professional learning, classroom observations, coaching, feedback, and opportunities to strengthen instructional practice. Additional mentoring and coaching are provided based on individual teacher needs. Teachers and instructional staff also have access to District and Regional professional development, online learning opportunities, content-specific training, ESE and multicultural education training, workshops, conferences, and other learning opportunities aligned with school and District priorities. Professional learning needs are identified through student achievement data, classroom observations, teacher feedback, school improvement priorities, and trends identified through collaborative planning and learning walks. Through these ongoing structures, Roosevelt Elementary promotes a culture of continuous professional learning in which teachers and instructional staff collaboratively use data, research-based practices, coaching, and reflection to strengthen instruction and improve outcomes for our students.

## Recruitment and Retention of Effective Educators

## 1. Recruitment and Retention

At Roosevelt Elementary, we recognize the essential role educators play in our students' success. Recruiting and retaining highly qualified, effective teachers and staff is a priority, particularly in high-need instructional areas. We seek educators who demonstrate strong instructional practices, high expectations for students, a collaborative mindset, and a commitment to positively impacting student achievement. Recruitment: Roosevelt Elementary collaborates with District Human Resources and the Regional Office to identify and recruit qualified candidates. Vacancies are promoted through District recruitment resources, job fairs, professional networks, referrals, and word of mouth. Candidates are also made aware of available District compensation, benefits, and applicable incentives. Roosevelt recognizes opportunities to grow educators from within by encouraging qualified paraprofessionals, academic tutors, substitute and interim teachers, interns, and other school-based personnel to pursue certification and instructional opportunities. Retention: Supporting educators from the beginning of their time at Roosevelt is an important component of our retention efforts. New teachers participate in school-based orientation to become familiar with instructional expectations, procedures, resources, and the Roosevelt school community. Through the ESP, new educators are paired with experienced mentors/VLMs who provide ongoing guidance, feedback, and support. Professional growth and collaboration are supported through PLCs, common planning, coaching, mentoring, professional learning, and collaboration with District and Regional instructional specialists. Teachers have opportunities to learn from colleagues, participate in leadership roles, receive instructional feedback, and access support based on individual and student needs. Roosevelt Elementary also prioritizes a positive and supportive school culture. School leadership maintains an open-door approach, encourages staff input and collaboration, and recognizes and celebrates the contributions and accomplishments of teachers and staff. When available, educators may participate in compensated opportunities such as after-school tutoring, extended learning programs, and professional development. Through purposeful recruitment, mentoring, collaboration, professional growth, recognition, and ongoing support, Roosevelt Elementary works to create an environment where effective educators feel valued, supported, and committed to the continued success of our students.