
Title I Comprehensive Schoolwide Plan
ROOSEVELT ELEMENTARY SCHOOL (0341)

ELA

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

1. List prioritized needs statements.

-FY24 STAR Reading/Early Literacy (PM2) assessments indicate 30.19% of our students, and STAR Math (PM2) assessments indicate 16.5% of our students in Gr. K-2 are not on track to meet EOY grade-level expectations. -FY24 FAST ELA assessments (PM2) indicate that 66.2% of our students, and FAST Math assessments (PM2) indicate that 75.53% of our students in Gr. 3-5 are not on track to meet EOY grade-level expectations. -K-5: 32.4% of students have been absent 15+ days and 58% of students have been absent 5+ days -K-5: Physical Aggression (29) spiked to 52% resulting 60% of OSS -Leadership, staff, and stakeholders collectively identified a lack of foundational skills as a precursor to literacy and mathematic deficits.

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

The following root causes were identified: -Lack of foundational skills as a precursor to literacy and mathematic deficits -Leveled readers for both independent reading and phonics practice is minimal and could use strengthened support in K-2 -Students lack enrichment/real-world experiences necessary to utilize contextual information to solve problems and think critically -Students who lack confidence in reading tend to manifest problematic behaviors and/disciplinary incidents more significantly than other students and during ELA/Reading blocks -Teachers are defaulting to antiquated methods of teaching; limited understanding of the shift to BEST ELA -Teachers are defaulting to antiquated engagement and/or differentiation strategies -Teachers are defaulting to antiquated strategies and support for ESSA subgroups -Stand and deliver dominates instruction; engagement strategies are limited -Student perspective does not span beyond their immediate community

3. Share possible solutions that address the root causes.

Possible Solutions: -Students reading at home and/or w/parents for at least 20 minutes per day -Providing families with resources to strengthen the home/school expectations of standards-based instruction -FAST/STAR practice at home -Increased planning for standards-based instruction opportunities needed for teachers -Increased planning for standards-based instruction opportunities for ESSA subgroups needed for teachers (PD and follow-up_ -Enrichment: Field trips, PBL, etc. -Providing resources for families with w/limited resources (i.e. books, manipulatives, etc.) -Library (more enhanced experience with choosing books for pleasure) -Tutorial frequency increased (specific for ELLs and SWDs as well) -Coaching, modeling, and support for teachers (PD, Teacher Leaders, etc.) -Project Based Learning expanded K-3

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

- Communication

The school can strengthen the PFEP to support ELA by increasing the frequency of communication, varying communication methods (including newsletters, video, slide decks, and parent nights), parent conferences once per month, and ParentLink (text, email, call, flyers). Communication will include, but will not be limited to, Title I information, elementary curriculum information, student progress updates and reports, assessment information, and upcoming events/workshop opportunities to support literacy instruction at home.

- Parent Training

Parent Training: -Kindergarten Round-Up: Parents will have the opportunity to learn about expectations for KG, the best ways to support students at home, and ways to assist with acclimation with school; ensuring a smooth transition from Pk to KG. -Curriculum Night(s): Assisting parents with high-level overviews and a deep-dive overview into the BEST benchmarks for ELA and Math that make up each reporting category in both ELA and Math. Parents will also understand their student's expectations for learning, rigorous and relevant curriculum, and resources to support students at home as they prepare for state and local assessments -Fall/Spring Family Night: Parents will receive hands-on practice coupled with skills, strategies, and resources to assist in student learning as they prepare for state and local assessments. Parents will also have the opportunity to receive teacher-lead portfolio conferences with their parents during these family nights

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

- School

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

- Students

-Adhere to ROCK expectations at all times in all areas of the schools -Transition from classroom to lunch and fine arts in a FAME line -Attend school every day on time -Actively engage and participate in reading instruction and during small group lessons each day -Practice skills and strategies to support learning at home

- **Parents**

-Reinforce positive behaviors in the classroom, lunch room, and fine arts at all times -Ensure students attend school each day on time -Maintain communication with teachers and school -Actively participate in student's learning in and out of school -Connect families and the community with school-related events -Participate in Literacy Nights, Parent Trainings, etc.

- **Staff Training**

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

- **Accessibility**

Physical Accessibility and Accommodations for Families: -Translated Flyers/Invitations -Multiple Sessions -Flexible Meeting Times -Translations during Parent Meetings -Audio Enhancement Equipment -Hearing Assistance System -Handicap Parking & Wheelchair Accessible Entrances/Ramps - Handicap Accessible Restroom -Braille on Signage -Elevator -Student Housing Questionnaire (PBSD 2479) -Homeless Liaison -McKinney-Vento Services (MVP) -School Supply & Uniform Closet

Math

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

1. List prioritized needs statements.

-FY24 STAR Reading/Early Literacy (PM2) assessments indicate 30.19% of our students, and STAR Math (PM2) assessments indicate 16.5% of our students in Gr. K-2 are not on track to meet EOY grade-level expectations. -FY24 FAST ELA assessments (PM2) indicate that 66.2% of our students, and FAST Math assessments (PM2) indicate that 75.53% of our students in Gr. 3-5 are not on track to meet EOY grade-level expectations. -K-5: 32.4% of students have been absent 15+ days and 58% of students have been absent 5+ days -K-5: Physical Aggression (29) spiked to 52% resulting 60% of OSS -Leadership, staff, and stakeholders collectively identified a lack of foundational skills as a precursor to literacy and mathematic deficits.

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

The following root causes were identified: -Lack of foundational skills as a precursor to literacy and mathematic deficits -Student recognition and recall of addition, subtraction, and multiplication is minimal and could use strengthened support in 3-5 -Students lack enrichment/real-world experiences necessary to utilize contextual information to solve math word problems and think critically about application -Students who lack confidence in reading tend to manifest problematic behaviors and/disciplinary incidents more significantly than other students and during ELA/Reading blocks -Teachers are defaulting to antiquated methods of teaching; limited understanding of the shift to BEST ELA -Teachers are defaulting to antiquated engagement and/or differentiation strategies -Teachers are defaulting to antiquated strategies and support for ESSA subgroups -Stand and deliver dominates instruction; engagement strategies are limited -Student perspective does not span beyond their immediate community

3. Share possible solutions that address the root causes.

Possible Solutions: -Students solving real-world math problems/equations at home and/or with parents for at least 20 minutes per day -Providing families with resources to strengthen the home/school expectations of standards-based instruction -FAST/STAR practice at home -Increased planning for standards-based instruction opportunities needed for teachers -Increased planning for standards-based instruction opportunities for ESSA subgroups needed for teachers (PD and follow-up_ -Enrichment: Field trips, PBL, etc. -Providing resources for families with w/limited resources (i.e. skills lessons, manipulatives, etc.) -Tutorial frequency increased (specific for ELLs and SWDs as well) -Coaching, modeling, and support for teachers (PD, Teacher Leaders, etc.) -Project Based Learning expanded K-3; infusion of a math standard -Academic games

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

- Communication

The school can strengthen the PFEP to support ELA by increasing the frequency of communication, varying communication methods (including newsletters, video, slide decks, and parent nights), parent conferences once per month, and ParentLink (text, email, call, flyers). Communication will include, but will not be limited to, Title I information, elementary curriculum information, student progress updates and reports, assessment information, and upcoming events/workshop opportunities to support math instruction at home.

- Parent Training

Parent Training: -Kindergarten Round-Up: Parents will have the opportunity to learn about expectations for KG, the best ways to support students at home, and ways to assist with acclimation with school; ensuring a smooth transition from Pk to KG. -Curriculum Night(s): Assisting parents with high-level overviews and a deep-dive overview into the BEST benchmarks for ELA and Math that make up each reporting category in both ELA and Math. Parents will also understand their student's expectations for learning, rigorous and relevant curriculum, and resources to support students at home as they prepare for state and local assessments -Fall/Spring Family Night: Parents will receive hands-on practice coupled with skills, strategies, and resources to assist in student learning as they prepare for state and local assessments. Parents will also have the opportunity to receive teacher-lead portfolio conferences with their parents during these family nights

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

- School

-Respect and value the wide variety of cultural differences of students and families, providing a safe environment conducive to learning. - Communicate effectively and frequently with students and their families regarding individual student progress. -Promote a family-friendly atmosphere where visitors are welcomed and encouraged to be actively involved. -Utilize reading manipulatives/academic games/engagement strategies to improve mathematics.

- Students

-Adhere to ROCK expectations at all times in all areas of the schools -Transition from classroom to lunch and fine arts in a FAME line -Attend school every day on time -Actively engage and participate in reading instruction and during small group lessons each day -Practice skills and strategies to support learning at home

- Parents

-Reinforce positive behaviors in the classroom, lunch room, and fine arts at all times -Ensure students attend school each day on time -Maintain communication with teachers and school -Actively participate in student's learning in and out of school -Connect families and the community with school-related events -Participate in Curriculum Nights, Parent Trainings, etc.

- **Staff Training**

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

- **Accessibility**

Physical Accessibility and Accommodations for Families: -Translated Flyers/Invitations -Multiple Sessions -Flexible Meeting Times -Translations during Parent Meetings -Audio Enhancement Equipment -Hearing Assistance System -Handicap Parking & Wheelchair Accessible Entrances/Ramps - Handicap Accessible Restroom -Braille on Signage -Elevator -Student Housing Questionnaire (PBSD 2479) -Homeless Liaison -McKinney-Vento Services (MVP) -School Supply & Uniform Closet

Science

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

1. List prioritized needs statements.

-The Winter Gr. 5 Science Diagnostic indicates that 62% of students are not on track to meet EOY expectations in Science. -K-5: 32.4% of students have been absent 15+ days and 58% of students have been absent 5+ days -K-5: Physical Aggression (29) spiked to 52% resulting in 60% OSS

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

The following root causes were identified: -Except for district-provided push-in/pull-out support, K-5 teachers provide sporadic science instruction - Students do not retain science concepts from year to year due to a lack of exposure -Parents are unable to identify the appropriate resources necessary to assist fifth-grade students with science and science projects -Science instruction lacks hands-on opportunities and enrichment opportunities -Classroom engagement strategies are under-utilized across content areas

3. Share possible solutions that address the root causes.

Possible Solutions: -Utilizing the Science Lab consistently -Implementing Project-Based Learning in K-5 (infused science standards) -Implementing science tutorials (winter, spring, summer) -Implementing virtual science labs into instructional -Providing resources for hands-on experiments/labs - Ongoing PD for parents and teachers

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

- Communication

The school can strengthen the PFEP to support ELA by increasing the frequency of communication, varying communication methods (including newsletters, video, slide decks, and parent nights), parent conferences once per month, and ParentLink (text, email, call, flyers). Communication will include, but will not be limited to, Title I information, elementary curriculum information, student progress updates and reports, assessment information, and upcoming events/workshop opportunities to support science instruction at home.

- Parent Training

Parents Trainings: -Inclusion via Curriculum Nights to support students' learning at home, parents will rotate through standards-based stations where staff will model how to utilize the resources.

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

- School

-Respect and value the wide variety of cultural differences of students and families, providing a safe environment conducive to learning. - Communicate effectively and frequently with students and their families regarding individual student progress. -Promote a family-friendly atmosphere where visitors are welcomed and encouraged to be actively involved. -Utilize reading manipulatives/academic games/engagement strategies to improve science.

- **Students**

-Adhere to ROCK expectations at all times in all areas of the schools -Transition from classroom to lunch and fine arts in a FAME line -Attend school every day on time -Actively engage and participate in reading instruction and during small group lessons each day -Practice skills and strategies to support learning at home

- **Parents**

-Reinforce positive behaviors in the classroom, lunch room, and fine arts at all times -Ensure students attend school each day on time -Maintain communication with teachers and school -Actively participate in student's learning in and out of school -Connect families and the community with school-related events -Participate in Curriculum Nights, Parent Trainings, etc.

- **Staff Training**

Staff Training: Science Fair Parent Nights Possible Field Trips: Cox Science Museum Effective Family Engagement and Communication. -Student Attendance and Family Support. -Developing engaging lessons that reach all learners. -Building relationships with students and families. -How to better engage and support parents/families as they work with their students at home.

- **Accessibility**

Physical Accessibility and Accommodations for Families: -Translated Flyers/Invitations -Multiple Sessions -Flexible Meeting Times -Translations during Parent Meetings -Audio Enhancement Equipment -Hearing Assistance System -Handicap Parking & Wheelchair Accessible Entrances/Ramps - Handicap Accessible Restroom -Braille on Signage -Elevator -Student Housing Questionnaire (PBSD 2479) -Homeless Liaison -McKinney-Vento Services (MVP) -School Supply & Uniform Closet

Action Step: Classroom Instruction

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

Budget Total: \$52,729.30

Acct Description	Description												
Trans Compound; field trips	Item						Quantity	Rate	Type	Total			
	Compound Buses for Cox Field trips - 2 per grade level						4	\$200.00	Original	\$800.00			
Computer HW; non-cap	Item			Quantity		Rate		Type		Total			
	Headphones			144		\$10.00		Original		\$1,440.00			
Field trip admissions	Item						Quantity	Rate	Type	Total			
	Kindergarten & 5th Grade Cox science center to have hands-on experience with related science big idea topics.						150	\$17.00	Original	\$2,550.00			
Out-of-system Tutors	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type		Total
	Out-of-system Non-Certified long term tutors will assist teachers with small group rotations to allow for differentiation, remediation, and enrichment during academic blocks. Beginning in August.				1	\$15.00	5	6	30	Non-Certified	Original		\$13,500.00
Supplies	Item					Quantity	Rate	Supply Type		Type	Total		
	Pocket Folders (5 per 3rd-5th grade student)					30	\$13.71	General Supplies		Original	\$411.30		
	Highlighters					22	\$1.60	General Supplies		Original	\$35.20		
	Cardstock Paper					15	\$9.99	General Supplies		Original	\$149.85		
	Foundations - K					1	\$1,889.00	Instructional		Original	\$1,889.00		

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Materials		
	Dry Erase Markers	50	\$8.26	General Supplies	Original	\$413.00
	Pocket Folders (5 per KG - 2nd grade student)	18	\$13.71	General Supplies	Original	\$246.78
	Pens - Blue	20	\$10.83	General Supplies	Original	\$216.60
	White board erasers big	20	\$8.77	General Supplies	Original	\$175.40
	Fundations shipping	1	\$213.33	Instructional Materials	Original	\$213.33
	Spiral Notebooks (4 per pack)	95	\$11.54	General Supplies	Original	\$1,096.30
	Tape	50	\$1.05	General Supplies	Original	\$52.50
	Pens - Black	20	\$10.83	General Supplies	Original	\$216.60
	Whiteboard Markers (Class Box)	20	\$35.63	General Supplies	Original	\$712.60
	White board erasers - packs of 12 (2x2)	40	\$8.77	General Supplies	Original	\$350.80
	Manilla Folders	16	\$5.08	General Supplies	Original	\$81.28
	Cases of Copy Paper	21	\$45.00	General Supplies	Original	\$945.00
	Flip Chart Markers	50	\$5.17	General Supplies	Original	\$258.50
	Copy Paper - Color (Yellow/Salmon/Green/Blue)	12	\$8.51	General Supplies	Original	\$102.12
	Fundations - 1	1	\$2,299.00	Instructional Materials	Original	\$2,299.00

Acct Description	Description									
	Item	Quantity	Rate	Supply Type			Type	Total		
	Astrobright Paper	11	\$13.59	General Supplies			Original	\$149.49		
	Pencils	100	\$8.01	General Supplies			Original	\$801.00		
	1" Binders	50	\$6.79	General Supplies			Original	\$339.50		
	Post-It Notes	8	\$11.30	General Supplies			Original	\$90.40		
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$607.25	General Supplies			Original	-\$607.25		
Online subscription	Item			Quantity	Rate	Type		Total		
	No Red Ink for Grades 3-5 will allow students to practice English Language Arts content, in the area of integrated reading, writing, and grammar instruction			1	\$3,000.00	Original		\$3,000.00		
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified teachers will provide tutorial during school breaks--Winter Break and Spring Break in the areas of ELA, Math, and Science for Gr. 3-5 students (Winter Break)	2	\$37.00	3	4	1	Certified	Original	\$888.00	
	Certified teachers will provide tutorial during school breaks--Winter Break and Spring Break in the areas of ELA, Math, and Science for Gr. 3-5 students (Spring Break)	3	\$37.00	3	4	1	Certified	Original	\$1,332.00	

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will provide after-school tutorial in ELA, Math, and Science content for Gr. 3-5 students- October to April)	6	\$37.00	2	1.5	16	Certified	Original	\$10,656.00

Action Step: Professional Development

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

Budget Total: \$98,607.00

Acct Description	Description
Single School Culture Coordinator	The SSCC will support provide curricular support to teachers in the areas of reading and math. 226/8

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: \$49,056.20

Acct Description	Description									
Supplies	Item		Quantity	Rate	Supply Type	Type	Total			
	Nikki Folders - home school connection to deliver instructional information to families		350	\$1.60	General Supplies	Original	\$560.00			
	Student Parent Agenda (Agendas may not have any personalization on them.)		370	\$2.16	General Supplies	Original	\$799.20			
Parent Liaison - Para Level	The Parent Liaison will work with parents to ensure students and their families are connected to support services necessary to remove barriers to learning. All core academic content areas and K-5.									
Parent Support by School Staff	Item		Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will support the following: Fall Family Night - Activities and Resources in ELA, Math, and Science - STEM Night - Activities in Math and Science - State Assessment Update Night - Inform families about the STAR and FAST assessments and how they can help their child at home.		30	\$25.00	3	3	1	Certified	Original	\$6,750.00
Enrichment Contracts	Item				Quantity	Rate	Type	Total		
	Cox Steam Night - Hands on Science family night. Jan 2025				1	\$480.00	Original	\$480.00		

Mission Statement

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

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

1. Mission Statement

Roosevelt Elementary 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

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

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

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

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

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

On March 7, 2024, at 5:30 p.m., Roosevelt Elementary held Stakeholder Input Meetings to get feedback on the most pressing needs of the school and strategies that stakeholders feel could be used to improve student achievement. Information from parents will be collected and used to develop the Comprehensive Needs Assessment (CNA). The CNA will then be used to develop the SWP and PFEP. Input will be documented through meeting notes during parent meetings. Meeting notes will be kept throughout the year to document input. Stakeholders will be involved by providing ideas and feedback for items that will be on the School-Wide Plan (SAC/CNA/SWP/PFEP). Stakeholders' comments, suggestions, and advice are always welcome and considered when making decisions throughout the year.

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

During the CNA process, parents are provided with the opportunity to give feedback and share how Title I funds could be used to support parent and family engagement. During this meeting school needs were identified, resources and strategies were also outlined to meet the needs, and ideas were generated for ways in which parents and families can be supported to improve student achievement. This included family events where parents can see and learn about their child's progress. Additionally, parents suggested we have events where they could learn about ways that they could support their child(ren) at home for reading and math. Additionally, Title I funds are used to provide students with extended classroom opportunities (field trips), purchase student/parent agendas, Nikki folders, paper, ink, and additional hours for teachers to conduct parent/family meetings and conferences. This information will be shared with families during the first SAC meeting of the year scheduled for August 2024, so that parents can provide additional input.

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

Annual Parent Meeting

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

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

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;

- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

The Annual Title I Parent meeting will be held on Wednesday, September 18, 2024, 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 (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 are to be collected as parents arrive on campus.

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Including Families in Intervention Support

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

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

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

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

- What will teachers submit as evidence of implementation?

Teachers will submit the resources they share with parents.

- Month of Training

August 2024

- Responsible Person(s)

Kenisha Coates

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Information TBD - Event upcoming

- **Number of Participants**

Information TBD - Event upcoming

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

Information TBD - Event upcoming

- **How do you know?**

Information TBD - Event upcoming

- **What went well with the training**

Information TBD - Event upcoming

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

Information TBD - Event upcoming

3. Staff Training for Parent and Family Engagement #2

- **Name of Training**

Literacy and Skills for Learning and Life

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

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

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

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

- What will teachers submit as evidence of implementation?

Teachers will submit the resources they share with parents.

- Month of Training

September 2024

- Responsible Person(s)

Kenisha Coates

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Information TBD - Event upcoming

- Number of Participants

Information TBD - Event upcoming

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

Information TBD - Event upcoming

- How do you know?

Information TBD - Event upcoming

- What went well with the training

Information TBD - Event upcoming

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

Information TBD - Event upcoming

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Discovering the B.E.S.T. Curriculum

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

Parents will learn about our curriculum, how they support the B.E.S.T. benchmarks, and how their child is assessed throughout the year. Parents will also learn about how they can support their child at home and 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. Arts, crafts, and science experiments will allow teachers to share how these hands-on activities encourage student expression and understanding of complex processes.

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

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

- Date of Training

March 2025

- Responsible Person(s)

Kenisha Coates

- Resources and Materials

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

- Amount (e.g. \$10.00)

n/a

3. Parent and Family Capacity Building Training #2

- Name of Training

Fall Family Fun Night

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

Parents will experience the spirit of fall with educational activities in the areas of literacy, math, and science. They will 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. Additionally, families will learn how to support students' learning at home using hands-on strategies and games.

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

The interactive hands-on component of 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 2024

- Responsible Person(s)

Kenisha Coates

- Resources and Materials

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

- Amount (e.g. \$10.00)

n/a

5. Parent and Family Capacity Building Training #3

- Name of Training

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.

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

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

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

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

- Date of Training

January 2025

- Responsible Person(s)

Kenisha Coates

- Resources and Materials

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

- Amount (e.g. \$10.00)

n/a

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities.

Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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

- Name of Agency

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 Project Connect support Evidence of attendance at meetings

- Frequency

Ongoing

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

- Name of Agency

BRIDGES at West Palm Beach

- Describe how agency/organization supports families.

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

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

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

- Frequency

Ongoing

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

- Name of Agency

Department of Safe Schools

- Describe how agency/organization supports families.

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

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

SHQ Emails Evidence of support for homelessness

- Frequency

Ongoing

Communication

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

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

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

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

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

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

- Description

Roosevelt Elementary provides families with timely information about Title I by sharing newsletters and flyers, in all languages, shared via ParentLink, and/or hard copy. We also use the school website and 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.

Curriculum Night presentation Parent Letters about State Assessments Handouts

- Description

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

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

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

- Description

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

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

Emails offering different times to meet In-person option Virtual option

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

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

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

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

- **Description**

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

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

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

- **Description**

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

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

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

- Description

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

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

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

Other Activities

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

1. Activity #1

- Name of Activity

Project-Based Learning (PBL) Exhibitions of Learning

- Brief Description

Students are engaged in PBL units of study where they learn standards-based content and develop products to demonstrate their learning and teach it to a wider audience. Parents will be invited to at least 1 exhibition during the school year to view their child's work. Parents can ask questions about the academic content, the products created, and how the different experiences through their PBL unit.

2. Activity #2

- Name of Activity

Music Program Concerts

- Brief Description

Roosevelt families will be able to see how their children have grown in their musicianship through band concerts. We will hold at least one concert during the year for families to attend. Our 4th and 5th grade students will showcase their learning through band concerts while KG-3 will participate vocally.

3. Activity #3

- Name of Activity

N/A

- Brief Description

N/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Roosevelt Elementary is dedicated to providing students with non-academic skills that will support their academic success. Roosevelt Elementary School integrates a Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring Positive Behavior Intervention Support (PBIS) to foster positive classroom and school behavior. Students are taught to follow R.O.C.K expectations on campus by being Respectful and Responsible, Own each of their actions, be a good Citizen, so that they can Keep on learning! A specific set of expectations, procedures, and lessons centered on student behavior in all areas of the campus - classroom, cafeteria, hallway, arrival, and dismissal are updated and discussed during Leadership and Committee Meetings. The Principal of Roosevelt Elementary School ensures that relationship-building is a clear priority and engages community stakeholders (e.g. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our Guidance Counselor, School Behavior Health Professional (SBHP), and the PBIS Committee provide evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. The Guidance Counselor provides lessons on Skills for Learning and Life (SLL) (e.g. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring, and supportive school community. Effective instruction is done both in the classroom and through supplemental supports, such as solution-focused small group counseling. We utilize a differentiated system of school counseling services with dedicated time for supplemental social skills curriculum, supplemental supports such as data-driven small group counseling, based on identified student needs, as well as intensive, individual counseling, and referral to outside organizations. Check-in/Check-out, a research-based intervention, provides students with positive adult interactions to receive feedback throughout the school day. Roosevelt Elementary School supports students while building and sustaining partnerships throughout the local community by allowing volunteers on campus to read to students.

SBT/MTSS Implementation

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

- Identify students for tiered support;

- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

Our School-Based Team is developed of individuals who identify students who need additional support in the areas of academics and/or behavior. SBT uses Response to Intervention (RTI) format, with tiers including, Tier 1 (Core Instruction), Tier 2 (Supplemental Instruction), and Tier 3 (Intensive Instruction). Each tier has specific components that use research-based curricula and interventions. For a child to be placed into the SBT process, a teacher submits an initial referral that includes pre-data, observations, a checklist, and parent conferences. Data is collected through progress monitoring, and the probe in which the progress monitoring is done is dependent on the area of concern (Examples: Easy CBM for reading, ABC Tracking, or Scatter-Plot for behavior). Tier 1 Implementation Tier 1 is Core Instruction - At Roosevelt, we seek to meet the goals of the Palm Beach County School District. Our model falls in line with the Pillar of Success for instruction, and each classroom follows this model as well. Each grade level works together to collaborate, consult, and provide lessons that adhere to the instruction-based model. Each classroom has rules in place for a positive learning environment using School-Wide Positive Behavior Support (SwPBS). This allows our students to R.O.C.K. - Be Respectful and Responsible, take Ownership of their actions, be a good Citizen, so they can Keep right on learning. Tier 2 Implementation Tier 2 is Supplemental Instruction - For students who need extra support in academics and/or behavior in addition to their Tier 1 Core Instruction based on classroom and performance data. Supplemental instruction is typically done in a small group and for 30 extra minutes in the specified content area. Tier 2/Supplemental instruction examples in Reading: Clap, Sort, Write (K-5) See, Say, Move (K-5) Stretch a Word, Blend a Word (K-5) See, Say, Listen, Match (K-5) Shared, Repeated, Echo, Guided, Reading (K-5) Repeated Reading with Oral/Written Retell (K-5) Voyager Passport (K-5) S.P.I.R.E. Reading (K-5) Leveled Literacy Intervention (LLI) (K-5) Tier 2/Supplemental instruction examples in Math: iReady Tools for Instruction (K-5) Cover, Copy and Compare (2-5) Concrete Representational Abstract (CRA) (2-5) The Three Read Protocol (3-5) Question, Answer Relationship (3-5) Tier 2/Supplemental instruction examples for Behavior: Social Skills Groups and Zones of Regulation (Led by School Counselor, Behavioral Health Professional, or School Psychologist) Small group for Self-Regulation Small Group having a focus on anger management, social skills, or coping skills Behavior Contract Check in Check Out (CICO) Token Economy Visual Schedule Direct Instruction in Non-verbal or Verbal Signals Direct Instruction in Procedures within Small Group Verbal/Visual, First/Then Timeline/Graphic Organizer Instruction in Organizational Tools or using a Checklist Safety Plan Tier 3 Implementation Tier 3 is Intensive Instruction - For students who are facing significant challenges academically and or behaviorally. If a student continues to struggle after Tier 1 and Tier 2 interventions have been in place, the School-Based Team will analyze the data, and place the student into Tier 3. For students in Intensive intervention, the additional support can mean pulling out for individual academic support/behavior support, giving the student additional time using a specific research-based intervention, or providing multiple research-based interventions. If interventions have been done with fidelity, and the SBT finds that the data is not showing growth, the child is then referred to the Child Study Team (CST). Interventions are continued with monitoring of Tier 3 and attendance. Members of the School-Based Team at Roosevelt Elementary School include: Principal: Dr. Tanya McDowell Assistant Principal: Kenisha Coates Single School Culture Coordinator: Kamara Bernard School-Based Team Leader: Gretchen Johnson School Counselor: Gretchen Johnson School Behavior Health Professional: Tania Maxwell Carroll ESE Contact (.5): Daphne Freas VE Teacher: Christina Colardeau School Psychologist: Gabriela Torres Colon Classroom Teachers: PreK-5

Provision of a Well-Rounded Education

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

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

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

1. Well-Rounded Education

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

Post-Secondary Opportunities and Workforce Readiness

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

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

1. Post-Secondary Opportunities and Workforce Readiness

At Roosevelt Elementary, we aim to provide post-secondary opportunities and workforce readiness skills to our students. One method is through Project-based Learning (PBL). Hands-on, real-world experiences are essential in preparing our students for post-secondary opportunities and workforce readiness. During the school year, students engage in a variety of PBL units including "Making Our Mark In Our CommUNITY" and "STEM is a Verb", learning social studies and science content and applying their knowledge. These units allow students to collaborate on real-world challenges that encourage critical thinking, collaboration, team building, problem-solving, and creativity. These projects not only align with our curriculum but also allow our students to explore real-world challenges and scenarios. Whether students are creating sustainable solutions for environmental issues, designing and building prototypes, or conducting community service projects, our students gain practical skills and a deep understanding of how their classroom knowledge can be applied to address real-life problems. Our music education program supports students in being well-rounded. Learning to play an instrument instills qualities such as perseverance and a strong work ethic, that are vital for success in any post-secondary endeavor or future career path. Whether it's playing an instrument or singing with your peers, students can explore their talents, fostering a sense of self-confidence and accomplishment. Field trips also support post-secondary opportunities and workforce readiness at Roosevelt. Throughout the school year, we organize a series of engaging field trips that provide our students with firsthand experiences related to their future educational and career paths. These outings range from explorations of science and technology museums to the performing arts, where students can participate in real-world applications of their classroom learning. Field trips expand our students' horizons and reinforce the importance of hands-on learning, critical thinking, and curiosity. These experiences are woven into our curriculum to ensure that our students are well-prepared and inspired to pursue their dreams beyond elementary school.

Transition From Early Childhood to Elementary School

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

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

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

1. Transition to Elementary School

At Roosevelt Elementary, we work to ensure a smooth and successful transition for our young students as they enter elementary school. We offer a full-time Voluntary Pre-Kindergarten (VPK) program designed to provide a strong educational foundation for our youngest learners. With a curriculum that emphasizes early literacy, numeracy, social skills, and creative expression, our dedicated VPK teachers use engaging and interactive methods to make learning a fun and exciting adventure. VPK students participate in school events, fostering a sense of belonging and camaraderie with their older peers. In addition to their academic enrichment, our VPK program offers valuable resources to parents as well. We organize regular parent training and conferences, providing parents with the tools and knowledge needed to actively support their child's development. The VPK teacher plays a pivotal role in this process, maintaining open lines of communication throughout the year to discuss individual student progress toward Kindergarten readiness. Effective communication with our VPK families and other families in the community with 5-year-olds is a top priority at Roosevelt Elementary. We maintain open lines of communication through regular newsletters, emails, and ParentLink communication, providing timely updates, important dates, and valuable resources related to the transition to kindergarten. Additionally, we host our annual Step Into Kindergarten event, Launch Into Kindergarten, to inform our preschool students about preparing and transitioning to Kindergarten.

Professional Development

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

instructional decisions? Consider:

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

1. Professional Development

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

Recruitment and Retention of Effective Educators

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

Recruitment:

Retention:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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