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**Title I Comprehensive Schoolwide Plan**  
**ROOSEVELT MIDDLE SCHOOL (0311)**

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# ELA

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

## 1. List prioritized needs statements.

36% of all students are predicted to pass the FAST based on the 23-24 winter diagnostic. Only 12% of ESE students are predicted to pass the FAST based on the winter diagnostic compared to 36% of all students. Only 8% of ELL students are predicted to pass the FAST based on the winter diagnostic compared to 37% of all students.

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

Excessive Absences Teachers are not comfortable with teaching using the StudySync Language barriers with our ESOL students Lack of ability to think critically Teachers do not know how to utilize small group instruction to meet the needs of all students Lack of materials, resources, technology Not enough time in class to practice strategies Not sufficient support from parents at home

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

Extended learning opportunities for students including learning outside of the classroom Support personnel to contact parents of excessive absences Professional development for teachers on Study Sync, small group differentiation, ESOL strategies Supplemental resources to support remediation and enrichment programs (print and online) Provide PD on best practices in teaching ELA (PDD, conference, webinar)

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

### • Communication

Communication w/parents- Community Resource Staff and through "PARENT NIGHTS" Consistent use of ParentLink and offering flexible time in meetings

### • Parent Training

Training on PM style questions- resources used in ELA, ELA rubrics, and FAST style writing

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

- **School**

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

- **Students**

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

- **Parents**

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

- **Staff Training**

Provide PLC/ Team meetings to demonstrate best practices in communicating with families to increase student achievement.

- **Accessibility**

Robo Call reminders of resources and ELA tutorial to support students. ParentLink messages. Communicate with guidance to gather information on those students who exhibit homelessness and other needs to help assist.

## **Math**

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

### 1. List prioritized needs statements.

6th Grade Math: 64% of the ELLs are not proficient and currently are Level 1 or 2. Out of the 70 that counts for our school, only 36% are proficient (Level 3 or above). 0% of the ESE (Emotions /Behavioral Disability and Speech Impaired) are proficient (Level 3 or above). 16% Of the ESE (Specific Learning Disability) students are proficient (Level 3 or above). These numbers are compared to the 39% in the general education population. 7th Grade Math: 94% of the ELLs are not proficient and are presently at Level 1 or 2. Out of the 32 students, only 6% is proficient (Level 3 or above). 0% of ESE (Speech and Other Health Impaired) students are proficient (Level 3 or above). 4% of ESE (Specific Learning Disability) students are proficient (Levels 3 or above). These numbers are compared to 6% in the general education population. 8th Grade Math: 78% of the ELLs are not proficient and are at Level 1 or 2. Out of the 58 students, 22% are proficient (Level 3 or above). 0% of ESE Other Health Impaired and Emotional/Behavioral Disability) is proficient (Level 3 or above). 8% ESE (Specific Learning Disability) are proficient (level 3 or above). These numbers are compared to the 41% in the general education population. Algebra 1 Midterm: The student population scored 2.5% below the School District. Geometry Midterm: The student population out performed the school district by 4.2%. Data source: 2023-2024

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

Students lack fundamental math skills. Low test scores at the beginning of the year. Student are not retaining either old or new information. Lack of parental involvement in students' learning. Students exhibit slow processing speed. It takes a long time for the students to process the given information, make sense of the information and respond to the information. Students do not use strategies taught during the lessons. Students do not ask questions or participate in group discussions Assistance is severely needed to provide smaller group reteach instruction and assistance to address basic skills deficient from previous grades. Needs for continous PD for staff

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

Request parents sign their students' progress reports (to acknowledge student's progress) Curriculum night for each grade level. Additional staff and professional development training to support the lower 25% of the ELL and ESEs. Supplemental resources to support remediation and enrichment programs (print and online) ELL Math tutoring support

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

- Communication

ParentLink to indicate upcoming math assessments and other academic information (progress reports, etc.)

- Parent Training

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

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

- School

Provide training to assist parents in learning the different strategies to assist their child in Math. Host a F.A.S.T. night to explain to parents what the scores mean and provide them with their student's scores.

- Students

Complete all assignments and attend math tutorial when needed

- Parents

Check students' SIS account to frequently monitor their student's academic progress. Stay in communication with teachers to discuss the children's academic progress.

- Staff Training

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

- Accessibility

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

## Science

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

1. List prioritized needs statements.

27% of all 8th grade students are projected to pass the NGSSS based on the 23-24 winter diagnostic Only 8% of ESE students Only 3% of ELL students

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

Integrated approach is a "hit or miss", it is failing our students. It prevents us from going in depth. Time: 8th grade teachers do not have enough time to cover all 8th grade standards as well as review all 6th and 7th grade standards that are assessed at the end of the year. Lack of the connection to the relevancy of Science. Not sufficient support from parents at home Insufficient materials, resources, technology

3. Share possible solutions that address the root causes.

Science engagement night (quarterly) Guest speakers Remediation in place for students at all grade levels that do not show proficiency on assessments. Field trips that are standard based to provide students with opportunities for enrichment outside of the classroom Engaging online games Incentives to increase student motivation Supplemental resources to support science remediation and enrichment programs (print and online) Provide PD on best practices in science (PDD, conference, webinar)

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

• Communication

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

• Parent Training

STEAM Night- hands on science for families

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

- School

Continue working towards school participation and hosting different tutoring sessions. The Science department will host once a quarter Science night

- Students

Complete assignments/projects and attend tutorial sessions.

- Parents

Show involvement and concern about their child's learning by checking grades through SIS and ensuring they complete assignments/projects at home.

- Staff Training

We will host a staff training to better assist parents understanding of PENDA science online program.

- Accessibility

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

## Social Studies

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

### 1. List prioritized needs statements.

40% of ELLs are projected to be proficient on the EOC compared to 48% of all students. 38% of ESE students are projected to be proficient on the EOC compared to 48% of all students.

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

Excessive Absences from students and teachers Materials have not caught up to new benchmarks Lack of vocabulary skills and prior knowledge  
Lack materials, resources, technology (print and web based)

3. Share possible solutions that address the root causes.

Support personnel to contact parents when absent ESE support personnel Gateway textbook class sets that is more current with EOC standards After school tutorials and Saturday school Flocabulary subscription for all social studies teachers/classes More support from parents at home Provide PD on best practices in social studies (PDD, conference, webinar)

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

- Communication

ParentLink will be used to communicate between home and school about all upcoming social studies assessments and projects

- Parent Training

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

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

- School

Provide training to assist parents in learning the different strategies to assist their child in Social Studies. Host a F.A.S.T. night to explain to parents what the scores mean and provide them with their student's scores.

- Students

Attend tutorials. Engage in small group instruction.



- Parents

Check students' SIS account to frequently monitor their student's academic progress. Teachers and parents will stay in communication with each other to discuss the child's academic progress.

- Staff Training

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

- Accessibility

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

## Acceleration Success

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

1. List prioritized needs statements.

78/240 8th grade students are enrolled in a high school level math class ESE students need more support taking upper level classes which is typically not offered in the inclusion model.

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

Students are not pushed to take accelerated classes once they are deemed on a regular route. Teachers are not comfortable incorporating the higher DOK level questions needed to be successful in these classes. Teachers lack certification in the higher level classes. Lack of parent capacity to support students at home.

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

Professional development on differentiation and small group instruction to fill in the individual gaps for each student. Professional development on DOK levels and questioning. Making all social studies and science classes advanced to boost the confidence and skills set of the students. Additional math resources (print and online) and manipulatives Extended learning opportunities

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

- Communication

School counselors will host an acceleration night and serve as a main point of contact for each child's acceleration track

- Parent Training

Parent nights to show what is going on in the program in class. Parent Acceleration Session to inform parents of accelerated opportunities and support at RMS

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

- School

Provide training to assist parents in learning the different strategies to assist their child at home. Host an acceleration apparent session to perform parents of acceleration courses offered, provide tutorial to support our accelerated students, encourage students to pursue advanced accelerated coursework

- Students

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

- Parents

Have an email on SIS, check SIS weekly, communicate any issues with the school in a timely manner, , attend at least 65% of parent activities, and conference with teacher at least once (virtually, phone, or in person) Monitor student’s academic track throughout middle school to ensure highest level courses are taken and student is being successful Teachers and parents will stay in communication with each other to discuss the child’s academic progress.

- Staff Training

Ways to motivate students to want to succeed - to be shared with families PD on higher level questioning and project based learning to meet the needs of the higher performing students

- Accessibility

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

## Action Step: Classroom Instruction

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

**Budget Total: \$153,549.00**

<b>Acct Description</b>	<b>Description</b>
Resource Teacher	The Reading Resource Teacher will provide push-in/push-out support to L25% and Level 1 and 2 students in grades 6-8.

Acct Description	Description									
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>			<b>Type</b>	<b>Total</b>		
	Pens and pencils - box/assorted	1	\$829.00	General Supplies			Original	\$829.00		
Tutorial	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Days</b>	<b>Hours</b>	<b>Weeks</b>	<b>Certified</b>	<b>Type</b>	<b>Total</b>	
	Certified teachers will provide tutorial afterschool for students in grades 6 through 8 in ELA for extended time/remediation - starts January 2025	2	\$37.00	2	2	17	Certified	Original	\$5,032.00	
	Certified teachers will provide afterschool tutoring for students in grades 6 through 8 in Science for extended time/ remediation - starts January 2025	2	\$37.00	2	2	17	Certified	Original	\$5,032.00	
	Certified teachers will provide afterschool tutoring for students in grades 6 through 8 in math for extended time/ remediation - starts January 2025	2	\$37.00	2	2	17	Certified	Original	\$5,032.00	
	Certified teachers will provide afterschool tutoring for students in grades 6 through 8 in social science for extended time/ remediation - starts January 2025	2	\$37.00	2	2	17	Certified	Original	\$5,032.00	
Resource Teacher	The Math Resource Teacher will provide push-in/push-out support to L25% and Level 1 and 2 students in grades 6-8.									

## Action Step: Professional Development

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

**Budget Total: \$179,811.00**

<b>Acct Description</b>	<b>Description</b>
Coach	The Science Coach will build grades 6th-8th teachers' capacity in data analysis, Standards based lesson and assessment, and sharing best practice during PD sessions.
Coach	The Reading Coach will build grades 6th-8th teachers' capacity in data analysis, Standards based lesson and assessment, and sharing best practice during PD sessions.
LTF	The Learning Team Facilitator (LTF) will monitor and track student progress and complete data analysis. He/She will provide support to teachers in grades 6-8 reading, Math, and Science through PLCs and build teachers' capacity by sharing instructional best practices and model lessons

## **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: \$123,822.00**

<b>Acct Description</b>	<b>Description</b>
Community Resource Person	The Community Resource Person will support families pertaining to students' academic, attendance, behavior as well as providing building capacity trainings to 7th grade parents.

Acct Description	Description
Community Resource Person	The Community Resource Person will support families pertaining to students' academic, attendance, behavior as well as providing building capacity trainings to 6th grade parents.
Community Resource Person	The Community Resource Person will assist families of 6th-8th grades ESOL students obtaining services to support the child and family, conduct home visits, assist with parent involvement activities for ESOL families and communicate with families of non-English speaking families for academic and behavioral expectations.

## 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

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

## Involvement of Stakeholders

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
Jeremiah Stewart	Principal
Samuel Rolle	Assistant Principal
Cara Davis-Henry	Assistant Principal
Kimberly Pettiford	Assistant Principal
Olga Perez	Parent
Gilda Vasquez	Parent
Shalonda Lester	Learning Team Facilitator

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

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

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

Stakeholder Meeting was held in the spring. Based on on-going data and student needs, feedback from the stakeholders was used to develop the final plan. They were provided with the prior year's PFEP and school compact, along with current student data (i.e. PM1/PM2 data, Parent Engagement Survey Results, etc...). Stakeholders were afforded the opportunity during the input meeting to provide feedback, comments, suggestions and revisions to the draft plan. Feedback were recorded on a template. Supporting step 1, 2 and 3 CNA evidence were submitted to the district. Future decision on Title I items will be discussed during SAC. Our SAC meetings are the second Thursday of each month at 6:00. August 22, September 12, October 10, November 14, December 12, January 9, February 13, March 13, April 10, May 8.

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

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

Name	Title
Jeremiah Stewart	Principal
Cara Davis -Henry	AP

## 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?

October 10, 2024, 6:00 PM in the cafeteria

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

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

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

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

## Staff Trainings

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

Effective Parent Conferences

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

The training will assist teachers in conducting effective parent conferences by learning to share specific academic progress and growth based on classroom observations, testing data, assessments, portfolios, and assignments, learn from parents or guardians so they can be better informed families about students' strengths, needs, behaviors, and learning styles, discuss enrichment or intervention strategies to support students' learning and discuss issues that may be interfering with students' learning and growth.

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

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

- What will teachers submit as evidence of implementation?

Completed Conference Notes Form PBSB #1051

- Month of Training

August 2024

- Responsible Person(s)

Lester and Davis-Henry

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

Effective Parent Conferences

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

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

- Name of Training

Data Analysis

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

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

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

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

- What will teachers submit as evidence of implementation?

Conference Notes forms #1051 and EDW reports

- Month of Training

November 2024

- Responsible Person(s)

Lester

#### 4. Reflection/Evaluation of Training #2

- Name and Brief Description

Data Analysis

- Number of Participants

TBD

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

TBD

- How do you know?

TBD

- What went well with the training

TBD

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

TBD

## Parent Trainings

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

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

- Name of Training

Data Night

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

Parents will learn how to effectively monitor their child's academic progress through SIS and T.I.D.E.

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

Parents will log in to a chromebook to view their child's SIS account and gain access to their T.I.D.E. through the access code. They will be trained how to read academic data of their child.

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

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

- Date of Training

Early October 2024

- Responsible Person(s)

Lester

- Resources and Materials

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

- Amount (e.g. \$10.00)

N/A

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

- Name of Training

Academic Night

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

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

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

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

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

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

- Date of Training

Early January 2025

- Responsible Person(s)

Fletcher

- Resources and Materials

Chromebook Cart, Smartboard with Presentation, Parent Handouts

- Amount (e.g. \$10.00)

N/A

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

• Name of Training

N/A

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

N/A

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

N/A

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

N/A

• Date of Training

N/A

• Responsible Person(s)

N/A

• Resources and Materials

N/A

• Amount (e.g. \$10.00)

N/A



# Coordination and Integration

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

Safe Schools

- Describe how agency/organization supports families.

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

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

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

- Frequency

Daily

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

- Name of Agency

DATA: Drug Abuse Treatment Association

- Describe how agency/organization supports families.

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

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

Handouts/presentations counselor uses (3 separate)

- Frequency

Daily

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

- Name of Agency

Urban League

- Describe how agency/organization supports families.

The Urban Leagues supports our families by providing mentorship and afterschool engagement for our students. The students are offered an opportunity to deepen and enrich their knowledge through STEAM.

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

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

- Frequency

Bi-weekly

# Communication

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

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

- Description

Parent conferences are held during the day at the optimal time for both parents and teachers. However, training and activities are held during the evening and afternoon time to allow maximum parent participation. Training documents will be posted on the school website. Documents will be provided in all appropriate languages.

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

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

# Accessibility

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

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

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

Translated letter, CLF Call Log, invitation/fliers

- Description

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

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

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

- Description

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

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

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

- Description

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

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

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

## Other Activities

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

### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

### 3. Activity #3

#### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

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

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

## SBT/MTSS Implementation

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

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

## Provision of a Well-Rounded Education

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

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

## Post-Secondary Opportunities and Workforce Readiness

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;
- ACT/SAT prep programs;

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

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

## Transition From Early Childhood to Elementary School

**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
- On-site school tours for new kindergarten families

- 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
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

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

#### 1. Transition to Elementary School

This school has chosen to be exempt from this area.

## 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

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

## Recruitment and Retention of Effective Educators

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

### Recruitment:

- 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

### Retention:

- 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

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