

# Brevard County Public Schools School Improvement Plan 2012-2013

**Name of School:**

**Area:**

North

Roosevelt Elementary

**Principal:**

**Area Superintendent:**

Dr. Ron Bobay

Dorothy Richardson

**SAC Chairperson:**

Holly Schumann-Grubb

**Superintendent: Dr. Brian Binggeli**

**Mission Statement:**

Our mission is to set high expectations and create a rigorous learning environment that cultivates collaboration throughout our school community to help our students reach their full potential.

**Vision Statement:**

Roosevelt School is an enriching environment where our community encourages life-long learning to reach our full potential.

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# Brevard County Public Schools School Improvement Plan 2012-2013

## RATIONALE – Continuous Improvement Cycle Process

### **Data Analysis from multiple data sources:** *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional): ): For the 2012 state issued school grade, we earned 595 points compared to 588 points in 2011, which was an increase of 7 points. Roosevelt was number 7 of only 10 schools in the district that gained points rather than losing points. We were in the top Third in the district for the overall School Grade points. We scored above the district average in all areas except for Writing, which was only two points off. Writing has consistently been below the district average and has been an area that needs improvement.

Our focus in our PLCs was increasing student achievement in math across all grade levels since this was a weak area for our school based on 2010-2011 data. Teachers were assigned the lowest 25% in math per FCAT scores for fourth through sixth grades to focus on in their collaborative groups. In 2011, 67% of our students made learning gains and in 2012, 83% of our students made learning gains in Math. In 2011, 55% of our students with disabilities made gains and in 2012, 71% of our students with disabilities made gains. This was pretty impressive in light of the new cut scores.

When analyzing Roosevelt’s FCAT data over the past 2 years, using the new cut scores from FCAT 2.0, it is obvious we have some areas that show improvement while others show a decline. In Reading we went down in all grade levels except 4<sup>th</sup> which went up 7 points. In Math we went up in every grade level except third which went down 7 points. We will need to have a strong focus on Reading.

When looking at our scores by grade level as they compare to the district, third grade scores were below the district in Reading and Math except the percent of level 1 students which was 3%ile points below the district. In Fourth grade, Reading and Math scores were above the district averages except in our Math level 4s & 5s. In Fifth Grade we were above the district in Reading, Math & Science except for the % of students in Levels 4 & 5 in Reading. In Sixth grade, we were below the district in Reading and Math except for % scoring 3 & above in Math and our Level 1’s in Math.

Our first testing administration for the 2012-2013 FAIR assessment shows the following results for the school. The averages of the scores on Vocabulary and Maze ranged from 37% to 59%, which indicates the need for more intense vocabulary instruction and the overall scores for Probability of Reading Success indicate a need for more intense comprehension instruction, especially in third grade. Essential Questions and summarizing activities across the curriculum are research based practices that should address both of these areas.

Grade	85% or higher on Probability of Reading Success	Vocabulary	Maze
Kindergarten	75%	59%	
First	56%	59%	
Second	44%	53%	
Third	16%		37%

Fourth	29%		40%
Fifth	46%		58%
Sixth	50%		50%

We also used the Scholastic Reading Inventory for 2<sup>nd</sup> through sixth grades as a beginning progress monitoring tool in September.. When analyzing FCAT and Scholastic Reading Inventory (SRI) results from last year, there was a 60% reliability rate for SRI predicting what the students' FCAT level would be. We also noticed that students who scored a level 3 or higher on the FCAT also did so on the SRI assessment. The discrepancy between the two assessments was with level 1 and 2 FCAT and SRI results. Since, both level 1 and 2 are below grade level for FCAT, we find that using SRI again will be useful for progress monitoring.

Our first Scholastic Reading Inventory (SRI) assessment results show the following:

Grades	Predicted FCAT Level Percentages Level 1 and 2	Predicted FCAT Level Percentages 3 and higher
2 <sup>nd</sup> through 6 <sup>th</sup>	23%	67%
<b>By Grade Level</b>		
Second Grade	37%	63%
Third Grade	40%	60%
Fourth	50%	50%
Fifth	39%	61%
Sixth	32%	68%

Qualitative data was derived from a survey given to the teachers to determine if essential questions and summarizing were being used throughout their lessons across the curriculum. The results showed that 73% did not use essential questions and 61% did not use summarizing consistently and pervasively.

**Best Practice:** *(What does research tell us we should be doing as it relates to data analysis above?)*

There is a lot of research out there that tells us what we should be doing. In the Introduction to Robert Marzano's book, *The Art and Science of Teaching* he states that the one factor that surfaced as the single most influential component of an effective school is the individual teachers within that school. He summarizes the results of the research by writing from his book, *Classroom Instruction That Works*, "We might postulate that effective pedagogy involves three related areas: (1) the instructional strategies used by the teacher, (2) the management techniques used by the teacher, and (3) the curriculum designed by the teacher. (Marzano, Pickering, & Pollock, 2001, pp.9-10) Research tells us that effective instructional design requires the teacher to establish and communicate learning goals, track student progress and celebrate success along with helping their students effectively interact with new knowledge, practice and deepen their understanding of new knowledge and test hypotheses about new knowledge. . As mentioned in BEST

training, Module V: Differentiated Instructional Strategies, Marzano’s research shows that there is a 34% gain in student achievement when using summarizing and note taking.

Dr. Max Thompson outlines exemplary practices that are evidence based as well as research-based such as using essential questions and summarizing throughout the lesson as high yielding strategies that are found in exemplary schools. In addition, BEST Module 4: Using Assessment to Drive Learning shows that there is a 23% gain for setting objectives and providing feedback as well as a 22% gain in using questions, cues, and advance organizers. As Max Thompson’s research shows utilizing essential questions consistently and pervasively utilizes questions, cues and advance organizers all at once. Many times, when objectives are set, that is the beginning point in developing essential questions that allow for students to have a reason for learning what is being taught.

It is critical that teachers engage their students, establish effective relationships with their students while communicating high expectations for all students. They must develop effective lessons which are organized into a cohesive unit, establish classroom rules and procedures that have strategies in place for acknowledging a lack of adherence to those rules and procedures. Doug Lemov, provides techniques in his book “Teach Like a Champion, for setting high expectations such as “Do Now” activities, “No Opt Out”, “Right is Right”, “Format Matters” and “Without apology. These are techniques used in high performing schools that have the odds stacked against them.

We also know that to create high performing learning cultures with continuous improvement, professional development and reflective practice must be systemic. It is imperative that teachers work in Professional Learning Communities which are defined by Richard & Becky DuFour as an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results. It is essential that teachers try new strategies, and share with their colleagues their successes along with their failures in a supportive environment.

**Analysis of Current Practice:** *(How do we currently conduct business?)*

We have been working in PLCs for the past four years, which mainly consisted of grade level specific teams. This past year, each teacher was a part of a vertical PLC. Most of them are comprised of two grade levels with an Activity Teacher. The Grade Level Representatives are taking on more of a leadership role, facilitating the PLC meetings with established norms and working toward the team’s SMART goal. Each PLC was assigned a group of students to focus on for their SMART goal. These students were in the lowest 25% and teachers knew which of the AYP cells they count in. They look at formative assessments and work as a team to develop strategies to meet the needs of their students. These interventions are documented and used as part of the R.T.I. process.

The PLCs are an integral part of the new Performance Appraisal System which has a rubric for Collaboration and Mutual Accountability. Faculty Meeting days are utilized for professional development rather than delivering information. The Subject Area Contacts for Math, Reading, Writing, Social Studies and Science are given time to train on the information they receive at their Contact Meetings. We are also using that time to focus on unpacking the Common Core State Standards in K-2 and transitioning from NGSSS to CCSS in grades 3-6.

In addition, we schedule monthly data meetings. At the first data meeting this year, teachers were

given students' Fair data and they grouped their students according to guidelines given by the district decision assessment trees. Teachers triangulated Scholastic Reading Inventory, FAIR and District Required Literacy Assessment data to make decisions to drive instruction. Students' 2012 end of year math district required assessments and this current school year's inventory scores were also discussed. Plans for future data meetings include developing norms to include all discussion will focus on what the adults can do to help the students improve. The data meetings will include ongoing progress monitoring of students growth using a variety of assessments while utilizing a data board to showcase students who are below grade level and those students who are on the border of being below grade level. Teachers share strategies and resources to help these students continue to improve academically both in math and reading.

Last year the faculty revisited some of the strategies outlined in Marzano's: *The Art and Science of Teaching*. As a school we have committed to using Thinking Maps across the curriculum. Thinking Maps incorporate several of Marzano's strategies such as non-linguistic representation, critical thinking, examining similarities and differences, summarizing & note taking, etc.

This year we have agreed upon three non-negotiables that are being implemented consistently and pervasively in each classroom, based on the exemplary practices outlined in the work of Dr. Max Thompson.

Collaborative groups meet at least once a month, grade level teams meet at least once a month and for an extended planning time on our early release Wednesdays to examine common assessments, unpack the CCSS in K-2, develop essential questions and share best practices they have implemented. As a school, we have purchased 20 iPads so many of the classroom teachers are using iPads to engage their students through educational apps that can be used to teach, reteach, or help with interventions. The iPads are also a good tool for students to us to collaborate with each other which has proven to be very engaging.

Finally, for our struggling students (those who are level 1 or 2 or have been retained in third grade), we offer an academic support program. This is offered Tuesday and Thursday from 2:30 until 3:30 for third through sixth grade students. We use the district guidelines when developing our Academic Support list of students. We teach both reading and math during these hours. Teachers integrate reading and math skills that the students need additional support in to be successful. We have a representative from each of those grade levels, 4<sup>th</sup> through 6<sup>th</sup>, who actually teach that content during the day who are willing to teach the Academic Support Program for that same grade level. This allows them to front load the curriculum from the day including content vocabulary and skills being taught that week in Reading and Math. Students who attend ASP, can see the connection between this additional support and what they are learning in their classroom during the school day.

**CONTENT AREA:**

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

**School Based Objective:** *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Roosevelt Elementary teachers will utilize essential questions across the curriculum to create a culture of learning by establishing high expectations through collaboration to create a high performing learning culture which will increase student achievement.

**Strategies:** *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
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	the Learning Focused Conference & present at February PDD		February PDD		Development agenda
2.Lack of knowledge on setting high expectations and what it looks like in a classroom	2.a. Purchase multiple copies of Teach Like A Champion for the Professional Library and e-versions for the IPADS that were purchased 2b. Share techniques from Teach Like a Champion for setting high academic expectations 2c. Share techniques for creating a strong classroom culture to include "Entry Routines and "Do Now" activities	2a.Administration Tech Associate  2b. Administration  2c. Administration & Teacher Leaders who have implemented techniques	2a,b: By end of First Nine Weeks  2b. Pre-planning  2c. Pre-planning & ongoing throughout the year	\$500.00	
3.Time for teachers to develop essential questions	3.Provide designated days/times for teachers to work on developing essential questions	3. Administration	3. Designated Wednesdays; October Site Based Inservice Day		
4.	4.				
5.	5.				

## EVALUATION – Outcome Measures and Reflection

**Qualitative and Quantitative Professional Practice Outcomes:** *(Measures the level of implementation of the professional practices throughout the school)*

A pre-survey of Roosevelt teachers which inquired about their use of essential questions during the 2011-2012 school year indicated that 73% did not use them consistently and pervasively.

This survey also indicated that 61% did not use summarizing throughout the lesson consistently and pervasively. By May 2013, at least 90% of the teachers surveyed will indicate they have been utilizing essential questions and summarizing activities throughout the lesson consistently and pervasively.

100% of the teachers will collaborate in PLCs that focus on the students in the lowest 25% to help close the achievement gap.

At least 75% of those students targeted in their PLCs will make learning gains.

Teachers will reflect on Essential Questions and Summarizing as they develop their PGP's and in their PLCs.

**Qualitative and Quantitative Student Achievement Expectations:** *(Measures of student achievement)*

At least 85% of our students surveyed will indicate that essential questions and summarizing activities helped them learn what was being taught.

The percent of students who scored proficient in Reading and Math on FCAT will increase by 10%.

Our goal is to increase our overall school grade score by at least 5 points.

# APPENDIX A

(ALL SCHOOLS)

<b>Reading Goal</b> 1. <b>To increase number of students who are performing at grade level and above as well as increase gains in our level 4 and 5 students (specific percentages are noted elsewhere on this plan)</b>	<b>2012 Current Level of Performance</b> (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	<b>2013 Expected Level of Performance</b> (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)
<b>Anticipated Barrier(s):</b> 1. <b>Teacher knowledge in making the most of vocabulary instruction in order to increase student achievement</b> 2. <b>Teacher training in utilizing Common Core anchor standards for reading</b>		
<b>Strategy(s):</b> 1. <b>Provide training to teachers in using vocabulary research based strategies as well as using the common core anchor standards especially in the area of complex literary and informational texts.</b> 2. <b>Provide training to teachers to make the transition from Sunshine State Standards to the Common Core State Standards using the anchor standards for reading, writing and listening as a beginning place to increase the rigor and relevance of content taught and to integrate literacy skills throughout all content areas</b>		
<b>FCAT 2.0</b> Students scoring at Achievement Level 3  <b>Barrier(s):</b>  <b>Strategy(s):</b> 1.	70%  190 students	80%  198 students
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Reading  <b>Barrier(s):</b> Difficulty identifying the "Main Idea"  <b>Strategy(s):</b> Use pictures to go along with reading  1	38%  3/8 students	60%  3/5 students

<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>37% 101 students</p>	<p>45% 122 students</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Reading</p> <p><b>Barrier(s):</b> Difficulty with vocabulary and understanding what is being asked</p> <p><b>Strategy(s):</b> 1. Work in "WH" questions routinely</p>	<p>25% 2 students</p>	<p>40% 2/5 students</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Reading</p> <p><b>Barrier(s):</b> Relevance</p> <p><b>Strategy(s):</b> 1. Try to help them make connections to real life</p>	<p>83% 5 students</p>	<p>100% 5/5 students</p>
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p> <p><b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Reading</p> <p><b>Barrier(s):</b></p> <p><b>Strategy(s):</b> 1.</p>	<p>69% 30 students</p>	<p>75% 31 students</p>
<p><b>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</b></p> <p><b>Baseline data 2010-11:                      All Students:</b></p>	<p>70% 161 students</p>	<p>80% 199 students</p>
<p><b>Student subgroups by ethnicity NOT making satisfactory progress in reading :</b></p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p> <p>American Indian:</p>	<p>Enter numerical data for current level of performance</p> <p>71%-144</p> <p>83%-5</p> <p>57%-7</p> <p>43%-3</p> <p>N/A</p>	<p>Enter numerical data for expected level of performance</p> <p>81%-155</p> <p>80%-8</p> <p>65% 6</p> <p>50%-4</p>

<b>English Language Learners</b> (ELL) not making satisfactory progress in Reading <b>Barrier(s):</b> <b>Strategy(s):</b> <b>1.</b>	28%-3	50% -2
<b>Students with Disabilities</b> (SWD) not making satisfactory progress in Reading <b>Barrier(s):</b> <b>Strategy(s):</b> <b>1.</b>	42%-16	47%-22
<b>Economically Disadvantaged</b> Students not making satisfactory progress in Reading <b>Barrier(s):</b> <b>Strategy(s):</b> <b>1.</b>	35%-31	30%-25

### Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Developing Essential Questions & Summarizing Strategies, & Research Based Vocabulary Strategies	Preplanning, PDD days, faculty meetings	Classroom walk throughs, lesson plans, PLC notes
Common Core State Standards	Preplanning, PDD and faculty meetings	Classroom walk throughs, PLC notes and lesson plans
Creating a High Performance Learning Culture by setting high expectations	Preplanning, PDD, faculty meetings	Lesson plans, classroom walk throughs and PLC notes

<b>CELLA GOAL</b>	<b>Anticipated Barrier</b>	<b>Strategy</b>	<b>Person/Process/Monitoring</b>
2012 Current Percent of Students Proficient in <b>Listening/Speaking:</b>  45%	Low attendance for Rosetta Stone program	Offer before school opportunities to use the Rosetta Stone program and have a system for holding students accountable	Guidance counselor/ Run monitoring reports for time on system
2012 Current Percent of Students Proficient in <b>Reading:</b>  32%	Low attendance on Learning Today computer program	Learning today computer program in the library and in those students' classrooms who need to use it, run reports periodically and conference with students	Guidance counselor/ Run monitoring reports for time on program & skills mastered
2012 Current Percent of Students Proficient in <b>Writing:</b>  23%	Converting Primary Language to English	Integrate technology to support writing instruction	Guidance counselor/ Classroom teachers

<b>Mathematics Goal(s):</b>	<b>2012 Current Level of Performance</b> (Enter percentage information and the number of students that percentage reflects)	<b>2013 Expected Level of Performance</b> (Enter percentage information and the number of students that percentage reflects)
<b>1. To increase number of students who are performing at grade level and above as well as increase gains in our level 4 and 5 students (specific percentages are noted elsewhere on this plan)</b>		
<b>Anticipated Barrier(s):</b> <b>1. Training and hands on experiences for 3-6 teachers to incorporate the mathematical standards of practice &amp; brain based learning as a bridge between the NGSSS and common core state standards</b>  <b>2. Training teachers to use summarizing and essential questions in math on a consistent and pervasive basis</b>		

<p><b>Strategy(s):</b></p> <ol style="list-style-type: none"> <li>1. <b>Third through sixth grade teachers will use the mathematical standards as a bridge between the sunshine state standards and common core state standards using the “processes and proficiencies” of these as a base for their math instruction</b></li> <li>2. <b>Teachers will use summarizing and essential questions in math on a consistent and pervasive basis</b></li> <li>3. <b>Create a S.M.I.L.E. Lab to provide opportunities for students to participate in brain based learning in Math.</b></li> </ol>		
<p><b>FCAT 2.0</b> Students scoring at Achievement Level 3 <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	<p>71% 193 students</p>	<p>72% 178/247 students</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Mathematics <b>Barrier(s): Abstract problems have no meaning</b> <b>Strategy(s):</b> 1. <b>Use manipulatives to go from abstract to concrete</b></p>	<p>38% 3/8 students</p>	<p>50% 3/5 students</p>
<p><b>FCAT 2.0</b> Students scoring at or above Achievement Levels 4 and 5 in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	<p>34% 92 students</p>	<p>40% 99 students</p>
<p><b>Florida Alternate Assessment:</b> Students scoring at or above Level 7 in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	<p>13% 1 student</p>	<p>20% 1/5 students</p>
<p><b>Florida Alternate Assessment:</b> Percentage of students making learning Gains in Mathematics <b>Barrier(s): No relation to problems</b> <b>Strategy(s):</b> 1. <b>Design more “realistic” activities to practice material</b></p>	<p>25% 2 students</p>	<p>30% 2/5 students</p>
<p><b>FCAT 2.0</b> Percentage of students in lowest 25% making learning gains in Mathematics <b>Barrier(s):</b> <b>Strategy(s):</b> 1.</p>	<p>74% 33/44 students</p>	<p>80% 33/41 students</p>

<b>Florida Alternate Assessment:</b> Percentage of students in Lowest 25% making learning gains in Mathematics <b>Barrier(s):</b>  <b>Strategy(s):</b> 1.	0 2 students	100% 1/1 student
<b>Ambitious but Achievable Annual Measurable Objectives (AMOs).          In six years school will reduce their Achievement Gap by 50%:</b>  <b>Baseline Data 2010-11: All Students:</b>	71%-175	72%-179
<b>Student subgroups by ethnicity :</b>  White: Black:  Hispanic: Asian:  American Indian:	75%-154 66%-4 46%-5 43%-3 NA	73%-140 70%-7 46%-8 50%-4
<b>English Language Learners (ELL)</b> not making satisfactory progress in Mathematics	64%-7	50%
<b>Students with Disabilities (SWD)</b> not making satisfactory progress in Mathematics	39%	45%
<b>Economically Disadvantaged</b> Students not making satisfactory progress in Mathematics	62%	67%

### Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
Using Summarizing and Essential Questions especially in math in grades k-6	PDD, faculty meetings after school	Lesson plans, classroom walk throughs and peer colleague observation sheets
Common core K-2 math standards and Mathematical Standards of practice for 3-6	PDD, faculty meetings after school	Lesson plans, classroom walk throughs and peer colleague observation sheets
Number talks and best practices in math	PDD, faculty meetings after school	Lesson plans, classroom walk-throughs and peer colleague observation sheets

<b>Writing</b> <b>Increase number of students earning a level 3 and 4 on their FCAT Writes</b>	<b>2012 Current Level of Performance</b> <b>(Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance</b> <b>(Enter percentage information and the number of students that percentage)</b>
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		<b>reflects)</b>
<b>Barrier(s):</b> 1. Teachers taking the time to learn from one another and use the expertise within our school building 2.Training for teachers dealing with new anchor papers and conventions scoring 3 time to conference uninterrupted with students  <b>Strategy(s):</b> 1. Establish a third/fourth grade PLC to collaborate about and analyze student writing data to drive instruction 2. Attend training with expert about how to use anchor papers and rubrics to score as the state does with their new emphasis on conventions 3. Hire a sub for a day so each fourth grade teacher can conference one on one with students about their writing		
<b>FCAT:</b> Students scoring at Achievement level 3.0 and higher in writing	80%-53	85%- 48
<b>Florida Alternate Assessment:</b> Students scoring at 4 or higher in writing	100%-1	100% -1

<b>Science Goal(s) (Elementary and Middle)</b>	<b>2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>	<b>2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)</b>
1. Increase number of students earning a level 3 or higher with an emphasis on students with disabilities		
<b>Barrier(s):</b> Teachers using traditional book based ways to teach Science  <b>Strategy(s):</b> 1. Fifth grade Science teachers will take students to the Science lab 2 x a week utilizing an inquiry based learning style		

Students scoring at Achievement level 3 in Science:	77% 49 students	82% 52 students
<b>Florida Alternate Assessment:</b> Students scoring at levels 4, 5, and 6 in Science	50% 1 student	100% 1/1
Students scoring at or above Achievement Levels 4 and 5 in Science:	42% 27 students	47% 30
<b>Florida Alternate Assessment:</b> Students scoring at or above level 7 in Science	50% 1 student	NA


*For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.*

**MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI** (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

The school based RtI Leadership Team consists of three tiers:

Tier 1: Grade level Teams and administration

Tier 2: Classroom teachers, administration, literacy coach, guidance counselor, ESE support teachers and parents

Tier 3: Classroom teacher; one primary and one intermediate, administration, literacy coach, guidance counselor, school psychologist, behavior analyst, staffing specialist, and parents

The MTSS Leadership Team works collaboratively to develop the School Improvement Plan and in the implementation of it, monitoring to ensure fidelity.

The MTSS leadership team will start with the student's baseline data including district benchmarks, FAIR, Differentiated Accountability assessments and behavior plans from the teacher. The district A3 data management system will be used to pull and analyze the data to help guide instruction. The implementation of the research-based interventions will be monitored for four to six weeks. Progress monitoring will take place bi-weekly to determine the effectiveness of the intervention. In addition, data meetings are held and students who are in need of MTSS are the priority at those meetings. Assessment decision trees provided by the district are used to drive interventions and instruction. A chart will be created with data points to plot the AIM line and determine the gap to see if the intervention is working. The team will review the data and discuss if it is necessary to continue the intervention, change it, or place the student back in the general curriculum.

**PARENT INVOLVEMENT:** In 2011-2012, Roosevelt accumulated a total of 6,368 volunteer hours and increased the number of business partners by adding two additional businesses. Roosevelt will foster greater parental and community involvement and support in order to increase volunteerism and business partner relationships for 2012-2013. The school will engage parents in their child's education through volunteer opportunities at the school level and inform parents of family events and academic functions held at the school and have at least 15 volunteer hours for each student in the school totaling 6,165 volunteer hours. For 2011-2012, the number of client survey participants finding our staff to be excellent or good at relaying information was 93.2%. For 2012-2013, we want to increase that percentage by at least 3 points for a total of 96.2%. As far as the overall quality of Roosevelt, we had 94.6 percent of our survey takers respond excellent or good.

**ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)** For the 2011-2012 school year, we had 3,186 absences and 3,039 times students were tardy. There 489 of those absences that were excused. In 2010-2011, our attendance rate was 95.61 and in 2011-2012, it was 95.42. When students attendance is showing as excessive for time school has been in session, attendance letters are generated and sent home. Students who have excessive absences without excuses also receive a phone call from the front office clerk who inquires about the student's absences and reminds parents that there is a district policy of no more than 9 absences in one semester for a child to be promoted unless they go through an appeals process. Quarterly awards and certificates are given to recognize those students with perfect attendance.

**SUSPENSION:** In 2011-2012, we had a total of 19 out of school suspensions for the entire school year. Students were suspended for behaviors that were hands-on and could lead to hurting another student intentionally. This year with our focus on working towards a high performance learning culture, one of our objectives has been to include students in the process by having them develop personal goals. Since, behavioral concerns can deter achieving academically; we will encourage those students to develop goals based on their personal behavioral needs. In addition, our guidance counselor meets with students who exhibit these types of behaviors on a weekly basis and she will monitor their growth towards that goal. In addition, teachers are trained yearly on the school wide discipline plan that focuses on proactive behaviors and noticing potential student altercations before they occur. On our referral, there are several steps a teacher follows before they are sent to the office with an official referral. Parents are contacted when there are behavioral concerns and are asked to help work with the school as a team to help their child.

**DROP-OUT (High Schools only):**

**POSTSECONDARY READINESS:** (How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful? Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report.)