



## District-Managed Turnaround Plan – Step 1(TOP-1)

Palm Beach  
Roosevelt Elementary

*Due-September 1*

Form Number DMT, TOP-1, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

## District-Managed Turnaround Plan—Step 1 (TOP-1)

### Purpose

The purpose of this document is to guide districts to plan for the implementation of a district-managed turnaround plan to improve the school's grade to a "C" or higher. The district shall submit a Memorandum of Understanding (MOU) to the Department by September 1, pursuant to sections 1001.42(21) and 1008.33(4)(a), F.S.

### Directions

Districts shall complete this Step 1 form for each school that is required to implement a district-managed turnaround plan. This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org), no later than September 1. The subject line of the email must include district name, school name and TOP-1.

### School

In the box below, identify the name and MSID number of the school that will be supported through the district-managed turnaround plan.

School Name/ MSID Number
Roosevelt Elementary - 0341

### Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance and make recommendations for school improvement. Include a list of names and affiliations of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the district-managed turnaround plan, as well as scheduled meetings that will be held during implementation of the plan.

The district is deeply committed to involving the community in addressing the challenges faced by our school. To do this, they've brought together a diverse group of stakeholders through the Community Assessment Team (CAT). This team, made up of parents, teachers, school leaders, community members, and local organizations, works closely to understand the root causes of low performance. By listening to those who live and breathe the realities of these challenges daily, the district ensures that any solutions proposed are grounded in the real experiences and needs of the community. The CAT's recommendations are not just about data; they're about the lives and futures of the students, families, and educators who are most affected.

Beyond the work of the CAT, the district is dedicated to creating an open and ongoing conversation with the community. Through regular forums, surveys, and focus groups, they gather insights and feedback, making sure that everyone has a voice in the journey toward school improvement. The district shares updates transparently, building trust and showing the community that their input truly matters. This collaborative spirit reflects a shared belief in the potential of every student, regardless of their background, and a collective commitment to making the school a place where every child can thrive.

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### Names and affiliation of CAT members:

The CAT Team comprises teachers, staff, administration, and community stakeholders. The members had an opportunity to review historical and the most recent Assessment (FAST, USA’s, I-Ready, and Checkpoint) Date for students in Grades PK to 5th Grade.

Russ Porterfield-Florida Department of Education, State Representative  
 Dr. Camille Coleman-Long - Regional Superintendent (Palm Beach County)  
 Dr. Tanya McDowell-Principal (Roosevelt Elementary, Palm Beach County)  
 Dr. Patricia Ordonez- Feliciano -District Support Executive Director (Palm Beach County)  
 Dr. Jamian Lovett- Community Member (Roosevelt Elementary, Palm Beach County)  
 Calonda Harvey-Staff Instructional - Teacher (Roosevelt Elementary, Palm Beach County)  
 Rakia Mitchell -Staff Non-Instructional - Bookkeeper (Roosevelt Elementary, Palm Beach County)  
 SAC Chair, Danielle Jarrett -Instructional Team Member

### Dates of CAT meetings (held and upcoming meetings):

1. September 11, 2024 @ 5p.m
2. January 21, 2025 @ 5 p.m
3. May 20, 2025 @ 5 p.m

### What school data was analyzed?

School data analyzed included:

- FAST Data from FY23 & FY24
- District Unit Standard Assessment (USA) & Checkpoints
- iReady Data
- School data depicted in Table 1 below

Table 1: Roosevelt School Grades Achievement Data

	Roosevelt Grade						District Grade					
	2018	2019	2021	2022	2023	2024	2018	2019	2021	2022	2023	2024
Grade	B	C	NA	D	F	D	A	A	NA	A	B	A
ELA	35	28	25	23	18	22	58	59	54	56	52	57
Math	61	52	21	33	24	24	62	63	47	54	53	59
Science	35	24	22	30	14	9	62	59	53	53	56	60

### Identified causes of low performance:

Roosevelt Elementary School is located in Palm Beach County in the heart of the Historic downtown of West Palm Beach and across from Roosevelt Middle School. The school prides itself on being a community school and building strong partnerships with all stakeholders. Roosevelt Elementary School historically is a Title 1 school where 100% of students are categorized as Free and Reduced Lunch (FRL) and Low 25% population. Attendance rates and Reading and Math Deficiencies have continued to be a trend in their data for the past four years.

In 2019, Roosevelt Elementary School was a C-rated school. Grades were not issued in 2020 & 2021 due to the Pandemic. The school grade was D in 2022, and in 2024, the school received a second D. The possible causes for the low performance include the staff turnover rate, teacher capacity, and overall vacancies. The school principal was changed in FY 23-24 in an effort to improve school performance.

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The Principal for FY24 resigned at the end of the school year. A turnaround Principal with a proven track record of school improvement was appointed for FY25. The District completed the Principal Verification Form and upon its approval appointed a new Principal who started in July 2024.

**Recommendations for school improvement:** Ensure all school instructional and non-instructional positions are filled with highly effective staff members, provide time for consistent Professional Learning Communities that are well planned and executed to ensure instruction improves, monitor and develop plans to improve student attendance and punctuality, and create a Single School Culture with high expectations for students academically and behaviorally. Tier 1 instruction and student interventions targeted and monitored with fidelity will be a focus for FY25. Tier 1 instruction will be addressed with scheduled teacher planning, consistent PLCs, coaching cycles, and continuous and data-driven feedback. Tier 1 instruction and planning will ensure high-quality initial classroom instruction based on research-based curriculum strategies. Data-driven interventions include 1 on 1, small group, classroom-based, behavioral, social and emotional, and collaborative interventions.

**Other information:** The above allocation resource staff have been assigned to the school to address the recommendations for school improvement.

### District-Managed Turnaround Plan Assurances

The district must agree to ALL of the following assurances by checking the boxes below.

#### Assurance 1: District Capacity and Support

- The district shall ensure the district leadership team, which includes the superintendent and district leadership, has an integral role in school improvement. This team may include those in charge of curriculum, general and special education, student services, human resources, professional learning, and other areas relevant to school improvement. The district leadership team shall develop and implement the district-managed turnaround plan. The district shall dedicate a position to lead the turnaround effort at the district level. The selected employee shall report directly to the superintendent and support the principal.
- The district shall ensure that instructional programs align to Florida's state academic standards for English Language Arts (ELA), mathematics, social studies, and science. The district shall provide the evidence that shows instructional programs to be effective with schools that are low-performing with students of similar demographics, how they are different from the previous programs, and how the instructional and intervention programs are consistent with s. 1001.215(8), as well as how remedial and supplemental instruction resources are prioritized for K-3 students with a substantial deficiency in reading. The district shall demonstrate alignment of Florida's state academic standards across grade levels to improve background knowledge in social studies, science, and the arts.
- The district shall prescribe and require progress monitoring assessments that are aligned to Florida's state academic standards in ELA, mathematics, social studies and science for all students. The district shall ensure that its progress monitoring assessments are predictive of statewide assessment outcomes and provide valid data to support intervention and acceleration for students.

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### Assurance 2: School Capacity-Leaders and Educators

The district shall ensure the school has effective leaders and educators capable of improving student achievement.

#### Leaders

The district leadership team, in collaboration with the school, shall develop an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

The district shall ensure the principal has a successful record in leading a turnaround school and the qualifications to support the student population being served. The district shall complete a Principal Change Verification Form when there is a proposed principal change at the school no later than 10 days prior to the proposed principal hire date.

The district shall ensure that the principal will be replaced, unless recommended for retention in collaboration with the Department, upon entry into district-managed turnaround based upon the individual's turnaround record and degree of success, the length of time since turnaround success, the degree of similarity in the student populations and any other factor that would indicate the principal will have turnaround success with this school.

#### Educators

The district shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

For districts with more than five schools, the district shall ensure that the percentage of instructional personnel assigned to a School Improvement (SI) school with a VAM rating that is below effective is less than the district average. For districts with five or fewer schools, the district shall ensure that the percentage of instructional personnel assigned to a SI school with a VAM rating that is below effective is less than the state average.

The district shall ensure the instructional personnel who do not have a VAM rating and who do not show evidence of increasing student achievement are not rehired at the school.

Pursuant to section 1012.2315(2)(a), F.S., the district must ensure that the percentage of temporarily certified instructional personnel, instructional personnel in need of improvement or out-of-field instructional personnel assigned to the school is not higher than the district average.

Ensure that K-12 intensive reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.

### Required Documentation

The district must submit the following as part of the TOP-1: (check boxes)

An MOU pursuant to 1001.42(21), F.S. shall be emailed to [BSI@fldoe.org](mailto:BSI@fldoe.org) no later than September 1. The subject line of the email must include: district name, school name, and MOU.

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If an MOU has not been approved by the district school board, provide a detailed status of negotiations.



**The district must submit instructional rosters for this school no later than August 30.** These lists are utilized to ensure that the most proven effective teachers are staffed at the most fragile schools and to verify rosters for teachers eligible to receive an additional district UniSIG allocation.

The district must complete the table below by providing the number and percentage of instructional personnel in each of the VAM ratings of Highly Effective, Effective, Needs Improvement and Unsatisfactory for this school and the district.

VAM DATA- School % Compared to District and State %				
VAM Data	Highly Effective (HE)	Effective (EF)	Needs Improvement (NI)	Unsatisfactory (UN)
Number of instructional personnel	1	5	1	0
School %	14%	71%	14%	0%
<b>District %</b>	13%	72%	10%	5%
State %	10%	67%	14%	9%

### Acknowledgement

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

<b>Name and title of person responsible for completion and submission of TOP-1</b>
Dr. Patricia Ordóñez-Feliciano, Executive Director of Multicultural Education & School Transformation
<b>Contact information: email, phone number</b>
patricia.ordonez-feliciano@palmbeachschools.org, 561-649-6888
<b>Date submitted to the Bureau of School Improvement (due September 1)</b>
9/11/24
<b>Superintendent signature (or authorized representative)</b>

<b>Local School Board Chair Signature (or authorized representative)</b>

<b>Date approved by local school board</b>
9/4/24