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**Title I Comprehensive Schoolwide Plan**  
**ROSENWALD ELEMENTARY SCHOOL (1321)**

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# ELA

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

## 1. List prioritized needs statements.

Based on our school data, Rosenwald's students performed at 40% proficiency level on the ELA assessment. Overall, Rosenwald showed a decrease in proficiency by 6%, decreasing from 46% to 40% compared to last tested year, our ESSA subgroups - ELL and SWD, performed less than 40% proficiency. Our ELL students performed at 11% proficiency and our SWD students performed at 23% proficiency.

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

One of the root causes is ELA Teachers are still learning how to effectively implement the materials provided by the district/region and new B.E.S.T. Standards. In addition, a majority of students who performed at levels 1 and 2 are taught by teachers with 0-5 years of experience. As a result, teachers continue to have a need to develop an understanding of how to implement standards-based instruction utilizing the B.E.S.T. Standards. There is also a need for more ELA support to assist with interventions, small group instruction, and tiered coaching support for teachers. Another root cause is the issues we face with truancy, both absenteeism and tardiness.

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

Rosenwald Elementary School is making progress addressing the root causes by analyzing FY24 PM, Diagnostics, USAs, FSQs, i-Ready Assessments, informal assessments, teacher observations, and aggressive monitoring. Strategies to obtain desired results for targeted students: • Strategy groups (reteach and enrichment) • Focus on academic vocabulary within context • After school tutorials • Academic support (push-in and pull-out ) • Weekly support with regional specialists (ELA) • Weekly grade level PLCs (review standards, model lessons, data review) • Provide Professional Development / Trainings to develop teacher pedagogy of B.E.S.T. Standards and Benchmark • Instructional walk-throughs and feedback to follow-up on PLCs • Provide social emotional support (SEL) Provide collaborative planning sessions each trimester for classroom and resource teachers such as SAI, ELL, and ESE support to plan using Florida B.E.S.T. Standards and Benchmark Advance. We also provide afterschool tutorial to students in order to support instruction provided during the day. Students utilize iReady for 45 minutes each week in Reading which enables them to work at their current level while working towards grade level proficiency. Teachers receive stipends to attend Professional Development Cadres outside of the regular school day. Teachers provide opportunities for students to practice skills and strategies to address many of the gaps found in students' foundational skills. In order to address truancy, we have created an attendance team who analyze and monitor students attendance weekly. When a concern arises, we implement our action plan to reduce the amount of absences and tardies.

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

- **Communication**

Utilize ongoing methods such as phone calls, flyers, invitations, text messages, ParentLink and the school marquee to notify families of upcoming events such as SAC meetings, Curriculum Nights, Title 1 Meetings, and Parent Literacy Nights.

- **Parent Training**

Provide Curriculum Nights for families to actively engage in standards-based activities (hands-on, technology, games, etc.) that are in parent-friendly language, and strategies that will help parents support their child's learning at home.

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

- **School**

Rosenwald will: - Provide a welcoming and respectful school climate that values the cultural differences of students and families -Provide opportunities for collaboration between teachers and parents. -Provide high-quality curriculum and instruction that enables students to meet high standards. - Effectively communicate with families about student data and progress monitoring outcomes. -Focus on equitable practices in educating the whole child utilizing appropriate techniques and strategies - Provide opportunities for all stakeholders to provide feedback in addressing specific needs

- **Students**

Rosenwald students will: - Be prepared and behave appropriately in all learning environments - Actively engage in the learning process and utilize all available materials and resources for support - Communicate concerns, follow school rules, and be respectful at all times

- **Parents**

Rosenwald parents will: - Ensure students attend school regularly, on time, and are prepared to engage in the learning process - Communicate concerns and monitor student progress - Actively engage in school functions, especially those that involve providing academic support - Provide feedback and assist students with homework

- **Staff Training**

Provide professional learning opportunities that cultivate teacher skills in a variety of areas that ensures student academic success. These areas include but are not limited to - parent/teacher collaboration, data sharing, progress monitoring, student engagement strategies, and cultural connections.

- **Accessibility**

The school's environment is welcoming and inviting. Also, we utilize our Community Language Facilitator to provide support to families during school sponsored events. We celebrate diversity and acknowledge all nationalities by offering translated flyers and announcements. We also utilize District Interpreters to provide support for Speech and Language Impaired families. The school is ADA certified and provides access to all stakeholders throughout the building.

## **Math**

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

1. List prioritized needs statements.

Based on our school data, although Rosenwald showed a 2% increase in Math proficiency from 49% to 51% compared to the last year tested our ESSA subgroups- ELL and SWD are still a priority component. Our ESSA subgroups - ELL and SWD, performed at less than 41% proficiency but our students have shown an increase in the SWD subgroup. Our ELL students performed at 21% proficiency and our SWD students performed at 32% proficiency which is an increase of 14%.

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

The root causes are Math Teachers are still grasping the concepts and learning the materials and new B.E.S.T. Standards provided by the district/region. In addition, a majority of students who performed at levels 1 and 2 are taught by teachers with 0-5 years of experience. As a result, teachers continue to have a need to develop an understanding of how to implement standards-based instruction utilizing the B.E.S.T. Standards. Also, the student mindset plays an important role. If a student thinks from the beginning that he will not be able to perform well in the subject, he will end up developing a phobia towards Mathematics. There is also a need for more Math support to assist with interventions, small group instruction, and tiered coaching support for teachers.

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

Rosenwald Elementary School is making progress addressing the root causes by analyzing FY24 PM, Diagnostics, USAs, FSQs, i-Ready Assessments, informal assessments, teacher observations, and aggressive monitoring. Strategies to obtain desired results for targeted students: • Strategy groups (reteach and enrichment) • Focus on academic vocabulary within context • After school tutorials • In-school Tutorials • Academic support (push-in and pull-out ) • Weekly support with regional specialists (MATH) • Weekly grade level PLCs (review standards, model lessons, data review) • Provide Professional Development / Trainings to develop teacher pedagogy of B.E.S.T. Standards and Benchmark • Instructional walk-throughs and feedback to follow-up on PLCs • Provide Skills for Learning and Life (SLL) Provide collaborative planning sessions each trimester for classroom and resource teachers such as Math Coach, ELL, and ESE support to plan using Florida B.E.S.T. Standards and Benchmarks. We also provide afterschool tutorial to students in order to support instruction provided during the day. Students utilize iReady for 45 minutes each week in Math which enables them to work at their current level while working towards grade level proficiency. Teachers receive stipends to attend Professional Development Cadres outside of the regular school day. Teachers provide opportunities for students to utilize mathematical concepts, skills and strategies to address many of the gaps found in students' foundational skills.

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

#### • Communication

Utilize ongoing methods such as phone calls, flyers, invitations, text messages, ParentLink, and the school marquee to notify families of upcoming events such as SAC meetings, Curriculum Nights, Title 1 Meetings, and Parent Literacy Nights.

#### • Parent Training

Provide Curriculum Nights for families to actively engage in standards-based activities (hands-on, technology, games, etc.) that are in parent-friendly language, and strategies that will help parents support their child's learning at home.

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

- **School**

Rosenwald will: - Provide a welcoming and respectful school climate that values the cultural differences of students and families -Provide opportunities for collaboration between teachers and parents. -Provide high-quality curriculum and instruction that enables students to meet high standards. - Effectively communicate with families about student data and progress monitoring outcomes. -Focus on equitable practices in educating the whole child utilizing appropriate techniques and strategies - Provide opportunities for all stakeholders to provide feedback in addressing specific needs

- **Students**

Rosenwald students will: - Be prepared and behave appropriately in all learning environments - Actively engage in the learning process and utilize all available materials and resources for support - Communicate concerns, follow school rules, and be respectful at all times

- **Parents**

Rosenwald parents will: - Ensure students attend school regularly, on time, and are prepared to engage in the learning process - Communicate concerns and monitor student progress - Actively engage in school functions, especially those that involve providing academic support - Provide feedback and assist students with homework

- **Staff Training**

Provide professional learning opportunities that cultivate teacher skills in a variety of areas that ensures student academic success. These areas include but are not limited to - parent/teacher collaboration, data sharing, progress monitoring, student engagement strategies, and cultural connections.

- **Accessibility**

The school's environment is welcoming and inviting. Also, we utilize our Community Language Facilitator to provide support to families during school sponsored events. We also utilize District Interpreters to provide support for Speech and Language Impaired families. The school is ADA certified and provides access to all stakeholders throughout the building.

## **Science**

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

**1. List prioritized needs statements.**

Based on our school data, on the SY23 Science Assessment, overall Rosenwald showed an increase in proficiency by 21%, increasing from 25% during FY22 to 46% during FY23. Based on the FY24 District Winter Science diagnostic results, overall we made a decrease of 14 percentage points from 46% to 32% when compared to FY23 FAST; however, with our subgroup populations the SWD and ELL did not show an increase, and are still a concern.

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

The root cause for Science is teachers have still not fully mastered the standards and materials provided by the district/region. In addition, 100% of our students who perform at a level 1 and 2 are taught by teachers with 0-3 years experience. As a result, teachers continue to have a need to develop an understanding of how to implement standards-based instruction. There is also a need for more Science support to assist with interventions, foundational Science skills development, and coaching for adult learners. Also, students are coming in with a deficit in Science for skills they have not learned in prior grades.

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

Rosenwald Elementary School is progressing towards the intended outcome by analyzing FY23 Winter Diagnostics, USAs, FSQs, teacher observations, informal assessments and aggressive progress monitoring. Strategies to obtain desired results for targeted students: • Skilled strategy groups (reteach and enrichment) • Focus on academic vocabulary within context • Hands-on instruction/experiments • After school tutorials • In-school Tutorials • Academic support (push-in grade 5) • Weekly grade level PLCs (review standards, model lessons, data review) • Provide Professional Development / Trainings to develop teacher pedagogy of Science standards • Instructional walk-throughs and feedback to follow-up on PLCs Provide collaborative planning time each trimester for classroom and resource teachers (ESOL and ESE) to plan using research based materials and resources that align with Florida Standards. Provide tutorial to students in order to support instruction provided during the day. Professional development for teachers provided by the Palm Beach County School District's Curriculum Department and Region. Teachers give students opportunities to utilize Scientific concepts, skills and strategies to address many of the gaps found in students' foundational skills through hands on learning.

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

- **Communication**

Utilize ongoing methods such as phone calls, flyers, invitations, text messages, ParentLink, and the school marquee to notify families of upcoming events such as SAC meetings, Curriculum Nights, Title 1 Meetings, and Parent Literacy Nights.

- **Parent Training**

Provide Curriculum Nights for families to actively engage in standards-based activities (hands-on, technology, games, etc.) that are in parent-friendly language, and strategies that will help parents support their child's learning at home.

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

- **School**

Rosenwald will: - Provide a welcoming and respectful school climate that values the cultural differences of students and families -Provide opportunities for collaboration between teachers and parents. -Provide high-quality curriculum and instruction that enables students to meet high standards. - Effectively communicate with families about student data and progress monitoring outcomes. -Focus on equitable practices in educating the whole child utilizing appropriate techniques and strategies - Provide opportunities for all stakeholders to provide feedback in addressing specific needs

- **Students**

Rosenwald students will: - Be prepared and behave appropriately in all learning environments - Actively engage in the learning process and utilize all available materials and resources for support - Communicate concerns, follow school rules, and be respectful at all times

- **Parents**

Rosenwald parents will: - Ensure students attend school regularly, on time, and are prepared to engage in the learning process - Communicate concerns and monitor student progress - Actively engage in school functions, especially those that involve providing academic support - Provide feedback and assist students with homework

- **Staff Training**

Provide professional learning opportunities that cultivate teacher skills in a variety of areas that ensures student academic success. These areas include but are not limited to - parent/teacher collaboration, data sharing, progress monitoring, student engagement strategies, and cultural connections.

- **Accessibility**

The school's environment is welcoming and inviting. Also, we utilize our Community Language Facilitator to provide support to families during school sponsored events. We also utilize District Interpreters to provide support for Speech and Language Impaired families. The school is ADA certified and provides access to all stakeholders throughout the building.

## Action Step: Classroom Instruction

Improve student proficiency in Math, Science, and ELA by engaging students and using best practices such as whole group, small group, collaborative groups, and gradual release.

**Budget Total: \$84,205.07**

Acct Description	Description					
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Cardstock Paper	19	\$12.00	General Supplies	Original	\$228.00
	Copy Paper	2	\$44.61	General Supplies	Original	\$89.22
	Chart Paper	10	\$45.73	General Supplies	Original	\$457.30

Acct Description	Description					
	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Sharpie Markers	15	\$8.44	General Supplies	Original	\$126.60
	Color Paper -Variety Colors	10	\$12.74	General Supplies	Original	\$127.40
	Color Paper- Warehouse	15	\$4.97	General Supplies	Original	\$74.55
	School Smart Pocket Folders - 25 Pack w/Fasten	40	\$16.16	General Supplies	Original	\$646.40
	Erasers Pack of 12	11	\$5.27	General Supplies	Original	\$57.97
	Pre-Sharpended Pencils Ticonderoga	20	\$7.06	General Supplies	Original	\$141.20
	Dry Eraser Markers	10	\$6.13	General Supplies	Original	\$61.30
	Scotch Tape Pack of 12	10	\$26.86	General Supplies	Original	\$268.60
	Shipping	1	\$3.28	General Supplies	Original	\$3.28
	Allocation differential per survey 3 data reducing listed supplies.	1	-\$1,821.75	General Supplies	Original	-\$1,821.75
Resource Teacher	Math Resource teacher will support small group math instruction for identified students through push in and pull out for grades K-5.					

## Action Step: Professional Development

Provide professional development and support through side-by-side modeling, analysis of data and identification of students in need of additional support, facilitation of PLC's, and facilitation of the SBT process and Schoolwide Positive Behavior.

**Budget Total: \$83,745.00**

Acct Description	Description
LTF	This Learning Team Facilitator will facilitate learning by providing new instructional practices and strategies plan for and monitor whole group and small group study groups; support collaborative teamwork, by coordinating, supporting, and implementing lesson studies and lab-sites; and model effective instruction.

## Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

**Budget Total: \$2,079.93**

Acct Description	Description					
Postage	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Type</b>	<b>Total</b>	
	Letters to Parents- Family Engagment	6	\$12.00	Original	\$72.00	
Supplies	<b>Item</b>	<b>Quantity</b>	<b>Rate</b>	<b>Supply Type</b>	<b>Type</b>	<b>Total</b>
	Miss.Binder Kindergarten Get Ready for KG	15	\$5.21	Program Supplies	Original	\$78.15

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Flash Cards ABC	15	\$4.85	Manipulatives	Original	\$72.75
	Magnetic Letter Sets	15	\$18.47	Manipulatives	Original	\$277.05
	Color Ink	4	\$85.00	Technology	Original	\$340.00
	Copy Paper	10	\$44.61	General Supplies	Original	\$446.10
	Pre-Sharpended Ticonderoga 30pack	10	\$7.06	General Supplies	Original	\$70.60
	Chart Paper	6	\$45.73	General Supplies	Original	\$274.38
	Basic Sight Words	15	\$4.31	Manipulatives	Original	\$64.65
	Eraser Pack of 12	5	\$5.27	General Supplies	Original	\$26.35
	Crayons	15	\$1.46	General Supplies	Original	\$21.90
	Cardstock - Variety of Colors	8	\$12.00	General Supplies	Original	\$96.00
	Parent/Student Communication Folders	50	\$2.40	General Supplies	Original	\$120.00
	Color Paper	8	\$15.00	General Supplies	Original	\$120.00

## Mission Statement

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

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;

- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### 1. Mission Statement

Rosenwald Elementary believes in bridging the gap and improving relationships between parent, school and community, which empowers families to become proactive in their child's education on a continuous basis. Our school does this by providing information, training, and assistance through family/parent education courses, activities and referral services.

## **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
Latorsha Harris-Green	Parent
Dorothy Harrison	Parent
Stacy Corona	Parent
Sandra Lusunariz	School Behavior Health Professional
Sandy Jackson	Parent
Latangela Hankerson	Parent
Gwen Collins	Parent
Esther Berry	Community Member
Bruce Hightower	Principal
Guadalupe Ruiz	Community Language Facilitator
Shamekia Camel	Parent
Sonya Green	Assistant Principal

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

Invitations were created and disseminated via, parent link, phone call and flyers to all stakeholder groups announcing the meeting date, time and location. Members are nominated and voted in. Stakeholders were chosen based on the stakeholders in attendance at our first SAC meeting. Stakeholders were then selected by community members, parents, and staff.

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

The stakeholder meeting date was February 8, 2024 at 5:30 pm in the media center and via Google Meets. The Assistant Principal reviewed the purpose of the plan and outlined the components of the PFEP. Participants then engaged in working collaboratively to develop the plan by giving input and sharing ideas. Sac meetings are at 5:30 the second Weds of the month beginning Sept 13th and ending May 8th.

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

Stakeholders engaged in a discussion and agreed that funding should go towards activities that will encourage events to bring families together and increase student success. Although no specific events were shared, all agreed to think of innovative ways and share them with the school.

Name	Title
Latorsha Harris Green	Parent
Gwen Collins	Parent
Esther Berry	Community member
Sonya Green	Assistant Principal
Bruce Hightower	Principal

## 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 9, 2024 @ 5:30 PM in the Media Center

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

Flyer Invitation, parent link, marquee and school website.

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

Flyers, copies of the SWP, PFEP and the School-Parent Compact, and PowerPoint presentation.

## 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

Small Group Intervention Instruction

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

When implementing small group interventions, staff can employ specific strategies to engage families and maximize support for students. One effective strategy is to establish regular communication channels between teachers and families involved in the intervention. This may involve scheduling periodic meetings or check-ins to update families on their child's progress, discuss strategies being used in the intervention, and solicit input or feedback from parents or guardians. Additionally, staff can provide families with resources and materials that align with the intervention objectives, offering suggestions for activities or exercises that can be done at home to reinforce learning.

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

Small group interventions can have a positive impact on family engagement by fostering closer collaboration between educators and families, leading to increased involvement in the academic progress of their children. These interventions provide an opportunity for teachers to communicate more directly with families about their child's specific needs, progress, and areas for improvement. By involving families in the intervention process, such as through regular updates, meetings, and shared goal-setting, educators can cultivate a sense of partnership and shared responsibility for the child's learning journey. Families may feel more informed and empowered to support their child's academic development, as they gain insights into instructional strategies and techniques used in the intervention. Additionally, small group interventions often target specific skill areas where students may need additional support, prompting families to seek out complementary resources or activities to reinforce learning outside of school.

- What will teachers submit as evidence of implementation?

Lesson Plans and Student Work Samples

- Month of Training

August

- Responsible Person(s)

Support staff and Administration

## 2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- 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

Developing Proficient Readers through Engagement Strategies

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

Teachers will be able to support literacy development and academic achievement by bridging instruction between school and home with engagement strategies that will allow students to expand their knowledge. When there is active engagement in the classroom learning is collaborative, successes are celebrated, issues are acknowledged, and solutions are offered when educators and family have effective communication.

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

Providing engagement strategies can significantly enhance family engagement. By offering tailored approaches and resources, we can effectively bridge communication gaps and cultivate meaningful connections with families. These strategies not only encourage active participation but also foster a sense of empowerment and inclusivity among families from diverse backgrounds. Improved engagement often correlates with better outcomes, such as increased academic achievement, enhanced health and well-being, and stronger community bonds.

- What will teachers submit as evidence of implementation?

Lesson Plans and Student work samples.

- Month of Training

October

- Responsible Person(s)

Support Staff and Administration

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

- Name and Brief Description

TBD

- 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

Differentiated Instruction

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

Parents will be able to learn about the teaching strategies used in their child's classroom(s) and become familiar with the idea of differentiation in instruction in order to assist their child's learning at home.

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

Parents will participate in a small group rotation that caters to the needs of diverse learners by using materials from various standards at varying levels of instruction.

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

Students will receive support at home that reinforces strategies used in the classroom that will enable them to become fluent and confident learners.

- Date of Training

October 8, 2024

- Responsible Person(s)

Administration, Classroom Teachers, and Support Staff

- Resources and Materials

Differentiated Instruction Handouts, pens, pencils, and Make and Take Activities

- Amount (e.g. \$10.00)

\$0.00

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

- **Name of Training**

Partnering to Promote Skills for Learning and Life (SLL)

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

To support student learning at home, parents will be able to learn what SLL themes will be taught this year and be encouraged to reinforce the skill(s) development taking place at school.

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

Parents will engage in activities that examine the definitions and skills of the SLL program through implementation strategies from newly adopted SLL and School Counseling Materials.

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

The collaboration between school and home that emphasizes the importance of establishing equitable learning environments will support coordinated efforts to foster youth voice, agency, and authentic engagement.

- **Date of Training**

November 13, 2024

- **Responsible Person(s)**

Assistant Principal, School Counselor, School Behavior Health Professional

- **Resources and Materials**

SLL Competencies Handout, Highlighters, Pens and Papers

- Amount (e.g. \$10.00)

\$0.00

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

- Name of Training

Science/ Math Night

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

To support student learning in Science and Math, parents will be able to familiarize themselves with various concepts and explore the teaching methods that are applied in their child's classroom(s) while utilizing various engagement strategies.

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

Using manipulatives, Labs, experiments, and other resources, parents will engage in practicing how to use at home.

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

Skills and strategies practiced at home reinforces what's learned at school and increases student confidence and learning.

- Date of Training

December 11, 2024

- Responsible Person(s)

Administration, Classroom and Resource Teachers

- Resources and Materials

Paper, Pens, Markers, and Handouts with content resources.

- Amount (e.g. \$10.00)

\$0.00

## 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

Migrant Education Program

- Describe how agency/organization supports families.

The student advocate/Resource teacher monitors and assist migrant students at Rosenwald Elementary; Whether it be to provide academic support, provide academic resources, assist with Extended Learning Opportunities (tutoring), provide school supplies, or monitor student attendance.

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

Flyers, emails

- Frequency

As needed

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

- Name of Agency

Boys & Girls Club

- Describe how agency/organization supports families.

Partners with the school in supporting families with homework assistance.

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

Photos, applications, list of students

- Frequency

Daily

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

- Name of Agency

City of South Bay

- Describe how agency/organization supports families.

Partners with the school in communicating school events at City Commission meetings and provides input in the development of the School Improvement Plan, Parent Family Engagement Plan and School Compact.

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

Meeting Agendas, emails

- Frequency

Bi-Monthly

## 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

The school will create and distribute flyers, use parent link messages, school website, marquee and social media to communicate information about School Advisory Council Meetings, Title I Meetings, Parent Trainings, and Tutorials.

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

Copy of flyers and invitations, screen shot of school website and parent link messages.

- Description

The school will create and distribute flyers, use the school website, and Parent Link to inform parents about schedules, curriculum resources, assessment expectations. The school will have an Open House and Curriculum Night event.

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

Copy of flyers, screen shot of website, copy of schedules.

- Description

The school will use the school website to provide access to assessments for all information on state assessments, and use Parent Link to communicate on district assessments. SAC meetings will also give information. Progress Reports, Report cards and assessments results will be sent home.

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

Screen shot of postings from website, progress reports, report cards.

- Description

The school will create and distribute invitations to SAC and Title I meetings as well as use parent link messages and the school website. Parents will be invited to SAC meetings, IEP and LEP meetings as appropriate.

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

Copy of invitations, sign-in sheets and screen shot of parent link messages.

- Description

The school will provide a schedule when flexibility allows to accommodate parents with children in multiple grade levels.

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

Copy of schedule, flyers, screenshot of recorded meeting

## 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

The school will communicate meetings and events in other languages and provide a CLF during events.

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

Copy of translated documents.

- **Description**

When applicable, contact district support to assist with parents who are vision or hearing impaired and utilize closed captioning when applicable. The school is ADA certified so parents can access the building/rooms appropriately. Home visits are conducted in order to provide parents and families with school information.

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

Notes of vision or hearing impaired usage and copy of home visit log.

- **Description**

Greetings and messages are on display in both Spanish and English on the marquee. Documents for distribution are sent home in both Spanish and English and we provide guidance and strategies to teachers to better prepare them to communicate with families in their home language. We utilize migrant advocates in the community to assist with contacting and communicating with hard to reach parents and encourage teachers to be flexible when scheduling conferences to meet the needs of the migrant families.

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

Flyer of services provided, Email correspondence and conference notes.

- **Description**

We coordinate services with our migrant department to ensure that homeless children are enrolled in school and have the opportunity to succeed academically. We obtain and distribute school supplies, clothing, and other helpful resources to assist families in need through community partnerships

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

Flyer of services offered, student residency questionnaires.

## **Other Activities**

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

1. Activity #1

• Name of Activity

tBD

• Brief Description

TBD

2. Activity #2

• Name of Activity

TBD

• Brief Description

TBD

3. Activity #3

• Name of Activity

TBD

• Brief Description

TBD

# 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

Rosenwald Elementary integrates our Universal Guidelines by being B.R.I.G.H.T; Brave, Respectful, Innovative, Generous, Honest, Tenacious by allowing students to participate in activities such as oratorical contests, food drives, drumline, and other extracurricular activities. Students engage in daily morning meetings that support healthy discussions in the learning environment about topics/events that addresses social/emotional needs, fosters a growth mindset and creates an opportunity to set the tone of the day to promote positive behaviors. We also celebrate the success of SwPBS efforts through biweekly teacher and school wide incentive days.

## 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

The School Based Leadership Team (SBT) meets at least one day a week to review and discuss screening data, diagnostic data, and progress monitoring data. Based on data and discussion, the team identifies students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan is developed, which identifies a student's specific area(s) of deficiencies. The team ensures the necessary resources are made available and the intervention is implemented with fidelity. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team or SBT. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive. In Tier 2, students who are not making adequate progress in the core curriculum are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. In Tier 3, students receive individualized, intensive interventions that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

## Provision of a Well-Rounded Education

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

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

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

## 1. Well-Rounded Education

Students participate in core classes and 30 minutes of fine arts instruction daily. Our fine arts rotation consists of 5 offerings: music, art, physical education, guidance and media. Students attend each of the 5 fine arts offerings every week. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. We have an afterschool music enrichment program designed to motivate and interest student musicians by giving them the opportunity to further the enjoyment and knowledge of instrumental study (percussion, keyboarding, woodwinds and brass). Students also have the opportunity to join our school's chorus and drumline. Students in 4th and 5th grade participate in Academic Games - Equations and Social Studies. Rosenwald has a news team that utilizes a state of the art television studio to deliver morning announcements. Students have the opportunity to not only plan the news but learn how to work the equipment.

## Post-Secondary Opportunities and Workforce Readiness

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

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

## 1. Post-Secondary Opportunities and Workforce Readiness

We are also an AVID Elementary School. AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. As an AVID school we have monthly career highlights; local professionals are invited to speak to students about their college and career experiences. Students will also be able to participate in career day where they will dress as a professional, engage with people in various professions, learn about their educational journey, and daily responsibilities on their job. In addition, we offer Accelerated Math courses (AMP) to third grade students that are recognized as high achievers based on last years assessments scores.

## Transition From Early Childhood to Elementary School

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

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming 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

Rosenwald Elementary will provide updates to local child care facilities concerning state standards and Kindergarten grade level expectations. During the month of April we will host Kindergarten Round-Up. Child care facilities and parents will be invited to attend Rosenwald Elementary kindergarten classes in an effort to give all stakeholders the first hand experience of a kindergarten class. Administration and Kindergarten teachers will present guests with student expectations and registration requirements. Educational Activity Packets will be provided to parents during this event. The activity packets will be distributed to local facilities and made available online so that parents of incoming students can assist their child with readiness skills during the summer months leading up to kindergarten. Meet the teacher will be organized during preschool.

## 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

Common Planning is provided for all instructional staff. Virtual and face-to-face professional development is provided by school, regional and district staff based upon need in the content areas of English Language Arts, Math and Science. In addition, all instructional teachers participate in grade-level Professional Learning Communities (PLC). Professional development is provided on: Benchmark Advance for grades K-5, Standards-based planning, Small Group Instruction, Differentiated Instruction, and SLL Family Engagement as well as other technology tools. Staff also attend district professional development based on the content they teach in person and via Virtual Cadres. We will also provide ongoing professional development for the B.E.S.T. standards in Math and ELA.

## 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

1. Provide professional development to all teachers based upon individual, school, district, and state needs/requirements. 2. Provide mentors to new teachers 3. Provide Common Planning by grade level bi-weekly 4. Conduct daily classroom walkthroughs and observations with feedback 5. Provide modeling/co-teaching of best practices to individual teachers 6. Provide opportunities for teachers to view other teachers modeling lessons 7. Attend job fairs to recruit new teachers 8. Glades supplement is offered as a recruitment incentive 9. Additional salary for being an extended day school and tutorials