

Rosenwald Elementary School

39500 PIONEER PARK RD, Belle Glade, FL 33430

www.edline.net/pages/rosenwald_elementary_school

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
98%

Alternative/ESE Center
No

Charter School
No

Minority
98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Rosenwald Elementary School strives to create a unified and safe environment where every child can become proficient in all academic areas, develop character, and become life-long learners.

Provide the school's vision statement

All stakeholders of Rosenwald Elementary School will assist all students in achieving academic success throughout their school age years and beyond.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Rosenwald Elementary learns about students' cultures and builds relationships between teachers and students through fostering a Single School Culture and appreciation for multicultural diversity. We ensure that positive relationship-building is a clear priority for all stakeholders. The administrative team identifies and engages school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). Campus based personnel assist with providing professional development that helps teachers to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps; Single School Culture for Academics approach is sustained through the Learning Team process Behavior is sustained through the implementation of rules and policies and the School-wide Positive Behavior Support initiative. Climate is sustained through various incentives.

Our school also infuses the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Rosenwald Elementary provides an environment where school wide expectations have been established in the areas of academics, behavior, and climate. This begins with the implementation of a School Wide Behavior Plan that outlines what is expected of every adult and student who enters Rosenwald Elementary.

When students first arrive, expectations have already been reviewed, implemented, and enforced as to how they enter campus/cafeteria for breakfast. The day continues with a point system for students to earn points when expectations are followed throughout the day. Consequences are also given. After school/dismissal procedures have been put in place for students/adults to follow as well. All expectations/consequences are reviewed at the beginning of the school year, presented and reviewed during discipline assemblies conducted twice a year, and through guidance lessons.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The School Wide Positive Behavior Plan includes:

A set of expectations that all students and adults must follow in various areas of the school such as the classroom, hallways, cafeteria, etc.

A list of consequences that are followed when expectations are not followed. Consequences are applied in a sequential order beginning with a warning and ending with a disciplinary referral when appropriate.

A points card that enables students to collect points twice a day (classroom and fine arts) when school -wide expectations are followed.

A weekly incentive for all students who earn a pre-determined amount of points.

A team lead by the guidance counselor will participate in the district provided School Wide Positive Behavior Systems training and then provide on-site PD for faculty/staff.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance classes are part of the fine arts wheel and topics include conflict resolution, making appropriate choices, and identifying characteristics of effective citizenship.

Students who are demonstrating a need for additional support based upon observation or discipline referrals will participate in group/individual counseling.

School Based Team referrals are also made for those students who demonstrate a need for interventions that go beyond the discipline plan provided through Tier 1.

Finally, outside agencies provide on site and off site support based upon student needs and parent support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13	4	4	7	4	2	34
One or more suspensions	1	6	2	5	7	7	28
Course failure in ELA or Math	9	9	13	1	1	14	47
Level 1 on statewide assessment	0	0	0	19	12	14	45

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	4	4	3	9	5	12	37

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance - Office staff will run reports for students who have missed a minimum of 3 days within a two week period. Parents will be contacted via telephone. If parents cannot be contacted, a home visit will be conducted.

Suspensions - Rosenwald Elementary has implemented a School Wide Positive Behavior Plan. The plan has been modified to include an incident report that will be completed by a teacher when students are sent to a buddy's room. A parent telephone call must be made whenever this happens.

Course failure in Math - The school has purchased the Reflex Math software program to address remedial math skills. Small group differentiated instruction will also be the focus for math this year in an effort to develop lesson/strategies for students who are struggling with math concepts.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192375>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school provides weekly news updates to the local newspaper outlining upcoming events, school wide initiatives, and other school activities.

The principal provides updates to the local city council on the schools progress and advertises community initiatives such as back to school drive that are created to support students and their parents. Community members are invited to attend and become members of the School Advisory Council or S.A.C.

Volunteers from the local community (Foster grandparents) and local community college (Good Fit) provide support to teachers in the classroom by supporting student learning/activities.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Napier, Dionne	Principal
Jules, Kimberly	Assistant Principal
Brown, Amanda	Instructional Coach
Kuhn, Kristin	Teacher, ESE
McKelvin, Taranza	Guidance Counselor
Thompson, Julie	Other
Segall, Judith	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

1. The school based team leader provides guidance to teachers as to the completion of the referral packet, invites all parties to meetings that they schedule, facilitate the meetings, and document concerns, strategies identified, and next steps through conference notes. Finally, the facilitator schedules follow-up meetings and monitors that all students being referred and/or going through the process are seen within a timely manner.
2. Classroom teacher is responsible for completing the referral, providing the data, implementing the initial strategies, documenting students progress, and providing updates to the team.
3. Principal and Assistant Principal serve as members who assist with developing strategies for individual students, remind members of school-wide expectations and how these affect strategies identified. Finally, administrators also monitor the scheduling of meetings, implementation of strategies/interventions, and progress of individual students in meeting targeted goals.
4. School Psychologist serves as a member who gives insight into district and state laws in reference to what is and is not acceptable for documentation of student strategies/interventions. School Psychologist also assists with monitoring student progress, implementation of strategies/interventions, and identifying next steps when reviewing students progress.
5. Guidance Counselor serves as a member who gives insight into implementation of behavioral concerns, strategies to address behavioral concerns, and assists with monitoring implementation of school-wide and individual behavior plans.
6. Parent serves as a member who gives insight into student performance and provides support to school when strategies/interventions have been developed and need to be implemented.
7. Instructional coaches collaborates with teachers by planning, reviewing data and determining next steps for instruction.
8. Classroom teachers are integral part of developing action plans, units of study and strategies for instruction.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

All students at Rosenwald Elementary are initially serviced under Tier 1 which is the instructional approach/school-wide behavior plan that all students are expected to follow. When teachers identify students who are having difficulty performing academically or behaviorally under Tier 1, these students are referred to the School Based Team by the teacher who is required to identify the areas

of concern and provide data to support these concerns. The team meets to discuss concerns and review data. At that time, a decision is made whether to move students to Tier 2 or implement strategies that will allow student to remain at Tier 1. The teacher is required to document implemented strategies, and the team meets again to determine what further interventions are needed. This is an on-going process that must be followed to ensure that all appropriate efforts are made to support students in the least restrictive environment available. Students who are unable to meet goals/expectations with interventions at Tier 2 are then moved to Tier 3.

Title I, Part A- Services are provided to ensure students requiring remediation are provided supplemental instruction through tutorial services. Funds are utilized for staff development provided by coaches and stipends for preschool planning. Supplies are purchased for classrooms, tutorials, and family involvement activities.

Title I, Part C-Migrant – Services and support are provided by the migrant liaison.

Title II – The school utilizes funds provided by the district for improving basic education programs through the purchase of small equipment to supplement educational programs.

Title III- The school uses services and educational materials to improve the education of immigrant and English language learners that are provided by the district.

Title X – Homeless – Resources are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) – SAI teacher will be provided to support iii students at school.

Violence Prevention Programs-The school offers anti-drug programs and non-violence programs with assistance from the school’s resource officer as needed. District wide implementation of Single School Culture as well as an appreciation of multicultural diversity.

SwPBS - resources are provided by the Safe Schools Department.

Nutrition Programs – The school participates in a Fresh Fruit and Vegetable program to encourage students to make healthier food choices.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Veronica Maya	Parent
Alicia Duarte	Parent
Tara Lawrence	Parent
Rosetta Jackson	Parent
Jacqueline Jackson	Parent
Mackosha Sparkman	Teacher
Jeralene Johnson	Teacher
Dionne Napier	Principal
Kimberly Jules	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC analyzed the end of year data to determine whether the strategies made an impact on student achievement. Members then discussed revisions that will be made to the goals and/or strategies to meet the needs of our school.

Development of this school improvement plan

SAC members were presented with draft of School Improvement Plan during September SAC meeting. Principal reviewed sections with team members who were then instructed to provide feedback. Copies of draft were given to each member to take home. During the October SAC meeting, members will provide final feed back that will be used to make revisions to the SIP.

Preparation of the school's annual budget and plan

At the end of the year the leadership team met to discuss the schools data and goals. Funds were then allocated to support needs of the school.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

1. Purchase additional tutorial materials for students in grades 2nd - 5th. \$3,000
2. Purchase teacher requested materials to support classroom instruction Kdg - 5th \$1,500.00
3. Fund student field trips/activities that support hands on learning Kdg - 5th \$2, 000.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Napier, Dionne	Principal
Jules, Kimberly	Assistant Principal
Brown, Amanda	Instructional Coach
Kuhn, Kristin	Teacher, ESE
Collier, Nakia	Teacher, K-12
Segall, Judith	Instructional Coach
McLaughlin, Julia	Teacher, K-12
Scruggs, Kimberly	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

For the 2015 School Year, the LLT will:

1. Utilize the continuum of Literacy as a guide to identifying strategies for guided reading and word study.
2. Increase writing across content areas for all grade levels.
3. Collaborate to develop lesson plans that utilize strategies that students can use independently to

successfully comprehend and/or decode text.

Rosenwald's LLT will infuse the three initiatives within the Learning Team Meetings teachers attend weekly and through our weekly common/collaborative planning sessions. The team will also promote and support literacy in a variety of ways: through literacy night, professional development for staff and parents, leaders coaching and/or modeling, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships are encouraged with teachers by allowing them to participate in several collaborative setting. The master schedule has been designed to provide consistent time for teachers to meet by common subject area and grade level. Teachers attend weekly grade level meetings and monthly collaborative meetings focused on developing lesson plans based on student academic needs and how students will be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through data discussion in our collaboration meetings.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Provide professional development to all teachers based upon individual, school, district, and state needs/requirements.
2. Provide mentors to new teachers
3. Provide Learning Team Meetings or PLC's by grade level bi-weekly
4. Conduct daily classroom walkthroughs and observations
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

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers will participate in the Educator Support Program or ESP which outlines activities that will be implemented with their assigned mentor. Teachers are paired by subject area, so that they have instructional support with their content area. Teacher are are also assigned a mentor within their particular grade level to support them with additional school needs. In addition to this, new teacher will receive support from coaches and administration. All mentors assigned to new teachers have received clinical education training.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers meet with instructional coaches to unpack standards and determine effective strategies aligned to the Florida Standards. This collaboration allows teachers to plan and ensure alignment

between Florida standards, instruction and assessment. These conversations and learning opportunities promote dialogue that can clarify misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Rosenwald uses data to provide and differentiate instruction to meet the diverse needs of students. Instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments through the RTI process. The school-based MTSS Leadership Team meets regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that an effective Tier 1-Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based RTI Leadership Team. The school-based RTI Leadership team will use the Problem-Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan will be developed (PBSD form 2284) which identifies a student's specific areas of deficiencies. The team will ensure the necessary resources are made available and the intervention is implemented with fidelity.

The four steps of the Problem-Solving Model are:

1. Problem Identification -entails identifying the problem and the desired behavior for the students.
2. Problem Analysis- involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
3. Intervention Design and Implementation -involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
4. Evaluating -is also termed Response-to-Intervention. In this step, the effectiveness of a student's or a group of students' responses to the implemented intervention is evaluated and measured. The problem-solving process is self-correcting, and, if necessary, recycled in order to achieve the best outcomes for all students.

Additional Strategies include:

- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an additional 60 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 45-60 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Learning Team Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

During Learning Team Meeting, teachers analyze data to make instructional decisions. Strategies for instruction are developed based on the individual needs of students. Teachers deliver instruction by

small groups, resource teachers provide one-on-one support for individual students with specific skills to become proficient on state assessments. Student progress is monitored and adjustments for instruction are made as needed.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

- Phase I has been designed to allow for professional development of teachers in need of training in the following areas: Reading Running Records (RRR) levels 1 and 2, Leveled Literacy Intervention (LLI), Florida Assessment for Instruction in Reading –Florida Standards (FAIR-FS), etc. Extra time is also given to complete the reading assessments which are critical for differentiating instruction to meet individual needs. The first rounds of assessment always take more time to accurately complete. Later this will be completed ongoing throughout the trimester and as needed.
- Close Reading – Close reading is a strategy that can be explicitly taught during whole group and small group, as well as practiced during Independent Reading. The goal of Close Reading instruction is to foster independent readers who are able to ‘plumb’ the depths of a text itself. Close Reading differs from other reading instruction because it doesn’t privilege background knowledge (picture walks, discussions of personal experiences). Research has shown that reading and responding to complex text results in significant gains.
- Word Study (K-3) – The materials adopted for Word Study in Grades K-3 are Fountas and Pinnell (F&P) Phonics Lessons which includes a grade-by-grade phonics, spelling, and word study continuum that presents a general guide to the kinds of understandings students will need to acquire by the end of each grade. Together, these resources will provide support for administering and analyzing the Phonics and Phonemic Awareness Assessment included in the Benchmark Literacy Assessment student booklets, forming groups, and preparing for routines and activities that serve as the foundation of the program. The Phonics Lessons teaching guide and resource binder provide the tools needed to design routines and activities for teaching and supporting students’ development of letter knowledge, letter-sound relationships, spelling patterns, high frequency words, word meaning and vocabulary, word structure, and word-solving actions. Once students’ assessments are analyzed, whole group word study lessons can be conducted based on the majority of the students’ needs.
- Word Study (4-5) – The materials adopted for Word Study in Grades 4 and 5 are Donald Baer’s Words Their Way 5th Edition, along with the Companion Sorting books for the five stages of spelling development defined in the program. Together, these resources will provide support for administering and analyzing the assessment, forming groups, and preparing the routines and activities that serve as the foundation of the program. This resource provides the necessary tools to administer and analyze spelling assessments as well as supply information regarding the foundations of and routines utilized for word sorting. Once administered, an analysis is conducted for each student looking for features used correctly and incorrectly across the words. The analysis allows students to be placed into one of five stages of spelling development that progress through the three layers of orthographic knowledge. The five stages are: Emergent, Letter Name Alphabetic, Within Word Pattern, Syllables and Affixes, and Derivational Relations. Students will sort and categorize words at all stages of development. The Companion Sorting Books correspond to the 5 stages of development and provide a suggested pacing guide (based on the analysis of the assessment) and several options for sorts that may be reproduced for the students. The sorts align to the alphabet, pattern and meaning layers of orthography that are represented in each of the five spelling stages.
- Leveled Literacy Intervention (LLI) – Designed to be used with small groups of students who need intensive support to achieve grade-level competency. Each Level of LLI provides: Combination of reading, writing, phonics/word study, emphasis on teaching for comprehending strategies, explicit attention to genre and to the features of nonfiction and fiction texts, Special attention to disciplinary reading, literature inquiry, and writing about reading. Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work." Close reading to deepen and expand comprehension,

explicit teaching of effective and efficient strategies for expanding vocabulary, and explicit teaching for fluent and phrased reading.

Strategy Rationale

To increase reading proficiency for all students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Napier, Dionne, dionne.napier@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student data is collected through various types of assessments that are formal (end of unit/ chapter assessments, Performance Matters) and informal (teacher observations/conferences). Teachers then review student responses to determine the effectiveness of the strategy, the need for reteaching, and to plan for future lessons.

FAIR and Diagnostic Data is collected from EDW / PMRN and disseminated in Literacy leadership Team meetings to determine the effectiveness of this strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Rosenwald Elementary will provide updates to local child care facilities concerning state standards and Kindergarten grade level expectations. During the month of May we provide a Kindergarten round-up where 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. Activity packets will be provided to Kindergarten parents during this event. These activity packets will be distributed to local facilities and made available in the school's office so that parents of incoming students can assist with readiness skills during the summer months leading up to kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Parents will utilize supportive strategies at home to nurture the instruction provided to our students in school.

- G2.** Using the Florida Standards, students will meet expectations in the areas of math, science, reading, and writing through rigorous, well planned, and explicit instruction.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Parents will utilize supportive strategies at home to nurture the instruction provided to our students in school. 1a

G049540

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	60.0
FSA - English Language Arts - Proficiency Rate	42.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- Several events are planned and organized for parental involvement. The following are examples of these planned activities: Literacy: Science: Math: Technology Learning: Parents Being Involved (PBI) program: Parent Volunteer programs:
- School Personnel: Outside Resources:

Targeted Barriers to Achieving the Goal 3

- Limited participation in school-wide activities and Parents have limited understanding of the new standards and skills necessary to support student learning.

Plan to Monitor Progress Toward G1. 8

Evaluations from the various activities will be reviewed to support future trainings.

Person Responsible

Kimberly Jules

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Evaluations and planning notes of all activities.

G2. Using the Florida Standards, students will meet expectations in the areas of math, science, reading, and writing through rigorous, well planned, and explicit instruction. 1a

G049492

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	42.0
FSA - Mathematics - Proficiency Rate	60.0
FCAT 2.0 Science Proficiency	30.0

Resources Available to Support the Goal 2

- FSA Portal Item Specifications CPALMS Math Coach Reading Coach District Support Teams: Curriculum Team, Area Team, Transformation Team
- The various resources listed are all tools/support entities that will be accessed throughout the school year to assist us in reaching our goal.

Targeted Barriers to Achieving the Goal 3

- Stakeholders are new to teaching (School Personnel), learning (Students) and supporting the learning (Parents/Community) of the Florida Standards.

Plan to Monitor Progress Toward G2. 8

Pretest and Post-test from district provided assessments

Person Responsible

Dionne Napier

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Assessment Results (Diagnostics, Performance Matters Assessments, K-4 Literacy Assessments, FSA)

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Parents will utilize supportive strategies at home to nurture the instruction provided to our students in school. **1**

 G049540

G1.B1 Limited participation in school-wide activities and Parents have limited understanding of the new standards and skills necessary to support student learning. **2**

 B123989

G1.B1.S1 Provide parents with learning opportunities to equip them with support strategies to use at home that will foster and nurture the learning that takes place in school. **4**

 S136370

Strategy Rationale

Providing parents with tools, resources and knowledge will increase their effectiveness in helping their students at home.

Action Step 1 **5**

Develop a calendar of events for parent activities which include trainings and school functions.

Person Responsible

Kimberly Jules

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Calendar of events, flyers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Review calendar of events prior to the beginning of the month to establish materials and how information will be shared with parents/families.

Person Responsible

Kimberly Jules

Schedule

Monthly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Notes from planning meetings for the activities

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Parents/families will be provided the opportunity to give feedback related to each activity.

Person Responsible

Schedule

Monthly, from 10/23/2014 to 6/5/2015

Evidence of Completion

Agendas, sign-in sheets, invitations, evaluations

G2. Using the Florida Standards, students will meet expectations in the areas of math, science, reading, and writing through rigorous, well planned, and explicit instruction. 1

G049492

G2.B1 Stakeholders are new to teaching (School Personnel), learning (Students) and supporting the learning (Parents/Community) of the Florida Standards. 2

B123833

G2.B1.S1 Instructional Coaches will receive updated information and instructional strategies related to the new Florida Standards in order to provide teachers with professional development for all content areas through unpacking standards in learning team meetings and conferences. 4

S135808

Strategy Rationale

This will providing clarity of the Florida Standards for teachers and will increase student achievement.

Action Step 1 5

Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics, and Area Science Planning Meetings

Person Responsible

Kimberly Jules

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas from PDs, dates on when teacher representatives will share out knowledge gained at the various PDs

Action Step 2 5

Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.

Person Responsible

Amanda Brown

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Sign In Sheets, Agendas, Lesson Plans, iObersvation, Learning Walk Notes

Action Step 3 5

Instructional Staff will participate in Learning Team Meetings, LTMs, to unpack standards.

Person Responsible

Julie Thompson

Schedule

Weekly, from 9/1/2014 to 6/1/2015

Evidence of Completion

Sign In Sheets, LTM Agenda, Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership Team Members will attend various meetings to ensure active participation and effectiveness of the meetings. (LTMs, PDs, Collaborative Planning)

Person Responsible

Kimberly Jules

Schedule

Weekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Sign In Sheets, Agendas, Teacher Feedback, PD Evaluations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership Team and Teachers will analyze data regularly through grade level meetings, during faculty meetings and during LTMs.

Person Responsible

Dionne Napier

Schedule

Monthly, from 9/15/2014 to 6/1/2015

Evidence of Completion

Data Reports, Agendas, Sign In Sheets, Improved Student Outcomes, Classroom Walkthroughs

G2.B1.S2 Provide extended learning opportunities in the core content areas using computer-based programs through tutorial programs. 4

 S135809

Strategy Rationale

Provide students several opportunities to increase learning by using technology and working in small groups.

Action Step 1 5

Provide extended day learning and after school tutorial programs for students in the core content areas.

Person Responsible

Kimberly Jules

Schedule

Daily, from 1/5/2015 to 2/27/2015

Evidence of Completion

Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough Notes, Improved Student Outcome

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Develop schedules for each grade level to ensure that all students have access to technology. Conduct classroom walkthroughs during tutorials. Check tutorial lesson plans.

Person Responsible

Kimberly Jules

Schedule

Weekly, from 1/12/2015 to 4/30/2015

Evidence of Completion

Lesson plans, Student Attendance Sheets, Teacher Sign-in Sheet

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Provide teachers with feedback:

- after classroom walkthroughs are conducted
- once lesson plans are reviewed
- modify schedules to meet the needs of our learners to ensure technology is accessible and utilized

Person Responsible

Kimberly Jules


Schedule

Biweekly, from 1/12/2015 to 4/30/2015

Evidence of Completion

Feedback notes provided to teachers after lesson plan checks and classroom walkthroughs, modified calendars

G2.B1.S3 Provide teachers with professional conferences to support the FSA in all content areas. 4

 S136740

Strategy Rationale

Teachers need professional development to understand the new standards and assessments.

Action Step 1 5

Professional Development conferences will be provided to support teachers with the understanding of the new standards.

Person Responsible

Dionne Napier

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

TDE's, Conference Agendas, Travel reimbursement forms

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Teachers will provide professional development for staff

Person Responsible

Dionne Napier

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Agendas, Sign-ins, Training materials/Handouts

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review lesson plans for activities associated with conference and conduct classroom walkthroughs

Person Responsible

Dionne Napier

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Collect lesson plans and observation notes

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics, and Area Science Planning Meetings	Jules, Kimberly	9/1/2014	Agendas from PDs, dates on when teacher representatives will share out knowledge gained at the various PDs	5/29/2015 monthly
G2.B1.S2.A1	Provide extended day learning and after school tutorial programs for students in the core content areas.	Jules, Kimberly	1/5/2015	Agendas, Sign In Sheets, Lesson Plans, Classroom Walkthrough Notes, Improved Student Outcome	2/27/2015 daily
G1.B1.S1.A1	Develop a calendar of events for parent activities which include trainings and school functions.	Jules, Kimberly	9/2/2014	Calendar of events, flyers	6/5/2015 monthly
G2.B1.S3.A1	Professional Development conferences will be provided to support teachers with the understanding of the new standards.	Napier, Dionne	11/3/2014	TDE's, Conference Agendas, Travel reimbursement forms	5/29/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A2	Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.	Brown, Amanda	9/1/2014	Sign In Sheets, Agendas, Lesson Plans, iObservation, Learning Walk Notes	6/1/2015 weekly
G2.B1.S1.A3	Instructional Staff will participate in Learning Team Meetings, LTMs, to unpack standards.	Thompson, Julie	9/1/2014	Sign In Sheets, LTM Agenda, Lesson Plans	6/1/2015 weekly
G1.MA1	Evaluations from the various activities will be reviewed to support future trainings.	Jules, Kimberly	9/25/2014	Evaluations and planning notes of all activities.	6/5/2015 monthly
G1.B1.S1.MA1	Parents/families will be provided the opportunity to give feedback related to each activity.		10/23/2014	Agendas, sign-in sheets, invitations, evaluations	6/5/2015 monthly
G1.B1.S1.MA1	Review calendar of events prior to the beginning of the month to establish materials and how information will be shared with parents/families.	Jules, Kimberly	9/2/2014	Notes from planning meetings for the activities	6/5/2015 monthly
G2.MA1	Pretest and Post-test from district provided assessments	Napier, Dionne	9/15/2014	Assessment Results (Diagnostics, Performance Matters Assessments, K-4 Literacy Assessments, FSA)	6/1/2015 monthly
G2.B1.S1.MA1	Leadership Team and Teachers will analyze data regularly through grade level meetings, during faculty meetings and during LTMs.	Napier, Dionne	9/15/2014	Data Reports, Agendas, Sign In Sheets, Improved Student Outcomes, Classroom Walkthroughs	6/1/2015 monthly
G2.B1.S1.MA1	Leadership Team Members will attend various meetings to ensure active participation and effectiveness of the meetings. (LTMs, PDs, Collaborative Planning)	Jules, Kimberly	9/8/2014	Sign In Sheets, Agendas, Teacher Feedback, PD Evaluations	6/1/2015 weekly
G2.B1.S2.MA1	Provide teachers with feedback: - after classroom walkthroughs are conducted - once lesson plans are reviewed - modify schedules to meet the needs of our learners to ensure technology is accessible and utilized	Jules, Kimberly	1/12/2015	Feedback notes provided to teachers after lesson plan checks and classroom walkthroughs, modified calendars	4/30/2015 biweekly
G2.B1.S2.MA1	Develop schedules for each grade level to ensure that all students have access to technology. Conduct classroom walkthroughs during tutorials. Check tutorial lesson plans.	Jules, Kimberly	1/12/2015	Lesson plans, Student Attendance Sheets, Teacher Sign-in Sheet	4/30/2015 weekly
G2.B1.S3.MA1	Review lesson plans for activities associated with conference and conduct classroom walkthroughs	Napier, Dionne	11/3/2014	Collect lesson plans and observation notes	5/29/2015 quarterly
G2.B1.S3.MA1	Teachers will provide professional development for staff	Napier, Dionne	11/3/2014	Agendas, Sign-ins, Training materials/ Handouts	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Using the Florida Standards, students will meet expectations in the areas of math, science, reading, and writing through rigorous, well planned, and explicit instruction.

G2.B1 Stakeholders are new to teaching (School Personnel), learning (Students) and supporting the learning (Parents/Community) of the Florida Standards.

G2.B1.S1 Instructional Coaches will receive updated information and instructional strategies related to the new Florida Standards in order to provide teachers with professional development for all content areas through unpacking standards in learning team meetings and conferences.

PD Opportunity 1

Coaches and teachers will participate in district provided professional learning opportunities such as Planning Cycle Meetings for Literacy and Cadre Planning, Content Knowledge for Mathematics, and Area Science Planning Meetings

Facilitator

Curriculum Team (Math & Literacy)

Participants

Instructional Staff and Coaches

Schedule

Monthly, from 9/1/2014 to 5/29/2015

PD Opportunity 2

Coaches will support teachers in planning rigorous lessons during collaborative planning sessions utilizing the knowledge gained unpacking the standards during LTMs.

Facilitator

Learning Team Facilitator, Instructional Coaches, Administrative Team

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2014 to 6/1/2015

PD Opportunity 3

Instructional Staff will participate in Learning Team Meetings, LTMs, to unpack standards.

Facilitator

Learning Team Facilitator

Participants

Instructional Staff

Schedule

Weekly, from 9/1/2014 to 6/1/2015

G2.B1.S3 Provide teachers with professional conferences to support the FSA in all content areas.

PD Opportunity 1

Professional Development conferences will be provided to support teachers with the understanding of the new standards.

Facilitator

Administration

Participants

All teachers

Schedule

Quarterly, from 11/3/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Parents will utilize supportive strategies at home to nurture the instruction provided to our students in school.	1,900
Goal 2: Using the Florida Standards, students will meet expectations in the areas of math, science, reading, and writing through rigorous, well planned, and explicit instruction.	86,792
Grand Total	88,692

Goal 1: Parents will utilize supportive strategies at home to nurture the instruction provided to our students in school.

Description	Source	Total
B1.S1.A1 - Parent Inv Supplies - chart paper, ink, card stock, items for parent trainings, paper, markers, post-its, books for parents	Title I Part A	1,800
B1.S1.A1 - Postage for parent mailings	Title I Part A	100
Total Goal 1		1,900

Goal 2: Using the Florida Standards, students will meet expectations in the areas of math, science, reading, and writing through rigorous, well planned, and explicit instruction.

Description	Source	Total
B1.S1.A1 - Salary and benefits for PD Substitutes.	Title I Part A	3,102
B1.S1.A1 - Salary & Benefits for stipends	Title I Part A	1,957
B1.S1.A2 - salary and benefits for math coach	Title I Part A	65,879
B1.S2.A1 - Salary and benefits for tutors	Title I Part A	7,854
B1.S2.A1 - Classroom/Tutorial Supplies – Paper, Ink, chart paper, pencils, classroom libraries, crayons, folders, notebooks, composition books, novels	Title I Part A	7,100
B1.S3.A1 - Conference expenses for Conference for Kindergarten Teachers	Title I Part A	900
Total Goal 2		86,792