

The School District of Palm Beach County

Rosenwald Elementary School



2017-18 Schoolwide Improvement Plan

Rosenwald Elementary School

1321 MARTIN L KING JR BLVD, South Bay, FL 33493

<https://res.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	D*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Rosenwald Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 Professional Learning Communities.

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 infuse 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

b. 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 system for students to earn tickets 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

c. 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.

To support a Single School Culture 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 ticket system that enables students to collect tickets throughout the day (classroom and fine arts) when school-wide expectations are followed.
- A weekly incentive for all students who earn a pre-determined amount of tickets.
- 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.
- SwPBS team reviews classroom data to ensure students are engaged while in class.
- Morning meetings are conducted each day in each class

d. 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 on a rotation and topics include conflict resolution, making appropriate choices, and identifying characteristics of being safe, responsible and respectful.

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.

Outside agencies provide on site and off site support based upon student needs and parent support.

Morning meetings are conducted each day in each class.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	10	12	7	8	6	4	0	0	0	0	0	0	0	47
One or more suspensions	2	2	1	9	2	0	0	0	0	0	0	0	0	16
Course failure in ELA or Math	13	13	11	34	30	4	0	0	0	0	0	0	0	105
Level 1 on statewide assessment	0	0	0	27	23	20	0	0	0	0	0	0	0	70

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	3	3	31	25	5	0	0	0	0	0	0	0	71

c. 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. A parent telephone call must be made whenever this happens.

Course failure in ELA or Math - Small group differentiated instruction will be the focus for math and reading in an effort to develop lesson/strategies for students who are struggling. iReady is also used daily in grades K-5 for math and reading. This software program differentiates based upon students initial diagnostic performance. Foundations is implemented in K-1 classes. SAI, iii, and LLI are also provided as intervention strategies in grades K-5.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

See Parent Involvement Plan.

2. 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.

Parents are invited to participate in Open House, Data Chats, Science Night, and other school activities to build partnership with the school and support student achievement.

C. Effective Leadership

1. School Leadership Team

a. 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
McKelvin, Taranza	School Counselor
Brockman, Serena	Other
Collier, Nakia	Teacher, K-12
Scruggs, Kimberly	Teacher, K-12
Billman-Hornsby, Jennifer	Other
Brown, Amanda	Instructional Coach

b. Duties

1. 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. Math resource teacher, and SSCC collaborates with teachers by planning, reviewing data and determining next steps for instruction.
8. ESE Contact serves as a member who develops strategies for individual students and monitors students through the Rtl process and may be eligible for ESE services.

2. 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. Supplies are purchased for classrooms, tutorials, and family involvement activities. Resource teacher provides small group instruction.

Title I, Part C-Migrant – Services and support are provided by the migrant liaison. Tutorial is provided for 2nd - 5th grade students.

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. Uniforms and school supplies are provided. Referrals to agencies based upon need.

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.

Business Partners include U.S. Sugar, the City of South Bay, Valley National Bank.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shresee Lumpkin	Parent
Dionne Napier	Principal
Kimberly Jules	Teacher
Esther Berry	Business/Community
Sofia Hernandez	Parent
Mercedes Gavins	Parent
Jeralene Johnson	Teacher
Blanca Santos	Parent
Shemese Lester	Parent
Ana Santoyo	Parent
Harvey Lester	Business/Community
Jeffrey Sears	Parent
Guadalupe Ruiz	Education Support Employee
Jonisha Young	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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 goals, strategies, and barriers were given to each member to take home. During the next SAC meeting, members will provide final feed back that will be used to make revisions to the SIP.

c. 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.

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

1. Math resource teacher
2. Academic Tutor
3. Additional classroom materials/supplies

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jules, Kimberly	Assistant Principal
Scruggs, Kimberly	Teacher, K-12
McLaughlin, Julia	Teacher, K-12
Brockman, Serena	Teacher, K-12
Collier, Nakia	Teacher, K-12
Napier, Dionne	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

For the 2018 School Year, the LLT will:

1. Utilize the continuum of Literacy as a guide to identify 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 attend weekly P.L.C.s and grade level common/collaborative planning sessions. The team will also promote and support literacy in a variety of ways: curriculum 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction**

Positive working relationships are encouraged with teachers by allowing them to participate in several collaborative settings. 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. Faculty & Staff will participate in ongoing job embedded professional development.

2. 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 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

3. 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. Teachers are also assigned a mentor within their particular grade level to support them with additional school needs. In addition to this, new teachers will receive support from resource teachers and administration.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Teachers meet with resource teachers and Single School Culture Coordinator 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.

English Language Arts (ELA) for our school will be aligned with the school district for the Florida Standards (K-5). This alignment will include the following expectations:

- provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.
- The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The standards prepare students to compete successfully in the global economy.

For math, our school will be aligned with the school district and the Mathematics Formative Assessment System for the K-5 Florida Standards (K-5 MFAS-FS) which is designed to support effective teaching and learning of more rigorous K-5 mathematics concepts associated with the Florida Standards. A focus on higher mathematics achievement and a stronger conceptual foundation is essential to the development of advanced mathematical reasoning and problem solving.

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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 30 minute reading block (option for extended day)
- Creating a schedule with an uninterrupted 30 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 Professional Learning Communities
- 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 Professional Learning Communities, 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.

2. 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: 5,370

Word study will be implemented in grades 2nd through fifth daily. Kindergarten and first grades will implement Foundations to build students' literacy skills.

Strategy Rationale

To increase reading proficiency for all students.

Strategy Purpose(s)

- Core Academic Instruction
- 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-FSQ's and USA's) 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.

i-Ready and District Diagnostic Data is collected and disseminated in Literacy leadership Team meetings to determine the effectiveness of this strategy.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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. Invite incoming Kindergarten parents to Family Involvement Activities throughout the year.

Lake Shore Middle School representatives speak to fifth graders regarding course selection, school expectations, and other extra curricular activities available once they transition to the 6th grade.

b. College and Career Readiness

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

This is Rosenwald's 3rd year as an AVID (Advancement Via Individual Determination) Elementary School. The AVID program uses research-based strategies and curriculum to begin elementary students on the college preparedness path. The philosophy of AVID is grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID students succeed in following their dreams and fulfilling their aspirations. The AVID System provides activities and instruction that develops students' critical thinking, literacy, and math skills across all content areas. AVID teaches skills and behaviors for academic success, provides intensive support through strong student/teacher relationships, and develops a sense of hope for personal achievement gained through hard work and determination. The "best practices" of AVID are designed to be embedded into the daily instruction across all subjects. The AVID College Readiness System provides a comprehensive model of success for all students, from elementary through higher education. Rosenwald plans to establish partnerships with: Palm Beach State College, Florida Atlantic University, and Seminole Trails Elementary (another AVID school within our district). Partnerships with the college and university will support our efforts to bring the benefits of college to our students. Seminole Trails will serve as a mentor as Rosenwald works to implement AVID beginning in 4th and 5th grades but eventually throughout our school campus. Our 4th and 5th grade students will participate in monthly Career Chats where they are visited by professionals who discuss how attending college prepared them for their careers. Students will also have the opportunity to visit college and university campuses and "see" what a college experience may be like. The end of the year will culminate with a Career Day where students and their parents can learn more about preparing for college and gain insight into various careers.

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we provide effective relevant instruction to meet the needs of all students, then students reading on level by 3rd grade will increase. (SIP)
- G2.** Students in all subgroups will increase their proficiency in reading. (SIG Goal #2)
- G3.** Students in all subgroups will increase their proficiency in mathematics. (SIG Goal #1)
- G4.** The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. MY (SIG Goal #3)

Strategic Goals Detail

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

G1. If we provide effective relevant instruction to meet the needs of all students, then students reading on level by 3rd grade will increase. (SIP) 1a

G094880

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	55.0
FSA ELA Achievement	38.0
FSA Mathematics Achievement	60.0
FCAT 2.0 Science Level 3	40.0
FSA ELA Achievement - Grade 3	34.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to increase their knowledge of foundational reading, math, and science skills and in instructional practices to ensure students achieve the reading, math, and science standards.
- Parents limited knowledge of how to assist their child with new standards and social development.

Resources Available to Help Reduce or Eliminate the Barriers 2

- LSI Initiative
- Reading Resource Teachers
- iReady

Plan to Monitor Progress Toward G1. 8

Monitor student data for growth and improved achievement.

Person Responsible

Kimberly Jules

Schedule

Monthly, from 10/23/2017 to 5/28/2018

Evidence of Completion

Reading Running Records, Florida Standard Quizes, Unit Standard Assessments, i-Ready diagnostic data, PLC's agendas, leadership agendas, data chats, performance matters data reports, i-Ready reports

G2. Students in all subgroups will increase their proficiency in reading. (SIG Goal #2) 1a

G094881

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	17.0
ELA/Reading Gains	35.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned reading instruction carefully aligned to current standards and based on student data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology: Computers, software
- Instructional Materials: Textbooks
- Professional Development: Learning Team Meetings, Common Planning

Plan to Monitor Progress Toward G2. 8

Student performance on Reading Running Records, FSQ and USA reading data, and i-Ready data will be analyzed for growth over the year.

Person Responsible

Kimberly Jules

Schedule

Monthly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Student LLI data, iReady, Reading Running Records, FSQ, and USA reading data

G3. Students in all subgroups will increase their proficiency in mathematics. (SIG Goal #1) 1a

G094882

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	47.0
Students in fifth grade exhibiting two or more EWS indicators	26.0
Students in fourth grade exhibiting two or more EWS indicators	15.0
Students in third grade exhibiting two or more EWS indicators	13.0

Targeted Barriers to Achieving the Goal 3

- Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned mathematics instruction carefully aligned to current standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Technology: Computers, software
- Instructional materials: textbooks
- Professional Learning: Learning Team Meetings, common planning, professional development

Plan to Monitor Progress Toward G3. 8

Student relevant data such as RRR, FSQ's, USA's, diagnostics when applicable

Person Responsible

Dionne Napier

Schedule

Monthly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Student relevant data such as RRR, FSQ's, USA's, diagnostics when applicable

G4. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. MY (SIG Goal #3) 1a

G094883

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	23.0

Targeted Barriers to Achieving the Goal 3

- Lack of enriching activities, and college and career ready culture and expectations in an area with low high school/college graduation rates
- Low family involvement percentages.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent engagement: protocols, SAC
- School Wide Positive Behavior Support infrastructure
- District AVID Contact and experience

Plan to Monitor Progress Toward G4. 8

Survey results, sign-in sheets indicating attendance

Person Responsible

Kimberly Jules

Schedule

Monthly, from 10/30/2017 to 5/28/2018

Evidence of Completion

Collection of survey results, sign-in sheets indicating attendance

Plan to Monitor Progress Toward G4. 8

Findings from AVID walkthrough results from AVID district personnel

Person Responsible

Kimberly Jules

Schedule

Triannually, from 8/28/2017 to 5/28/2018

Evidence of Completion

Findings from AVID walkthrough results from AVID district personnel

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. If we provide effective relevant instruction to meet the needs of all students, then students reading on level by 3rd grade will increase. (SIP) 1

G094880

G1.B1 Teachers need to increase their knowledge of foundational reading, math, and science skills and in instructional practices to ensure students achieve the reading, math, and science standards. 2

B255240

G1.B1.S1 Utilize common planning, professional learning communities, professional development days to increase teachers knowledge and skills of reading. 4

S269729

Strategy Rationale

The District Strategic Plan Theme #1 - Effective and relevant instruction to meet the needs of all students.

Action Step 1 5

Map out a year long systematic approach of professional development to increase teacher reading skills.

Person Responsible

Dionne Napier

Schedule

Monthly, from 8/7/2017 to 5/28/2018

Evidence of Completion

Implementation plan and calendar of year long professional development.

Action Step 2 5

Implementation of professional development strategies to build teacher capacity in reading.

Person Responsible

Dionne Napier

Schedule

Daily, from 8/7/2017 to 5/28/2018

Evidence of Completion

Walkthrough and observational data collected through iObservation and lesson plans.

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

Leadership Team members assigned to PLC's, PD's, and common planning for each grade level.

Person Responsible

Dionne Napier

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Sign-in sheets with agendas for PLC's, PD's and common planning

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

Administration will conduct observations and feedback teacher conferences

Person Responsible

Dionne Napier

Schedule

Weekly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Conference notes, walkthrough schedule, and observational data collected through iObservation.

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

Collection of evidence of PD in practice.

Person Responsible

Dionne Napier

Schedule

Weekly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Classroom observation

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

Review student data monitoring for progress

Person Responsible

Dionne Napier

Schedule

Weekly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Data reports from EDW, Performance Matters. and i-Ready

G1.B1.S2 Develop the capacity to deliver effective instruction in the areas of reading, math, and science.

4

 S269730

Strategy Rationale

A deeper understanding of reading, math, and science content and standards is needed.

Action Step 1 5

Teachers will attend the AVID conference to implement the program with fidelity.

Person Responsible

Kimberly Jules

Schedule

On 7/11/2018

Evidence of Completion

TDEs, registration, agendas, hotel receipt, travel expenses

Action Step 2 5

Teachers will attend district provided math cadres and science academies scheduled throughout the year.

Person Responsible

Kimberly Jules

Schedule

Triannually, from 9/4/2017 to 5/28/2018

Evidence of Completion

Agendas, TDE's, Lesson Plans

Action Step 3 5

Math Resource teacher will provide support to teachers and students to develop math skills and instructional practices.

Person Responsible

Amanda Brown

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher lesson plans, classroom walk through and iObservation data

Action Step 4 5

Reading Resource teachers will provide push in and pull out support. They will also provide modeling for teachers and participate in PLCs and common planning.

Person Responsible

Schedule

Daily, from 8/7/2017 to 5/28/2018

Evidence of Completion

Teacher lesson plans, classroom walk through and iObservation data

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Admin will approve TDE's for teachers to attend PD/training and review agendas/paperwork provided for compliance.

Person Responsible

Kimberly Jules

Schedule

On 5/28/2018

Evidence of Completion

TDE's, Agendas, lesson plans addressing content being covered during cadres and academies.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Weekly schedule for classroom support in mathematics

Person Responsible

Dionne Napier

Schedule

Weekly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Classroom observations, Math Resource teacher schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Classroom walkthroughs and observations will be conducted by administration looking for evidence of strategies being implemented and content addressed during cadres/academies.

Person Responsible

Dionne Napier

Schedule

On 5/28/2018

Evidence of Completion

iObservation entries, data chats, conference notes with teachers, PLC agendas, and collaborative planning agendas/lesson plans

G1.B2 Parents limited knowledge of how to assist their child with new standards and social development.

2

B255241

G1.B2.S1 Align new and existing community and parent partnerships. 4

S269731

Strategy Rationale

Parents can support foundational skills at home.

Action Step 1 5

Provide hands-on learning for parents during STEAM night and parent workshops throughout the year.

Person Responsible

Kimberly Jules

Schedule

Triannually, from 10/23/2017 to 5/28/2018

Evidence of Completion

Agenda, consultant contract

Action Step 2 5

Kindergarten Round-up will provide parents with strategies to support academics during the summer to prepare incoming Kindergarten students.

Person Responsible

Taranza McKelvin

Schedule

On 5/17/2018

Evidence of Completion

Flyers, handouts, sign-in sheets, evaluations

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Meet with Leadership team, Literacy Leadership Team, and teachers to plan academic trainings based on data.

Person Responsible

Dionne Napier

Schedule

Biweekly, from 10/23/2017 to 5/28/2018

Evidence of Completion

Admin meeting notes, agendas, evaluations, data reports

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Parent participation in school events will be monitored to determine if there is an increase

Person Responsible

Taranza McKelvin

Schedule

Triannually, from 10/23/2017 to 5/28/2018

Evidence of Completion

Parent surveys, sign in sheets for school events, sign in sheets for Parent Resource room.

G2. Students in all subgroups will increase their proficiency in reading. (SIG Goal #2) 1

G094881

G2.B1 Instructional staff have limited knowledge and training on providing rigorous and relevant, well planned reading instruction carefully aligned to current standards and based on student data. 2

B255242

G2.B1.S1 Provide teachers with professional development opportunities to improve their literacy content knowledge and pedagogy 4

S269732

Strategy Rationale

Collegial planning and professional development increases the knowledge and capacity of teachers to improve instructional delivery methods, using data to plan strategically, and determine which research based strategies meet their students needs best.

Action Step 1 5

The principal will select, hire, and orient two Response to Intervention Reading "Interventionist" resource teachers who will be certified in reading.

Person Responsible

Dionne Napier

Schedule

On 6/29/2018

Evidence of Completion

Human Resource records of personnel being hired.

Action Step 2 5

Reading Intervention teachers will conduct Tier I and II reading interventions with students.

Person Responsible

Dionne Napier

Schedule

Daily, from 8/28/2017 to 5/28/2018

Evidence of Completion

Action Step 3 5

Reading Intervention teachers will attend School Based Team meetings to assist the team in selecting interventions and provide professional development, coaching, and technical assistance to teachers.

Person Responsible

Kimberly Jules

Schedule

Weekly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Conference notes reflecting attendance and input from Resource teachers

Action Step 4 5

Teachers will participate in and provide Professional Learning Opportunities during the school day and after contracted hours. (Collegial Planning, formative assessment building, adjusting instructional strategies, vertical planning).

Person Responsible

Kimberly Jules

Schedule

Biweekly, from 9/4/2017 to 5/28/2018

Evidence of Completion

Signed agendas, PLC notes, work samples

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

Administration will participate in SBT meetings, PD's and PLC's then monitor for implementation in classrooms

Person Responsible

Dionne Napier

Schedule

Weekly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Agenda sign in sheets, iobservation entries by administration, minutes from district and school staff when developing Professional Development opportunities

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

Administration will observe Reading Intervention teachers as part of walkthroughs and observations

Person Responsible

Dionne Napier

Schedule

Weekly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Notes from Literacy Leadership meetings, iobservation data, student LLI data.

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

Literacy Leadership meetings to address student progress and walkthroughs by administration

Person Responsible

Schedule

Weekly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Student data from LLI Reading Records, RRR, and FSQ's and USA's for Reading

G3. Students in all subgroups will increase their proficiency in mathematics. (SIG Goal #1) **1**

G094882

G3.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned mathematics instruction carefully aligned to current standards **2**

B255245

G3.B1.S1 Provide teachers with professional development opportunities to improve their mathematics content knowledge and pedagogy. **4**

S269735

Strategy Rationale

Collegial planning and professional development increases the knowledge and capacity of teachers to improve instructional delivery methods, using data to plan strategically, and determine which research based strategies meet their students needs best.

Action Step 1 **5**

Teachers will participate in district provided math cadres.

Person Responsible

Dionne Napier

Schedule

Quarterly, from 9/18/2017 to 5/28/2018

Evidence of Completion

Calendar, agendas, notes and work samples from PD's.

Action Step 2 **5**

Teachers will participate in Professional Learning Opportunities (PLO) during the school day and after contracted hours. (Collegial Planning, formative assessment building, adjusting instructional strategies, vertical planning).

Person Responsible

Amanda Brown

Schedule

Weekly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will attend PD and PLO's as well as monitor the implementation of strategies developed during PDs,etc.

Person Responsible

Dionne Napier

Schedule

Weekly, from 9/18/2017 to 5/28/2018

Evidence of Completion

iObservation data, conference notes/agendas from meetings

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrative walkthroughs and observations

Person Responsible

Schedule

Weekly, from 9/25/2017 to 5/28/2018

Evidence of Completion

Teacher data chats, conference notes, etc.

G4. The targeted schools will create a college and career ready culture and positive school climate to improve academic achievement, family involvement, and discipline. MY (SIG Goal #3) 1

G094883

G4.B1 Lack of enriching activities, and college and career ready culture and expectations in an area with low high school/college graduation rates 2

B255247

G4.B1.S1 Implement and expand enriching experiences and college and career readiness strategies that are engaging for students and parents. 4

S269739

Strategy Rationale

Students need exposure at an early age to the possibilities that await them when they have a higher education.

Action Step 1 5

The school will develop and enhance its college and career readiness culture through implementation of AVID Elementary.

Person Responsible

Kimberly Jules

Schedule

Monthly, from 8/21/2017 to 5/28/2018

Evidence of Completion

Student notebooks, student work samples, student interviews, AVID walkthrough feedback

Action Step 2 5

The school will provide educational enrichment and parent involvement activities for staff, students, parents and the community primarily through music education and band instruction and performance.

Person Responsible

Kimberly Jules

Schedule

Quarterly, from 10/23/2017 to 5/28/2018

Evidence of Completion

Parent sign-in sheets, flyers, parent link scripts, pictures from events

Action Step 3 5

Parents will participate in enrichment activities focused on AVID's college and Career readiness program and core academic content.

Person Responsible

Kimberly Jules

Schedule

Triannually, from 10/23/2017 to 5/28/2018

Evidence of Completion

Parent sign-in sheets, agendas, parent survey results

Action Step 4 5

Administrators and Teachers in Grades 2- 5 will attend the AVID Summer Institute.

Person Responsible

Dionne Napier

Schedule

Annually, from 6/25/2017 to 6/28/2017

Evidence of Completion

TDE's, Hotel Receipts, AVID training materials

Action Step 5 5

Students will have opportunities to attend college tours to support their learning of the strategies within the AVID College Readiness System.

Person Responsible

Kimberly Jules

Schedule

Triannually, from 11/10/2017 to 5/28/2018

Evidence of Completion

Field Trip Packets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly AVID team member meetings to evaluate what is working and what needs addressing

Person Responsible

Taranza McKelvin

Schedule

Monthly, from 8/28/2017 to 5/28/2018

Evidence of Completion

Teacher and student feedback, Notes from AVID team meetings, survey results, walkthrough results

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

AVID walkthroughs

Person Responsible

Dionne Napier

Schedule

Monthly, from 10/23/2017 to 5/28/2018

Evidence of Completion

iObservation data collected and feedback recorded on AVID created walkthrough documents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G4.B1.S1.A4 A360472	Administrators and Teachers in Grades 2- 5 will attend the AVID Summer Institute.	Napier, Dionne	6/25/2017	TDE's, Hotel Receipts, AVID training materials	6/28/2017 annually
G1.B2.S1.A2 A360452	Kindergarten Round-up will provide parents with strategies to support academics during the summer...	McKelvin, Taranza	5/16/2018	Flyers, handouts, sign-in sheets, evaluations	5/17/2018 one-time
G1.MA1 M385171	Monitor student data for growth and improved achievement.	Jules, Kimberly	10/23/2017	Reading Running Records, Florida Standard Quizes, Unit Standard Assessments, i-Ready diagnostic data, PLC's agendas, leadership agendas, data chats, performance matters data reports, i-Ready reports	5/28/2018 monthly
G2.MA1 M385175	Student performance on Reading Running Records, FSQ and USA reading data, and i-Ready data will be...	Jules, Kimberly	9/25/2017	Student LLI data, iReady, Reading Running Records, FSQ, and USA reading data	5/28/2018 monthly
G3.MA1 M385178	Student relevant data such as RRR, FSQ's, USA's, diagnostics when applicable	Napier, Dionne	9/18/2017	Student relevant data such as RRR, FSQ's, USA's, diagnostics when applicable	5/28/2018 monthly
G4.MA1 M385181	Survey results, sign-in sheets indicating attendance	Jules, Kimberly	10/30/2017	Collection of survey results, sign-in sheets indicating attendance	5/28/2018 monthly
G4.MA2 M385182	Findings from AVID walkthrough results from AVID district personnel	Jules, Kimberly	8/28/2017	Findings from AVID walkthrough results from AVID district personnel	5/28/2018 triannually
G1.B1.S1.MA1 M385162	Collection of evidence of PD in practice.	Napier, Dionne	9/18/2017	Classroom observation	5/28/2018 weekly
G1.B1.S1.MA4 M385163	Review student data monitoring for progress	Napier, Dionne	9/18/2017	Data reports from EDW, Performance Matters. and i-Ready	5/28/2018 weekly
G1.B1.S1.MA1 M385164	Leadership Team members assigned to PLC's, PD's, and common planning for each grade level.	Napier, Dionne	8/28/2017	Sign-in sheets with agendas for PLC's, PD's and common planning	5/28/2018 weekly
G1.B1.S1.MA3 M385165	Administration will conduct observations and feedback teacher conferences	Napier, Dionne	8/28/2017	Conference notes, walkthrough schedule, and observational data collected through iObservation.	5/28/2018 weekly
G1.B1.S1.A1 A360445	Map out a year long systematic approach of professional development to increase teacher reading...	Napier, Dionne	8/7/2017	Implementation plan and calendar of year long professional development.	5/28/2018 monthly
G1.B1.S1.A2 A360446	Implementation of professional development strategies to build teacher capacity in reading.	Napier, Dionne	8/7/2017	Walkthrough and observational data collected through iObservation and lesson plans.	5/28/2018 daily
G1.B2.S1.MA1 M385169	Parent participation in school events will be monitored to determine if there is an increase	McKelvin, Taranza	10/23/2017	Parent surveys, sign in sheets for school events, sign in sheets for Parent Resource room.	5/28/2018 triannually
G1.B2.S1.MA1 M385170	Meet with Leadership team, Literacy Leadership Team, and teachers to plan academic trainings based...	Napier, Dionne	10/23/2017	Admin meeting notes, agendas, evaluations, data reports	5/28/2018 biweekly
G1.B2.S1.A1 A360451	Provide hands-on learning for parents during STEAM night and parent workshops throughout the year.	Jules, Kimberly	10/23/2017	Agenda, consultant contract	5/28/2018 triannually
G2.B1.S1.MA1 M385172	Literacy Leadership meetings to address student progress and walkthroughs by administration		9/25/2017	Student data from LLI Reading Records, RRR, and FSQ's and USA's for Reading	5/28/2018 weekly
G2.B1.S1.MA1 M385173	Administration will participate in SBT meetings, PD's and PLC's then monitor for implementation in...	Napier, Dionne	9/18/2017	Agenda sign in sheets, iobservation entries by administration, minutes from district and school staff when	5/28/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				developing Professional Development opportunities	
G2.B1.S1.MA3 M385174	Administration will observe Reading Intervention teachers as part of walkthroughs and observations	Napier, Dionne	9/18/2017	Notes from Literacy Leadership meetings, iobservation data, student LLI data.	5/28/2018 weekly
G2.B1.S1.A2 A360454	Reading Intervention teachers will conduct Tier I and II reading interventions with students.	Napier, Dionne	8/28/2017		5/28/2018 daily
G2.B1.S1.A3 A360455	Reading Intervention teachers will attend School Based Team meetings to assist the team in...	Jules, Kimberly	9/4/2017	Conference notes reflecting attendance and input from Resource teachers	5/28/2018 weekly
G2.B1.S1.A4 A360456	Teachers will participate in and provide Professional Learning Opportunities during the school day...	Jules, Kimberly	9/4/2017	Signed agendas, PLC notes, work samples	5/28/2018 biweekly
G3.B1.S1.MA1 M385176	Administrative walkthroughs and observations		9/25/2017	Teacher data chats, conference notes, etc.	5/28/2018 weekly
G3.B1.S1.MA1 M385177	Administration will attend PD and PLO's as well as monitor the implementation of strategies...	Napier, Dionne	9/18/2017	iObservation data, conference notes/agendas from meetings	5/28/2018 weekly
G3.B1.S1.A1 A360461	Teachers will participate in district provided math cadres.	Napier, Dionne	9/18/2017	Calendar, agendas, notes and work samples from PD's.	5/28/2018 quarterly
G3.B1.S1.A2 A360462	Teachers will participate in Professional Learning Opportunities (PLO) during the school day and...	Brown, Amanda	9/25/2017		5/28/2018 weekly
G4.B1.S1.MA1 M385179	AVID walkthroughs	Napier, Dionne	10/23/2017	iObservation data collected and feedback recorded on AVID created walkthrough documents	5/28/2018 monthly
G4.B1.S1.MA1 M385180	Monthly AVID team member meetings to evaluate what is working and what needs addressing	McKelvin, Taranza	8/28/2017	Teacher and student feedback, Notes from AVID team meetings, survey results, walkthrough results	5/28/2018 monthly
G4.B1.S1.A1 A360469	The school will develop and enhance its college and career readiness culture through implementation...	Jules, Kimberly	8/21/2017	Student notebooks, student work samples, student interviews, AVID walkthrough feedback	5/28/2018 monthly
G4.B1.S1.A2 A360470	The school will provide educational enrichment and parent involvement activities for staff,...	Jules, Kimberly	10/23/2017	Parent sign-in sheets, flyers, parent link scripts, pictures from events	5/28/2018 quarterly
G4.B1.S1.A3 A360471	Parents will participate in enrichment activities focused on AVID's college and Career readiness...	Jules, Kimberly	10/23/2017	Parent sign-in sheets, agendas, parent survey results	5/28/2018 triannually
G4.B1.S1.A5 A360473	Students will have opportunities to attend college tours to support their learning of the...	Jules, Kimberly	11/10/2017	Field Trip Packets	5/28/2018 triannually
G1.B1.S2.MA1 M385166	Classroom walkthroughs and observations will be conducted by administration looking for evidence of...	Napier, Dionne	9/4/2017	iObservation entries, data chats, conference notes with teachers, PLC agendas, and collaborative planning agendas/lesson plans	5/28/2018 one-time
G1.B1.S2.MA1 M385167	Admin will approve TDE's for teachers to attend PD/training and review agendas/paperwork provided...	Jules, Kimberly	9/4/2017	TDE's, Agendas, lesson plans addressing content being covered during cadres and academies.	5/28/2018 one-time
G1.B1.S2.MA3 M385168	Weekly schedule for classroom support in mathematics	Napier, Dionne	8/21/2017	Classroom observations, Math Resource teacher schedule	5/28/2018 weekly
G1.B1.S2.A2 A360448	Teachers will attend district provided math cadres and science academies scheduled throughout the...	Jules, Kimberly	9/4/2017	Agendas, TDE's, Lesson Plans	5/28/2018 triannually
G1.B1.S2.A4 A360450	Reading Resource teachers will provide push in and pull out support. They will also provide...		8/7/2017	Teacher lesson plans, classroom walk through and iObservation data	5/28/2018 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A3  A360449	Math Resource teacher will provide support to teachers and students to develop math skills and...	Brown, Amanda	8/14/2017	Teacher lesson plans, classroom walk through and iObservation data	5/31/2018 daily
G2.B1.S1.A1  A360453	The principal will select, hire, and orient two Response to Intervention Reading "Interventionist"...	Napier, Dionne	8/1/2017	Human Resource records of personnel being hired.	6/29/2018 one-time
G1.B1.S2.A1  A360447	Teachers will attend the AVID conference to implement the program with fidelity.	Jules, Kimberly	7/8/2018	TDEs, registration, agendas, hotel receipt, travel expenses	7/11/2018 one-time

V. Professional Development Opportunities

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

G1. If we provide effective relevant instruction to meet the needs of all students, then students reading on level by 3rd grade will increase. (SIP)

G1.B1 Teachers need to increase their knowledge of foundational reading, math, and science skills and in instructional practices to ensure students achieve the reading, math, and science standards.

G1.B1.S1 Utilize common planning, professional learning communities, professional development days to increase teachers knowledge and skills of reading.

PD Opportunity 1

Map out a year long systematic approach of professional development to increase teacher reading skills.

Facilitator

Glades Regional Support Team, School Leadership Team

Participants

All Instructional Staff

Schedule

Monthly, from 8/7/2017 to 5/28/2018

G1.B1.S2 Develop the capacity to deliver effective instruction in the areas of reading, math, and science.

PD Opportunity 1

Teachers will attend the AVID conference to implement the program with fidelity.

Facilitator

AVID presenters

Participants

Selected teachers

Schedule

On 7/11/2018

PD Opportunity 2

Teachers will attend district provided math cadres and science academies scheduled throughout the year.

Facilitator

District Staff

Participants

Elementary Math and Science teachers

Schedule

Triannually, from 9/4/2017 to 5/28/2018

G3. Students in all subgroups will increase their proficiency in mathematics. (SIG Goal #1)

G3.B1 Instructional staff has need for increased knowledge and training on providing rigorous, relevant, well planned mathematics instruction carefully aligned to current standards

G3.B1.S1 Provide teachers with professional development opportunities to improve their mathematics content knowledge and pedagogy.

PD Opportunity 1

Teachers will participate in district provided math cadres.

Facilitator

District staff

Participants

All instructional staff

Schedule

Quarterly, from 9/18/2017 to 5/28/2018