Rosenwald Elementary School

2022-23 Schoolwide Improvement Plan

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Rosenwald Elementary School

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

https://res.palmbeachschools.org

Demographics

Principal: Bruce Hightower

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Economically Disadvantaged Students*
School Grades History	2021-22: C (50%) 2018-19: C (51%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	SIG Cohort 3
Year	
Support Tier	
ESSA Status	TSI
* As defined under Rule 6A-1.099811, Florida Adminiistrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

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.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Rosenwald Elementary School strives to create an equitable 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 and social emotional success throughout their school age years and beyond.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Brown, Amanda	Instructional Coach	Math Coach in charge supporting all teachers with resources, instructional strategies, and best practices to ensure appropriate standards-based instruction
Camel, Shamekia	Other	Single School Culture Coordinator, supports the school's Professional Learning Communities (PLCs) in standards-based/data-driven instruction and planning; School Based Team (SBT) Facilitator. Supports all teachers with resources, instructional strategies, and best practices to ensure appropriate standards-based instruction.
McKelvin, Taranza	School Counselor	Guidance Counselor is in charge of executing and monitoring SwPBS throughout the school He assists with school base team and the RTI process.
Collier, Nakia	Other	Ms. Collier the SAI Instructor works with third grade retained students in small group instruction, provides additional academic support in the grade classrooms and is a member of the RtI/School Based Team.
Green, Sonya	Assistant Principal	Educational Leader supporting the Principal promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing content specific resources to support instruction. focuses on learning and continuous improvements which are aligned to the school as well as the district's mission and vision
Jefferson, Cutari	Instructional Coach	Learning Team Facilitator supports the school's Professional Learning Communities (PLCs) in standards-based/data-driven instruction and planning; School Based Team (SBT) Facilitator. Supports all teachers with resources, instructional strategies, and best practices to ensure appropriate standards-based instruction.
Mcdonald, Joykeria		Ms. McDonald the SAI Instructor works with K-2 grade retained students in small group instruction, provides additional academic support in the grade classrooms and is a member of the RtI/School Based Team.
Seales, Nila	Teacher, ESE	ESE teacher in charge supporting SWD's through the push-in model and providing teachers with timely information regarding student status. In addition, she in charge of SBT and the RTI process.
Lusunariz, Sandra	Behavior Specialist	School Behavioral Health Professional, providing behavioral and mental health supports for students and families

Name	Position Title	Job Duties and Responsibilities
Hightower, Bruce	Principal	Bruce Hightower, the Principal is the educational leader of the school and assumes the responsibility of promoting safety, providing equity and access to the curriculum, expecting academic success for all students, and allocating and managing resources to support instruction. Mr. Hightower focuses on learning and continuous improvements which are aligned to the school as well as the district's mission and vision

Demographic Information

Principal start date

Thursday 8/1/2019, Bruce Hightower

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

27

Total number of students enrolled at the school

310

Identify the number of instructional staff who left the school during the 2021-22 school year.

0

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	46	58	57	55	48	0	0	0	0	0	0	0	310
Attendance below 90 percent	0	22	40	17	30	31	0	0	0	0	0	0	0	140
One or more suspensions	0	0	3	4	0	3	0	0	0	0	0	0	0	10
Course failure in ELA	0	18	17	10	6	8	0	0	0	0	0	0	0	59
Course failure in Math	0	11	9	7	10	6	0	0	0	0	0	0	0	43
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	21	14	12	0	0	0	0	0	0	0	47
Level 1 on 2022 statewide FSA Math assessment	0	0	0	15	11	9	0	0	0	0	0	0	0	35
Number of students with a substantial reading deficiency	0	0	0	27	23	21	0	0	0	0	0	0	0	71

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	24	21	31	17	14	0	0	0	0	0	0	0	107

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	2	0	4	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Thursday 9/7/2023

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	
Number of students enrolled	43	48	44	43	46	50	0	0	0	0	0	0	0	274
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	6	4	6	13	4	15	0	0	0	0	0	0	0	48
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	14	17	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	11	16	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	33	13	21	0	0	0	0	0	0	0	67
FY21 ELA Winter Diag Level 1 & 2	0	0	0	26	31	18	0	0	0	0	0	0	0	75
FY21 Math Winter Diag Level 1 & 2	0	0	0	22	25	26	0	0	0	0	0	0	0	73

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	43	48	44	43	46	50	0	0	0	0	0	0	0	274
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	6	4	6	13	4	15	0	0	0	0	0	0	0	48
Course failure in ELA	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	24	14	17	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	17	11	16	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	33	13	21	0	0	0	0	0	0	0	67
FY21 ELA Winter Diag Level 1 & 2	0	0	0	26	31	18	0	0	0	0	0	0	0	75
FY21 Math Winter Diag Level 1 & 2	0	0	0	22	25	26	0	0	0	0	0	0	0	73

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	46%	60%	56%				30%	58%	57%
ELA Learning Gains	68%	67%	61%				55%	63%	58%
ELA Lowest 25th Percentile	36%	57%	52%				52%	56%	53%
Math Achievement	49%	60%	60%				58%	68%	63%
Math Learning Gains	75%	66%	64%				76%	68%	62%
Math Lowest 25th Percentile	50%	60%	55%				50%	59%	51%
Science Achievement	25%	47%	51%				33%	51%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	22%	54%	-32%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	30%	62%	-32%	58%	-28%
Cohort Comparison		-22%				
05	2022					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%	65%	-15%	62%	-12%
Cohort Comparison		0%				
04	2022					
	2019	63%	67%	-4%	64%	-1%
Cohort Comparison		-50%				
05	2022					
	2019	49%	65%	-16%	60%	-11%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	51%	-23%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	18	50		18	30						
ELL	29			36							
BLK	47	69	42	49	76	53	25				
HSP	44	67		52	72		25				
FRL	45	67	36	49	74	50	23				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	6			6							
ELL	21	70		11	30						
BLK	34	44		30	24		20				
HSP	34	62		26	29		15				
FRL	33	50	41	29	26	31	18				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	30	25	17	45	36					
ELL	15			38							
BLK	29	55	55	58	75	53	32				
HSP	31	50		59	84						
FRL	30	55	50	57	76	50	32				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	389

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on our data, our trends shows:
In Science, we had 19% in FY21 to 25% in FY22
In ELA we had 30% FY21 to 46% in FY22
In Math we had 21% in FY21 to 49% in FY22
Our SWDs demonstrated a 16% increase from FY21to FY22 in ELA, Furthermore, in Math we increased by 28% and in Science, we increased by 6 % from a FY21 19% to FY 22 25% . When looking at FSA subgroups data for the English Language Learner students in both 5th grade math showed a increase from FY21 school year 21% to 47% in math.
Our trend shows that Science has always been our lowest-performing cell, however, we made significant gains based on previous data. This is attributed to the limited background of student
knowledge prior to 5th grade and inconsistent instructional practices around the Science content.
Science continues to be our lowest-performing area. Some of the contributing factors include a lack of time for standards-based planning, limited lab time, limited background knowledge of content, and instructional delivery (Hybrid model), which has caused a more significant learning gap.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the results of the school's FY22 FSA Scores, the data component that demonstrated the greatest need for improvement was our ELA Lowest 25 %, Math Lowest 25%, and 5th grade Science

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors to this need for improvement include students' attendance, students performing two or more years below grade level, and the lack of additional support. The new actions that will be taken to address the need for improvement include targeted small group support, after school tutorial, attendance monitoring team and promoting attendance through an incentivized program.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the results of the school's FY22 FSA Scores, the data components that showed the most improvement are Math Achievement, with an increase from 29% to 49% and ELA Achievement with an increase 33% to 46%. The data also shows that Math Learning Gains increased from 26% to 75%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The following were contributing factors to this improvement:
1. Small group differentiated instruction allowed students to be taught at their instructional level with a variety of resources and strategies.
2. Professional Development supported teachers in understanding the methodologies and pedagogy necessary to support all students all the time.
3. Professional Learning Communities provided teachers with the opportunity to focus on data analysis to guide instruction.
4. Tutorials provided students the additional content support necessary for achievement and progress.
5. Adaptive technology supported student learning at their level for remediation and enrichment.

What strategies will need to be implemented in order to accelerate learning?

1. Incorporate Small group instruction:
2. Teachers will create all small group rotational cycles to ensure all students supported at their abilities (SWDs, whites).
3. Tutorials
4.AVID strategies for planning and organization
5. Adaptive Technology (Iready, Benchmark Series, Savvas Math):
6.AMP and Gifted classes to enrich high achieving students
7. Accountable Talk
8.Teachers will analyze student data to determine strengths and weaknesses in the content area.
9. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with FSA standards and item specifications during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
Student led discussions(turn & talk, collaborative grouping)

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support teachers and leaders
Overview of Data, to ensure teachers use data to drive instructions.
Small group instructional training
Differentiated Instructions Training
Accountable talk Training

Adaptive technology training (Iready, Benchmark, Savvas)
B.E.S.T standards training

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The additional services that will be implemented to ensure sustainability of improvement in the next year and beyond will consist of:
Coaching
Ongoing Professional Development Training
Progress Monitoring
Data Chats

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Area of Focus for Instructional Practice Specifically Relating to ELA and explicitly focus will be rigor of questions, unpacking standards, analyzing assessments, reviewing strategies and instructional practices, differentiated instructions, meeting the needs of students, improving foundational skills, and academic (small groups) addresses strategies for improving reading.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	When looking at our school data the component that performed the lowest were the ELA Low 25%, Only 36% of Rosenwald students were proficient. Overall, Rosenwald showed an decrease in proficiency by 5%, decreasing from 41% FY21to 36% FY22 last year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored for the desired outcome using the following: 1. Monitoring will occur through classroom observations, walkthroughs, lesson plan review , and student data analysis. (AP, SSCC, Coaches) 2. Professional Development a. teachers will be provided PD's based on needs assessment analysis. 3. monitoring will occur through observations, debriefing sessions. and data analysis. (AP, LTF, Coaches) 4. Professional Learning Communities a. teachers will participate in a variety of activities including but not limited to data analysis, lesson planning, standard focus, developing differentiated tasks, process, product, etc. b. Monitoring will occur through administrative attendance, classroom observations, walkthroughs, lesson plan review , and student data analysis. (AP, SSCC, Coaches) 5. Adaptive technology . a. teachers will develop a rotational schedule to ensure all students have equal access to technology to support their learning. b. data chats c. monitoring student data (teachers, SSCC, coaches)
Person responsible for monitoring outcome:	Bruce Hightower (bruce.hightower@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Small group 2. Professional Development 3. Professional Learning Communities 4. Tutorials 5. Adaptive technology
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used**	1. Small group differentiated instruction will allow our students to be taught at their instructional level with a variety of resources and strategies. 2. Professional Development will support teachers in understanding the methodologies and pedagogy necessary to support all students all the time. 3. Professional Learning Communities will provide teachers the opportunity to focus on data analysis to guide instruction this time will allow for strategic

	lesson planning specifically for small group instruction and ensuring students have differentiated tasks process and product. 4. Tutorials will provide students the additional content support necessary for achievement and progress. 5. Adaptive technology will support student learning at their level for remediation and enrichment.
for selecting this strategy.	

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To ensure effective and relevant instruction for all students in all content areas in alignment to LTO 1, increase third grade reading and LTO 2, ensure high school readiness. Based on the results of the school's FY21 FSA Scores, the data component that showed the lowest performance is math. Only 44% of Rosenwald students performed at grade-level proficiency. In comparison to FY19 math FSA results of 58%, the performance data showed a decline in proficiency of 14% in third grade assessed. (When looking at FSA subgroups data for the Students with Disabilities students in both 3rd grade math showed a decline from FY21 school year.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	When looking at our school data the subgroup that performed the lowest in math were the SWD students, Only 33% of Rosenwald students were proficient. Overall, Rosenwald showed an decrease in proficiency in SWD, only 31% of students were proficient.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored for the desired outcome using the following: 1. Monitoring will occur through classroom observations, walkthroughs, lesson plan review , and student data analysis. (AP, SSCC, Coaches) 2. Professional Development a. teachers will be provided PD's based on needs assessment analysis. 3. monitoring will occur through observations, debriefing sessions. and data analysis. (AP, LTF, Coaches) 4. Professional Learning Communities a. teachers will participate in a variety of activities including but not limited to data analysis, lesson planning, standard focus, developing differentiated tasks, process, product, etc. b. Monitoring will occur through administrative attendance, classroom observations, walkthroughs, lesson plan review , and student data analysis. (AP, SSCC, Coaches) 5. Adaptive technology . a. teachers will develop a rotational schedule to ensure all students have equal access to technology to support their learning. b. data chats c. monitoring student data (teachers, SSCC, coaches)
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Small group 2. Professional Development 3. Professional Learning Communities 4. Tutorials 5. Adaptive technology

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Small group differentiated instruction will allow our students to be taught at their instructional level with a variety of resources and strategies.
2. Professional Development will support teachers in understanding the methodologies and pedagogy necessary to support all students all the time.
3. Professional Learning Communities will provide teachers the opportunity to focus on data analysis to guide instruction this time will allow for strategic lesson planning specifically for small group instruction and ensuring students have differentiated tasks process and product.
4. Tutorials will provide students the additional content support necessary for achievement and progress.
5. Adaptive technology will support student learning at their level for remediation and enrichment.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate Small group instruction:
2. Tutorials:
3. Adaptive Technology (SuccessMaker):
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
b. Teachers will develop a rotational schedule to ensure all students have access to technology.
c. Teachers will engage students in small group instruction based on adaptive technology results.
4. PLC's/Professional Development:
a. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Person Responsible

Bruce Hightower (bruce.hightower@palmbeachschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall k-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District Strategic Plan. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.
According to the data our students are not entering third grade prepared for the rigors of the standards and state
assessment. According to iReady FY 22 data 28% of our incoming third grade students are reading at an on-grade level data. iReady also shows that our overall primary grades proficiency is low.
Kindergarten- 16% Proficient
First Grade- 7% Proficient
Second Grade- 13% Proficient
It also gives us data to support a lack of proficiency in foundational skills
Phonological awareness- 23% Proficient
Phonics- 29% Proficient
High-Frequency Words- 33% Proficient
Vocabulary- 19% Proficient
Due to a lack of foundational skills, students overall reading comprehension proficiency is 31% for literature text and 36% for Nonfiction text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Based on the school data from SY22, our school-wide ELA Proficiency was 46%, while the district average was 58% and the state average was 57%. Our ELA data also shows a decrease in lowest 25% proficiency. This is evident in their deficiencies in the five components of literacy, which include oral language, vocabulary, phonics, phonemic awareness, and comprehension).
In addition to this, we saw a a significant decrease in the lowest 25%data from the SY22
FSA data due to deficiencies and lacking prior knowledge. Based on FY22 FSA ELA data showed that 65 % of the third grade students were not proficient and 54% of fifth grade students scored below proficient score. ELA Proficiency of our SWD students was 23%, which is a 12% decrease from SY21.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Based on the IReady data Kindergarten performed at 66% on ELA FY21-22. Our goal is to increase Kindergarten ELA data by 8% for FY22-23.
Based on the IReady data 1st Grade performed at 33% on ELA FY21-22. Our goal is to increase 1st grade ELA data by 12% for FY22-23.
Based on the IReady data 2nd grade performed at a 19% on ELA FY21-22. Our goal is to increase 2nd grade ELA data by 15% for FY22-23.

Grades 3-5: Measureable Outcome(s)

Based on the FSA data 3rd grade performed at 35% on ELA FY21-22. Our goal is to increase 3rd grade ELA data by 10% for FY22-23.
Based on the FSA data 4th Grade performed at 58% on ELA FY21-22. Our goal is to increase 4th grade ELA data by 5% for FY22-23.
Based on the FSA data 5th grade performed at 46% on ELA FY21-22. Our goal is to increase 5th grade ELA data by 5% for FY22-23.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

This area of focus will be monitored for the desired outcome using the following:
1. Monitoring will occur through classroom observations, walkthroughs, lesson plan review , and student data analysis. (AP, SSCC, Coaches)
2. Professional Development
a. teachers will be provided PD based on needs assessment analysis.
3. monitoring will occur through observations, debriefing sessions, and data analysis. (AP, LTF, Coaches)
4. Professional Learning Communities
a. teachers will participate in a variety of activities including but not limited to data analysis, lesson planning, standard focus, developing differentiated tasks, process, product, etc.
b. Monitoring will occur through administrative attendance, classroom observations, walkthroughs, lesson plan review , and student data analysis. (AP, SSCC, Coaches)
5. Adaptive technology .
a. teachers will develop a rotational schedule to ensure all students have equal access to technology to support their learning.
b. data chats
c. monitoring student data

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Hightower, Bruce, bruce.hightower@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based programs being implemented in kindergarten through fifth grade to achieve the measurable outcomes are Benchmark Advanced, LLI, IReady, SPIRE, Voyager Passport, and Reading Recovery. One of the practices we will implement and monitor throughout the year is small group

instruction. Small group differentiated instruction will allow our students to be taught at their instructional level with a variety of resources and strategies that will promote academic development and increase student achievement.

Rosenwald will monitor by:
conducting classroom observations, walkthroughs, lesson plan review, and student data analysis.
a. teachers PD's based on needs assessment analysis.
3. monitoring through observations, debriefing sessions. and data analysis
a. teachers will participate in activities including data analysis, lesson planning, standard focus, developing differentiated tasks, process, product, etc.
b. Monitoring will occur through administrative attendance, classroom observations, walkthroughs, lesson plan review , and student data analysis.
d. monitoring student data

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

The rationale for selecting the specific practices/programs were based on the fact that these resources are evidence based programs that have been vetted and proven to meet the needs of the targeted student population. These programs have been effectively used to address the identified needs of students to increase student achievement.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Incorporate Small Group Instruction and Adaptive Technology: a. Students will be assessed using USAs and FSQs in Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction in all ELA courses. b. Teachers will analyze student data to determine strengths and weaknesses in content areas. c. Teachers will create small group rotational cycles to ensure all students are supported at their ability levels, inclusive of ELL, SWD, L25%. d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers develop ongoing formative assessments to track student learning and make adjustments to instruction. f. Provide teachers with professional development to ensure appropriate use of adaptive technology . g. Teachers will develop a rotational schedule to ensure all students have access to technology. h. Teachers will engage students in small group instruction based on adaptive technology results.	Green, Sonya, sonya.green@palmbeachschools.org
Tutorials: a. Analyze student data to determine students for tutorial groups and the targeted support needed to address their area(s) of weakness. b. Choose research-based supplemental materials and resources to use during tutorials. c. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials. d. Students will be selected and grouped for small group tutorials and afterschool tutorials based on the results from FY22-23 Progress Monitoring, FSQs, USAs and ESSA identified subgroups: ELL and SWD.	Green, Sonya, sonya.green@palmbeachschools.org
PLC's/Professional Development: a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives. b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs c. Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction. d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers capacity with B.E.S.T. Standards during PLCs. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards. e. Instructional coaches will build professional learning opportunities for	Camel, Shamekia, shamekia.camel@palmbeachschools.org

Action Step	Person Responsible for Monitoring

teachers to utilize research-
based strategies.

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

As a recipient of the Resilient Model School award for 2021-2022, we will continue to promote schoolwide expectations in the areas of academic, behaviors and climate.
Guidance classes are on a rotation and topics include but are not limited to conflict resolutions, making appropriate choices, and identifying characteristics of being safe, responsible and respectful.
The School Behavioral Health Specialist assists students by providing intervention for individual/group behavioral and/or mental health counseling.
Students may also be referred to an approved outside agency based on parental consent or in case of a crisis without parental consent.
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 and career 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. Partnerships with the college and university will support our efforts to bring the benefits of college to our students. Seminole Trails will continue to serve as a mentor as Rosenwald which has implemented AVID school wide.
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. This includes research about the career and college prior to the speaker presenting to students in an effort to build their background knowledge. 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

Identify the stakeholders and their role in promoting a positive school culture and environment.

Rosenwald strives to engage our staff, parents, and community business partners in growing a welcoming supportive school environment. In preparation of the school-wide plan, all stakeholders engage in a collaborative experience to create a school compact which is an agreement between the school, families, and students outlining the responsibilities of each stakeholder for student achievement. The school collaboratively completes a Parent Family Engagement Plan (PFEP) with parents, families, and other community stakeholders. The school also communicates with and solicits feedback from all stakeholders through monthly School Advisory Council (SAC) meetings. US Sugar provided backpacks with materials and supplies for each student. The City of South Bay provided funding for general activities.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09. Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany.

A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, is designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust. (h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanic contributions standards prioritizes listing Hispanics of accomplishment, which reflects the

standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide. These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, and science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.