

The School District of Palm Beach County

# Rosenwald Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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**Table of Contents**

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<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>12</b>
<b>III. Planning for Improvement</b>	<b>17</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>24</b>
<b>VI. Title I Requirements</b>	<b>30</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>31</b>

## Rosenwald Elementary School

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

<https://res.palmbeachschools.org>

### School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

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.
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
Camel, Shamekia		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.
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.
Brown, Amanda	Instructional Coach	Math Coach in charge of supporting 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		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 Rtl/School Based Team.
Mcdonald, Joykeria		The SAI Instructor works with K-2 grade underperforming/retained students in small group instruction, provides additional academic support in the grade classrooms and is a member of the Rtl/School Based Team.

Name	Position Title	Job Duties and Responsibilities
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 is 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

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We utilize stakeholders including the school leadership team, district staff, and parents-families-community in the SIP development process.

The School Behavior Health Professional (SBHP) supports the behavioral and mental health of students and

works along with the school counselors. The SBHP position started in 2019 as part of the Marjory Stoneman

Douglass High School Public Safety Act to have more mental health professionals in schools. She also provides mentoring and facilitates small group sessions where students can express their thoughts and feelings about their social and emotional being.

Through Parent Trainings we support families with educational workshops facilitated by our school counselors,

Behavior Health Professional, reading and math support teachers, ESOL, ESE, Learning Team Facilitator, Single School Culture Coordinator and the Administrative Team.

Our ESOL Coordinator works in conjunction with the District's multicultural department to ensure the fidelity of implementation of programs and services designed to improve the outcomes of English Language Learners.

A District Migrant Liaison works with our ESOL Coordinator to provide school and community support services for families of migrant students. These supports are supplemental to school-wide supports for students and families.

A school district officer is on campus every day for the safety and security of all students and staff. The school

has one point of entry for everyone. Fortify Florida Application is on every computer, and students are made

aware of this "app" in our assemblies. The "Raptor System" is used to sign parents/visitors before they can go to

a classroom, or school event on campus.

Guidance Counselors work in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met. These supports are supplemental to school-wide supports for students and families.



**SIP Monitoring**

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. Continuous improvement is at the forefront of what we do. The SIP is updated throughout the year to ensure proper documentation is taking place. We work collaboratively to review and analyze data, and make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The Unit Assessments will occur every 3 weeks. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Student assessments include the new Progress Monitoring, which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading, and Star Math. In Grades, 3-5 there is FAST Reading and Math. Performance Matters Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students proficiency in the areas of speaking, listening, reading, and writing. Teachers are trained by instructional coaches to assess data, modify, and implement differentiated instruction based on the results of data. Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the academic coaches and administration to discuss and analyze data, modify instruction, and create standards-based lessons. Student work and best practices are shared and analyzed. Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource on blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum.

Employing frequent monitoring will allow us to adjust the instructional focus for remediation, which allows us to remediate deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans
- Data Analysis
- Classroom walks
- Student attendance
- Data Chats
- Coaching
- Formal Observations
- Professional Learning Communities attendance/participation
- Formative/Summative Assessments and Technology

**Demographic Data**

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: C  2018-19: C  2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

## Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	23	19	24	22	22	14	0	0	0	124	
One or more suspensions	7	7	3	8	10	0	0	0	0	35	
Course failure in English Language Arts (ELA)	16	12	24	33	8	8	0	0	0	101	
Course failure in Math	17	10	18	19	14	0	0	0	0	78	
Level 1 on statewide ELA assessment	0	0	0	28	17	10	0	0	0	55	
Level 1 on statewide Math assessment	0	0	0	23	20	8	0	0	0	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	44	22	21	0	0	0	87	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	17	14	19	34	20	13	0	0	0	117

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	14	0	0	0	0	0	14
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

#### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	22	40	17	30	31	0	0	0	140
One or more suspensions	0	0	3	4	0	3	0	0	0	10
Course failure in ELA	0	18	17	10	6	8	0	0	0	59
Course failure in Math	0	11	9	7	10	6	0	0	0	43
Level 1 on statewide ELA assessment	0	0	0	21	14	12	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	15	11	9	0	0	0	35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	23	21	0	0	0	71

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

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

#### Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	22	40	17	30	31	0	0	0	140	
One or more suspensions	0	0	3	4	0	3	0	0	0	10	
Course failure in ELA	0	18	17	10	6	8	0	0	0	59	
Course failure in Math	0	11	9	7	10	6	0	0	0	43	
Level 1 on statewide ELA assessment	0	0	0	21	14	12	0	0	0	47	
Level 1 on statewide Math assessment	0	0	0	15	11	9	0	0	0	35	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	27	23	21	0	0	0	71	

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	35	53	53	46	59	56	33		
ELA Learning Gains				68			50		
ELA Lowest 25th Percentile				36			41		
Math Achievement*	50	57	59	49	53	50	29		
Math Learning Gains				75			26		
Math Lowest 25th Percentile				50			31		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	49	54	54	25	59	59	18		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	100	56	59	40			23		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	251
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	12	Yes	4	4
ELL	100			
AMI				
ASN				
BLK	36	Yes	1	
HSP	45			
MUL				
PAC				
WHT				
FRL	37	Yes	1	

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	29	Yes	3	3
ELL	35	Yes	3	
AMI				
ASN				
BLK	52			
HSP	50			
MUL				
PAC				
WHT				
FRL	48			

**Accountability Components by Subgroup**

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	35			50			49					100
SWD	15			22							3	
ELL											1	100
AMI												
ASN												
BLK	34			50			47				4	
HSP	42			47							2	
MUL												
PAC												
WHT												
FRL	35			49			45				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	46	68	36	49	75	50	25					40
SWD	18	50		18	30							
ELL	29			36								40
AMI												
ASN												
BLK	47	69	42	49	76	53	25					
HSP	44	67		52	72		25					40
MUL												
PAC												
WHT												
FRL	45	67	36	49	74	50	23					40

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	50	41	29	26	31	18					23
SWD	6			6								
ELL	21	70		11	30							23

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	34	44		30	24		20					
HSP	34	62		26	29		15					24
MUL												
PAC												
WHT												
FRL	33	50	41	29	26	31	18					23

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	56%	-10%	54%	-8%
04	2023 - Spring	58%	58%	0%	58%	0%
03	2023 - Spring	15%	48%	-33%	50%	-35%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	38%	57%	-19%	59%	-21%
04	2023 - Spring	49%	52%	-3%	61%	-12%
05	2023 - Spring	67%	56%	11%	55%	12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	46%	51%	-5%	51%	-5%



### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

The data component that showed the lowest performance is ELA. Our overall proficiency was 46% in FY22 to 40% in FY23; 3rd grade ELA decreased proficiency by 20% from FY22 at 35% to FY23 at 15%; Federal Index Subgroup SWD has performed below 32% for the past 3 years, FY21-FY23 and ELL subgroup has performed below the Federal Index of 41% for the past 3 years FY21-FY23.

Our ELA trends show slight increases but we are still falling below proficiency in a number of areas: 3rd grade ELA FY21 to FY22 showed a 3% increase; FY21 32% to FY22 35%; but a 20% decrease from FY22 35% to to FY23 15%.

Subgroups SWD and ELL are still below the Federal Index of 42% or higher:

Our Federal Index Subgroup SWD has been below 32% for the past 3 years; FY21 6%, FY22 18%, FY23 29%.

Our Federal Index subgroup ELL has been below 41% for the past 3 years: FY21 21%, FY22 29%, FY23 35%

Some of the contributing factors include a lack of time for standards-based planning, limited background knowledge of content, and instructional delivery. There are also new ELA standards and curriculum this year, along with our third grade teachers having less than five years of teaching experience. This caused the teachers to not be as familiar to the standards and curriculum as necessary and this assessment was new to all of the teachers.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

The data component that showed the greatest decline from the prior year is ELA. Our students demonstrated a 6% decrease from FY22 at 46% to FY23 at 40% and 3rd grade ELA demonstrated a 20% decrease from FY22 at 35% to FY23 at 15%. Our SWD subgroup showed zero percent growth from FY22 (14%) to FY23 (14%) and ELL subgroup showed a nine percent decrease from FY22 (29%) to FY23 at (20%).

The contributing factors were that while we were focused on our ELL and SWD students we needed to address their specific needs sooner than we did. Instead of waiting until the end of fall to begin closing gaps we needed to start right after returning to school. In addition, we needed to find a different way to allow for quality, standards-enriched accountable talk. In previous years we dedicated instructional time for accountable talk thus allowing students to build on prior knowledge from each other and talking through their learning. This past year we did not set time for that with fidelity. Teachers need to use strategies consistently throughout the day and provide the appropriate accommodations to meeting students' learning needs.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

When looking at the FAST Progress Monitoring data for Window 3 we see the following data. When compared to the state average, the data component that had the greatest gap is ELA. Our students demonstrated a 14% gap in proficiency when compared to the state on the FY23 FAST Assessment; school 40% to state average of 54%.

This would definitely align with the issues we have seen with our ESSA identified subgroups our ELLs and SWDs.

Contributing factors were student attendance, new teachers to the grade levels with less than five years of teaching experience, and inexperience with the rigor of the standards. In addition, these teachers had difficulty managing their time appropriately to incorporate all aspects of the gradual release model of instruction. Also data shows they were unclear of the use of best practices and the proper accommodations for the subgroups.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The data component that showed the most improvement is Science. Our students demonstrated a 21% increase from FY22 at 25% to FY23 at 46%.

Some new actions we took are the teachers being more aggressive in their daily monitoring of the student's achievement of the Science and ELA standards.

In addition:

- Small group instruction with hands-on practice.
- Tutorials with hands-on practice.
- Adaptive Technology (Brainpop).
- Science PLCs with a focus on data analysis and standards-based planning.
- Content and Resource teachers collaborated on planning / co-teaching lessons.
- Professional Development on implementing strategies and best practices.
- Region planning and Collaboration sessions.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Ensuring student success is at the forefront of our focus, if we address the areas of concern below, we are

ensuring our students receive the support needed for growth and achievement. When looking at our Early

Warning System indicators our two potential areas of concern are:

- 10% or more Absence
- Reading Deficiency

We will continue to monitor the areas of concern and make necessary adjustments as needed. We will closely analyze data, continue the double down model in ELA classrooms focusing on the needs of our ESSA identified subgroups and our students with high rates of absenteeism.

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Highest priorities for school improvement in the upcoming school year are:

Professional Learning Communities focused on data analysis, planning for instruction, and best practices to ensure student growth and achievement for all students.

Continue double down model in all ELA classrooms focusing on the needs of our ESSA identified subgroups.

Continue push in model for ELA block for SWDs and ELLs.

ELA Achievement Growth for SWD, Blacks- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional

support by teachers ensuring lessons are planned based on the specific needs of the students. In addition, we will thoroughly review ELL student data and provide support as needed.

We plan to ensure that teachers are provided with uninterrupted collaborative planning time focused on standards-based instruction, ongoing professional development in reading, in grades 3-5, ongoing professional development in the Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

Develop a collaborative culture of learning and improvement.

Engaging multiple stakeholders in the continuous improvement process can generate a sense of ownership and empowerment with a focus on:

- Work together to develop trust, build common understanding and language, to support an appropriate level of transparency
- Learn from one another and give constructive feedback through a safe protocol that can move the work forward
- Collaboratively examine data with an equity lens—from improvement cycles, formative assessments, or other relevant data that can inform practice
- Communicate with and gather input from students, parents, and community partners about reform efforts

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

- (g) History of the Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our key area of focus is ELA proficiency. We will focus on standards-based instruction to increase proficiency in school-wide ELA, which will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning.

The results of our overall ELA proficiency was our lowest performing category when comparing the scores from one year to the next. The gap between FY23 ELA Achievement (40%) and the District average (54%) is 14 percentage points. The ELA school-wide proficiency decreased six percentage points from FY22 at (46%) to FY23 at (40%), and the third grade ELA proficiency decreased by twenty percentage points from FY22 at (35%) to FY23 at (15%). Our ESSA identified subgroup SWDs have demonstrated a 0% increase over the past two years, FY22 (14%) to FY23 (14%), below the federal threshold of 41 percentage points in ELA proficiency. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By May 2024, we will increase the overall percentage of students making proficiency on the ELA Progress Monitoring assessment by five percentage points bringing us to 45 percent proficiency, and increase the overall percentage of third grade proficiency by 10% bringing us to 25 percent proficiency.

By May 2024, we will increase the overall proficiency of SWD subgroup by five percentage points, closing the gap on the Federal Index of below forty-one percent.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. Our goal is to monitor for implementation and for impact.

At Rosenwald Elementary we strategically plan for a variety of monitoring techniques:

Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

The monitoring will be supported by key members of the leadership team: Assistant Principal Single School Culture Coordinator, Supplemental Academic Instructor (SAI) and Learning Team Facilitator (LTF).

**Person responsible for monitoring outcome:**

Bruce Hightower (bruce.hightower@palmbeachschools.org)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Incorporate Small group instruction to support students (ELLs & SWDs) learning at their ability with a variety of tasks, processes, and products.
2. FAST tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
4. Adaptive technology (iReady, I Know it, Tumble Books) will be integrated with instruction to enhance students knowledge.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Incorporate small group instruction utilizing USA and FSQ data to meet the students need for standards based practice and to identify areas of weakness for targeted remediation. Both USAs and FSQs have proven successful in preparing students for the FAST..
2. Students who participate in the FAST tutoring program have demonstrated an increase in student achievement based on the most recent data from standardized assessments.
3. Adaptive technology will support student learning at their level for remediation and enrichment.
4. PLC's and PD's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

The action steps we will take are:

Incorporate Professional Learning Communities focused on data analysis, planning for instruction, best practices.

Double down model in all ELA classrooms focusing on the needs of our ESSA identified subgroups.

Continue the push in model for ELA for SWDs and ELLs.

ELA Achievement for SWD & ELLs- Ensuring learning gains & progress for ESSA sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

Teachers will be provided with uninterrupted collaborative planning focused on standards-based instruction, ongoing professional development in reading in grades 3-5 and in Benchmark Reading Series, using iReady Diagnostic Results to create fluid instructional groups, and aligning human resources to provide intervention to targeted students.

**Person Responsible:** Bruce Hightower (bruce.hightower@palmbeachschools.org)

**By When:** October, 2023

## #2. Positive Culture and Environment specifically relating to Early Warning System

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In alignment to the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors. Our area of Focus for positive culture and environment is student attendance. Based on the data from FY22 140 students or 45% were absent 10% or more days and in FY23 124 students or (44%) were absent 10% or more days, a difference of + 1%.

FY 22 FY23

Total Students: 310 283

Absent 10% or more: 140 students(45%) 124 students (44%)

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

When looking at our FY23 school data the component of the number of students who showed a high rate of absenteeism was alarming. Out of 283 students, there were 124 students absent 10% or more days. By May 2024, the number of students absent 10% or more days during FY24 will decrease by 5% (6 students) from last years total of 124.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored by the following:

Teachers will call parents after a student has been absent for 1 day.

Attendance clerk will contact parents after a child misses two days.

Attendance team will monitor and send parents a letter stating the student has missed two days and the importance of being in school.

If a student misses 5 days, members of the attendance team will go on a home visit.

If a student misses any days past five, they will be monitored daily for attendance and referred to the truancy department.

Attendance team will put an attendance incentive in place for students with certain criteria to include students who attend school daily to students who miss one or less days of school each month.

### Person responsible for monitoring outcome:

Taranza McKelvin (taranza.mckelvin@palmbeachschools.org)

### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for Attendance is a School Wide Attendance Plan:

1. Create a Leadership Attendance Team made up of diverse stakeholders.
2. The Attendance Leadership Team should analyze and evaluate the accuracy of attendance data, including absences, tardies and early departures from class/school.
3. Positive school-wide culture around attendance. School-Wide Culture Prevention Strategies should be in place. Strategies include ensuring that there is a welcoming, engaging and safe school environment as well as positive messaging.
4. Form Community Partnerships. Determine which causes require community support. These causes may include need for childcare, clothing, healthcare, transportation or mentoring.
5. Early Intervention Strategies alert the team to students with two or more absences in a month, and should trigger a referral to the school's Attendance Team.



6. Chronic Absenteeism Strategies are for Students who have not improved their attendance as a result of early interventions.

#### **Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

1. Creating a Leadership Attendance team allows many stakeholders to be a part of the attendance solving process.
2. By analyzing and evaluating the attendance data from our data collection system (SIS), we will better understand the issues our families are experiencing that is the barrier to them bringing their children to school.
3. By ensuring the school has a positive school-wide culture around attendance will allow all teachers to understand the attendance process and the importance of such actions as taking and submitting daily attendance in a timely manner.
4. Community Partnerships will assist families in providing them with the necessary resources to enable them to have the necessities to get their child to school.
5. Early Intervention Strategies are needed to alert the team of absences occurring.
6. Chronic absenteeism strategies are in place to help escalate the situation to the next phase in the process.

#### **Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### **Will this evidence-based intervention be funded with UniSIG?**

No

#### **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.

The action steps for this strategy are:

To increase monitoring: Establish frequency to review data for students who are chronically absent or at risk of chronic absence.

Analyze data for patterns: Are there persistent needs keeping students from school (health challenges; ongoing housing instability, etc.).

Determine appropriate interventions: Based on data and student need, determine interventions, who will provide them, and how they will be monitored (i.e., start date, stop data, efficacy, etc.)

Determine the need for more intense intervention: If data show that students are not responding to Tier 2 interventions, what steps are needed to move them to Tier 3?

**Person Responsible:** Bruce Hightower (bruce.hightower@palmbeachschools.org)

**By When:** October, 2023

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Resources and allocations are focused on:

1. Resource teachers (ESOL and ESE) support during small group instruction.
2. Teachers and support staff to attend ongoing professional development to engage deep, focused,

collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies.

4. Instructional Coaches will provide teachers with a variety of levels of support to ensure teacher development and growth.

5. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.

6. The Regional and Instructional Superintendents monitor the implementation of strategies, and the District Reading Collaboration team provides professional development.

7 The District Reading Collaboration team provides professional development to schools based on needs.

8. Curriculum resources to enhance ELA, and support student mastery of the Florida B.E.S.T. standards, will support literacy across the content areas.

9. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement.

## Reading Achievement Initiative for Scholastic Excellence (RAISE)

### 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's Strategic Plan, Theme 1 Academic Excellence and Growth. 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 FY23 data, 27% of our incoming third grade students are reading on grade-level. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 44% Proficient

First Grade- 32% Proficient

Second Grade- 27% Proficient

It also gives us data to support a lack of proficiency in foundational skills

Phonological awareness- 29% Proficient

Phonics- 27% Proficient

High-Frequency Words- 33% Proficient

Vocabulary- 26% Proficient



Due to a lack of foundational skills, students overall reading comprehension proficiency is 37% for literature text and 33% for Nonfiction text.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & Growth. Our instructional priority is to deliver content, concept, or skill that is aligned to the benchmark and intended learning. Our FY23 PM #1 data showed our third-grade students were only 5% proficient. The winter iReady diagnostic also stated that 19% of students were predicted to be proficient by the FY23 FAST. This proves that students are entering third grade unprepared for the rigor of the state assessment and standards. Our goal is to be strategic and focus on standard-based instruction to ensure best practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. The ELA FAST PM#3 school-wide learning gains decreased six percentage points. Our ESSA identified subgroups SWDs and ELLs have performed below the Federal Index of 41% over the past three years. Data indicates we need to review what is being taught, how it is being taught and make decisions to make the changes necessary to support all learners. The gap between 2023 PM3 ELA Achievement (40%) and the District average (54%) is 14 percentage points. Our ESSA identified subgroups SWDs and has demonstrated a decline of 3-5% over the past two years in ELA. Our black students showed a decrease in ELA of 9% and an increase in math of 1% from FY22 to FY23. Also, FY23 PM#3 state assessment results show our subgroups SWDs stayed the same from FY22 to FY23 at 14% - no increase, Hispanics an increase of +9%, but a decline for our ELLs by -9%. FRL students had a decrease of 21% from FY22 to FY23. Our Subgroups data shows SWDs: 3rd +0%, 4th -18.2%, and 5th + 0%. We know if we address Literacy, all content areas will improve.

### **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 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 Measurable Outcomes**

The specific measurable outcomes we plan to achieve for each grade level is listed below for Spring 2023, and Winter and Spring of 2024.

For our K-2 students:

May 2023 February 2024 May 2024

Kindergarten 45% proficient 45% proficient 50% proficient

First Grade 38% proficient 40% proficient 43% proficient

Second Grade 28% proficient 28% Proficient 33% proficient

Phonological Awareness 39% proficient 42% proficient 44% proficient

Phonics 39% proficient 42% proficient 44% proficient

High-Frequency Words 55% proficient 62% Proficient 60% Proficient

Vocabulary 47% proficient 35% Proficient 40% Proficient

Based on this data trend our focus will be to diminish course failure as well as increase learning gains and achievement. Our data trends show additional support is needed in ELA/Reading classrooms with a focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA identified subgroups, ELL, and SWD, who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

### **Grades 3-5 Measurable Outcomes**

The specific measurable outcomes we plan to achieve for each grade level is listed below for Spring 2023, and Winter and Spring of 2024.

For our 3-5 students:

May 2023 February 2024 May 2024

3rd 15% proficient 25% Proficient 35% Proficient

4th 59% proficient 55% Proficient 60% Proficient

5th 46% proficient 45% Proficient 50% proficient

Based on this data trend our focus will be to diminish course failure as well as increase learning gains and achievement. Our data trends show additional support is needed in ELA/Reading classrooms with a focus on remediation of standards, foundational skills, and scaffolding instruction using research-based strategies. We will specifically focus on our ESSA identified subgroups, ELL, and SWD, who will continue to receive strategic, targeted support through various modes of instruction, including technology, small group, tutorials, data chats, and student monitoring.

## **Monitoring**

### **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 impact student achievement outcomes.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading running records, and end of unit assessments from the Benchmark Series.

We will also use grade level FSQs and USAs to track growth within standards, as well as, review Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Hightower, Bruce, [bruce.hightower1@palmbeachschools.org](mailto:bruce.hightower1@palmbeachschools.org)

## **Evidence-based Practices/Programs**

**Description:**

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?

Evidence-based practices/programs will be implemented to achieve the measurable outcomes in each grade level. The evidence-based programs do meet Florida's definition of evidence-based, aligns with the district's K-12 Comprehensive Evidence-based Reading plan, and aligns to the B.E.S.T. ELA Standards. Some websites that we utilize to provide evidence-based practices/programs include:

Results: Literacy (ed.gov)

Reading Program Repository | Florida Center for Reading Research (fcrr.org)

Reading | Evidence For ESSA

WWC | Practice Guides (ed.gov)

1. Small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all learners. They will monitor outcomes with observation, anecdotal notes, teacher and district created assessments, and hands-on/project based learning.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. We will monitor student outcomes through data. Based on how the students are performing, will determine how well teachers/support staff implement the best practices that were provided during the PD and if additional measures need to be put in place or adjustments need to be made.

3. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. Monitoring via classroom walk throughs, feedback, coaching, and planning sessions will ensure that teachers are utilizing the tools and strategies that allow for best instructional practices and lesson delivery.

**Rationale:**

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

Our rationale for selecting these evidence-based programs are data driven based on the needs of our students. These evidence-based practices/programs have proven to be effective in meeting the needs of our targeted population.

1. Incorporate small group instruction utilizing iReady subgroups needs assessment data to meet the students need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implement consistent and differentiated learning for all students. They will target remediation and enrichment within their planning

and PD.

3. PLCs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teachers in collaboration with best teaching strategies.

### **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
<p>1. Develop Literacy Leadership team.  The Literacy Leadership team will consist of the following members:  School administrator  Single School Culture Coordinator (SSCC)  Learning Team Facilitator (LTF)  Media specialist  Supplemental Academic Instructor (SAI)  Lead teacher  The Literacy Leadership team will meet weekly to collaborate on the monitoring that is taking place during weekly walkthroughs to make sure that the implementation of strategies and best practices that should be in place are being implemented. We will discuss what was evident during walkthroughs, and develop a plan to ensure that the focus is on Standards-based instruction that will allow us to increase overall k-5 proficiency school-wide in ELA. School Leaders will utilize data to identify areas of strengths and weaknesses and plan next steps.</p>	<p>Hightower, Bruce,  bruce.hightower@palmbeachschools.org</p>
<p>2. Assessment:</p> <ol style="list-style-type: none"> <li>1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking listening) (Professional Learning/Literacy Coaching) <ol style="list-style-type: none"> <li>a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQs in Language Arts. Teachers will utilize Differentiated Instruction strategies and small group instruction (Assessment).</li> <li>b. Teachers will analyze student data to determine strengths and weaknesses in the content area.</li> <li>c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities.</li> <li>d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.</li> <li>e. Teachers will follow District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.</li> </ol> </li> </ol>	<p>Hightower, Bruce,  bruce.hightower@palmbeachschools.org</p>
<p>3. Interventions (Assessment / Professional Learning)</p> <ol style="list-style-type: none"> <li>1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.</li> <li>2. Use K-5 Reading intervention with guidelines for schools to determine students' needs.</li> </ol>	<p>Hightower, Bruce,  bruce.hightower@palmbeachschools.org</p>
<p>4. Professional Development</p> <ol style="list-style-type: none"> <li>1. School admin and Literacy Leadership Team attend training on the operational plan for collection and regular review of progress monitoring data to evaluate the effectiveness of instruction in Core (Tier 1) and to monitor progress of students receiving Supplemental (Tier 2) and Intensive (Tier 3) interventions.</li> <li>2. School leaders share the plan with staff in faculty meetings and PLCs.</li> <li>3. The principal and assistant principal monitors the implementation through walkthroughs, instructional rounds, PLCs, etc. to ensure the plan is implemented effectively.</li> <li>4. The Regional and Instructional Superintendents monitor the implementation, and the District Reading Collaboration team provides</li> </ol>	<p>Hightower, Bruce,  bruce.hightower@palmbeachschools.org</p>

Action Step	Person Responsible for Monitoring
<p>professional development.</p> <p>5. The Instructional and Regional Superintendents are responsible for ensuring that principals follow the School-level Reading Plan implementation and monitor progress.</p> <p>6. Regular (i.e., quarterly) data collection and review meetings will be scheduled between the District Reading Collaboration team and Regional/ Instructional Superintendents to determine individual school needs and provide additional training and support.</p> <p>7. The District Reading Collaboration team provides professional development to schools based on needs.</p>	

5. Professional Development (Professional Learning/Literacy Coaching)
- a. SSCC (coach), LTF will create an ongoing PD session that consists of mandatory and voluntary sessions that teachers will attend.
  - b. SSCC (coach), LTF will provide ongoing modeling, pre and post conferences, and in classroom support.
  - c. Ongoing observations from principal and assistant principal with feedback will be provided to teachers.
6. PLC's: (Professional Learning)
- a. Development of a PLC schedule to include all content area teachers and resource teachers.
  - b. The PLCs sessions will focus on data analysis and effective instruction based on the needs.
  - c. Instructional coaches will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
  - d. Teachers will work collaboratively to plan and develop lessons focused on strategies aligned to the standards.
- Hightower, Bruce,  
bruce.hightower@palmbeachschools.org

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

All Title I schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

**Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.**

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes