Rosenwald High School

2023-24

Schoolwide Improvement Plan (SIP)

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Rosenwald High School

924 BAY AVE, Panama City, FL 32401

[no web address on file]

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 High School will provide a safe, structured, and supportive environment that inspires students to stay in school and graduate ready for college or careers.

Provide the school's vision statement.

EDUCATION. GRADUATION. DESTINATION.

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
Allison, Michael	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data-driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
James, Makeda	Assistant Principal	Assists the principal in the overall administration of the school and assumes leadership of the school in the absence of the principal, serves as an Instructional Leader; facilitates the work of PLCs, leads data driven discussions and planning, relates to students with mutual respect while carrying out a positive and effective discipline policy
Head, Debra	Instructional Technology	provide accessible tools for students and staff to direct, enhance, and support the learning process, collaborating with staff, teaching skills to students and staff, and maintaining the holdings of the Media Center.
Hinson, Denise	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Boutwell, Barbara	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Emory , Matthew	Teacher, K-12	Plan, prepare and deliver instructional activities to address state standards, Create positive educational climate, monitor student progress through formative and summative assessments, adjust instruction based on student need, collaborate with colleagues to plan instruction and interventions based on student data
Smith, Franlisa	Teacher, ESE	responsible for planning, developing, delivering and evaluating appropriate individualized educational services, identify the needs of assigned students through formal and informal assessments, review student performance data and assessment data to develop appropriate goals and objectives for each student, collaborate with general education teachers to ensure all students receive standards based instruction.

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.

The School Leadership Team consists of teachers from multiple departments, programs, and grade levels, along with the administration and media specialist. This team collaborated over the summer and in the fall to review, analyze, and reflect on schoolwide data. The team identified specific areas of focus and developed a plan for improvement.
In addition, the School Advisory Council will assist in the development of the school improvement plan by reviewing the draft, providing feedback, and approving the final revisions. Throughout the school year, the school improvement plan is revisited and discussed by the SAC and the administration.

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 Leadership Team will meet monthly to review schoolwide, grade-level, and individual student data to evaluate the impact of the instructional strategies identified in the School Improvement Plan. PLCs and the administration team will review progress monitoring data from the state and district assessments along with Edgenuity data and student work routinely to evaluate student progress.

MTSS data chats will be held monthly to monitor and evaluate student progress.
Classroom walkthroughs will be completed to monitor implementation and evaluate the effectiveness of the identified instructional strategies within the classroom. If needed, adjustments to include additional resources, additional support, or a change in interventions may be made if there are issues with student progress.
The SIP revisited and discussed by the SAC, the school leadership team, and the administration throughout the school year.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK, 6-12
Primary Service Type (per MSID File)	Alternative Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	49%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
DJJ Accountability Rating History	

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	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	3	9	9	21
One or more suspensions	0	0	0	0	0	0	2	9	10	21
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	1	4	5
Course failure in Math	0	0	0	0	0	0	0	1	3	4
Level 1 on statewide ELA assessment	0	0	0	0	0	0	3	10	12	25
Level 1 on statewide Math assessment	0	0	0	0	0	0	5	12	15	32
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	3	11	5	19

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	3	11	5	19
Students retained two or more times	0	0	0	0	0	0	3	10	13	26

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	0	0	0	0	0	3	13	16	115
One or more suspensions	0	0	0	0	0	0	0	2	5	19
Course failure in ELA	0	0	0	0	0	0	1	6	5	100
Course failure in Math	0	0	0	0	0	0	3	7	5	77
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	16	17	163
Level 1 on statewide Math assessment	0	0	0	0	0	0	7	20	19	141
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	2
	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	4	14	20	168

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	0	0	0	3	15	9	81
Students retained two or more times	0	0	0	0	0	0	4	14	15	126

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	0	0	0	0	0	3	13	16	32
One or more suspensions	0	0	0	0	0	0	0	2	5	7
Course failure in ELA	0	0	0	0	0	0	1	6	5	12
Course failure in Math	0	0	0	0	0	0	3	7	5	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	5	16	17	38
Level 1 on statewide Math assessment	0	0	0	0	0	0	7	20	19	46
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	4	14	20	38

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	0	0	0	3	15	9	27
Students retained two or more times	0	0	0	0	0	0	4	14	15	33

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*	2	49	53	4	52	55	3		
ELA Learning Gains				20			9		
ELA Lowest 25th Percentile				27			17		
Math Achievement*	1	58	55	1	35	42	0		
Math Learning Gains				22			17		
Math Lowest 25th Percentile				25			56		
Science Achievement*	2	56	52	8	55	54	9		
Social Studies Achievement*	18	65	68	12	55	59	4		
Middle School Acceleration		70	70		41	51			
Graduation Rate	60	80	74	54	54	50	51		
College and Career Acceleration	14	49	53	0	69	70	9		
ELP Progress	0	45	55		69	70			

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)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	97
Total Components for the Federal Index	7
Percent Tested	76
Graduation Rate	60

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	17
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	173
Total Components for the Federal Index	10
Percent Tested	80
Graduation Rate	54

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	18	Yes	2	2
ELL	0	Yes	1	1
AMI				
ASN				
BLK	17	Yes	4	4
HSP	0	Yes	1	1

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL				
PAC				
WHT	16	Yes	4	4
FRL	15	Yes	4	4

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	17	Yes	1	1
ELL				
AMI				
ASN				
BLK	18	Yes	3	3
HSP				
MUL				
PAC				
WHT	14	Yes	3	3
FRL	16	Yes	3	3

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	2			1			2	18		60	14	0
SWD	0			0			0	14		0	6	
ELL											1	0
AMI												
ASN												

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
BLK	0			4			8	17		9	6	
HSP	0			0							3	0
MUL												
PAC												
WHT	4			1			0	20		17	6	
FRL	1			1			0	13		15	6	

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	4	20	27	1	22	25	8	12		54	0	
SWD	4	15		0	23	18	4	6		62		
ELL												
AMI												
ASN												
BLK	5	26		0	18		6	10		80	0	
HSP												
MUL												
PAC												
WHT	6	9		2	24		12	18		37	0	
FRL	6	26		0	16	17	5	15		58	0	

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	3	9	17	0	17	56	9	4		51	9	
SWD	0	9	20	0	24	53	8	0		60		
ELL												
AMI												
ASN												
BLK	3	9		0	22	70	0	4		48	0	
HSP				0								
MUL												

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
PAC												
WHT	0	5		0	19		14	0		50	15	
FRL	2	11	20	0	20	56	10	5		55	12	

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
10	2023 - Spring	6%	48%	-42%	50%	-44%
07	2023 - Spring	0%	48%	-48%	47%	-47%
08	2023 - Spring	3%	48%	-45%	47%	-44%
09	2023 - Spring	0%	46%	-46%	48%	-48%
06	2023 - Spring	*	46%	*	47%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	55%	*	54%	*
07	2023 - Spring	0%	53%	-53%	48%	-48%
08	2023 - Spring	7%	61%	-54%	55%	-48%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	7%	51%	-44%	44%	-37%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	1%	57%	-56%	50%	-49%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	2%	50%	-48%	48%	-46%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	8%	61%	-53%	63%	-55%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	7%	71%	-64%	66%	-59%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	10%	61%	-51%	63%	-53%

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 showing the lowest performance is 6th and 7th-grade reading and math along with 9th-grade reading. Due to the limited number of testers due to non-attendance and/or behaviors at an alternative school, the data does not indicate any students at or above proficiency. Contributing factors include new benchmarks and new assessments along with a number of new teachers implementing Edgenuity and small group instruction aligned to benchmarks. Brand new novice teachers in math and ELA with alternative certification and/or out-of-field certifications contributed to this gap.

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 was math. Declining numbers in 6th and 7th Grade math along with Geometry may be attributed to learning loss in math due to the pandemic. Students at Rosenwald in an alternative setting experienced larger interruptions in learning. New middle and high school benchmarks in math created a need to build additional capacity in teachers to plan, prepare, and implement aligned instruction. Providing interventions to students who are working on credit recovery to fill large gaps creates a need to train teachers on targeted small group instruction. Brand new novice teachers in math and ELA with alternative certification and/or out-of-field certifications contributed to this gap.

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.

While all data components show a gap when compared to the state average, the data component that shows the greatest gaps are reading and math across grade levels. Students at Rosenwald are two or more years behind and this causes significant achievement gaps. Brand new novice teachers in math and ELA with alternative certification and/or out-of-field certifications contributed to this gap.

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

Biology EOC scores showed an improvement from 3% proficient to 11% proficient. This area had a highly qualified veteran teacher who utilized Edgenuity and approved core curriculum resources to provide an emphasis on hands on learning and labs in biology.

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

Based on the EWS data there is a pattern of nonattendance and low proficiency. An area of concern is the number of students not on track to graduate.

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

1. Increase math proficiency
2. Increase ELA proficiency
3. Prepare students for graduation by earning proficiency on state assessments or a concordant score
4. Increase graduation rate

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 Professional Learning Communities

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.

The Rosenwald faculty and staff will actively participate as a member of a school-based Professional Learning Community. The 22-23 schoolwide ELA and Math proficiency levels are below the state average. The overall achievement levels in the 21-22 school year were also significantly below the state average and below the Federal Index. The Black, White, Economically Disadvantaged, and Students with Disabilities ESSA subgroups have been identified as low-performing based on 21-22 assessment data.

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

100% of the faculty at Rosenwald will be a member of a Professional Learning Community and actively participate in weekly PLC meetings that include the intentional identification and monitoring of students in each low performing subgroup.

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

The administration will regularly attend grade-level Professional Learning Community meetings to ensure that student learning is the main focus and that all PLC members are present and actively participating. PLC teams will utilize the approved agenda and minutes template that focuses on the Four Critical Questions of a PLC. The agenda and minutes will be uploaded.

PLCs will discuss regular progress monitoring utilizing Edgenuity to track students who are off/on/ahead of targets for all subject areas. Additional monitoring for ELA will occur through FAST Progress Monitoring. Specific subgroup performance will be discussed.

Person responsible for monitoring outcome:

Makeda James (jamesm@bay.k12.fl.us)

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.)

Professional Learning Communities will serve to provide job-embedded professional learning to the faculty focused on delivering benchmark-aligned engaging lessons through Edgenuity, analyzing student achievement data, and planning and delivering effective interventions for students in an alternative setting that focuses on closing the achievement gap for each identified low performing subgroups. Job-embedded professional learning will be focused on closing the achievement gap for students with disabilities, English Language Learners, economically disadvantaged students, black students and white students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The U.S. Department of Education Institute of Educational Sciences indicates that for more than a decade education practitioners have promoted the Professional Learning Community (PLC) as an effective way to provide professional development to teachers to improve their pedagogy. By reflecting on and improving teaching practices, PLCs will have a positive impact on student achievement. Teachers working together to map the learning progression of all students has an effect size of 1.20 according to educational researcher, John Hattie. The effect size of collective teacher efficacy is 1.57.

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.

Develop a common PLC agenda and minutes template to be utilized schoolwide to guide the work of the PLCs that focuses on DuFour's Four Critical Questions in an alternative setting.
1. What do we want all students to know and be able to do?
2. How will we know when each student has learned it?
3. How will we respond when some students do not learn?
4. How will we extend the learning of students who are proficient?

Person Responsible: Makeda James (jamesm@bay.k12.fl.us)

By When: End of Quarter 1.

Provide PLCs with professional learning in the areas of benchmark-aligned instruction, utilizing Edgenuity to close learning gaps, analyzing student data, and providing appropriate interventions and "just-in-time" support to
accelerate student learning for each identified low performing subgroup; students with disabilities, economically disadvantaged students, and black and white students.

Person Responsible: Makeda James (jamesm@bay.k12.fl.us)

By When: End of Quarter 2.

ELL district staff and SLIFE teacher will collaborate to provide job embedded professional learning in PLCs focused on closing the achievement gap with ELL students in an alternative setting.

Person Responsible: Makeda James (jamesm@bay.k12.fl.us)

By When: End of Quarter 2.

Graduation pathways district staff will provided professional learning for ELA and Math teachers focused on utilizing Test Prep Materials for interventions and Saturday school sessions. Will review using UWorld, StudySync (ELA), & Reveal Math (Alg/Geo) instructional materials.

Person Responsible: Jonathan McQuagge (mcquaj@bay.k12.fl.us)

By When: End of Quarter 3.

Plan, prepare, and provide Saturday school sessions with trained and certified teachers focused on test prep for students to earn a passing or concordant score.

Person Responsible: Jonathan McQuagge (mcquaj@bay.k12.fl.us)

By When: First Saturday session will be in November and continue until the end of the school year

#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.

The EWS data indicates that a large percentage of Rosenwald students are absent 10% or more school days during the 2022-2023 school year.

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

Rosenwald will decrease the percentage of students absent 10% or more of the school days by 10% in the 2023-2024 school year.

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

The attendance report will be reviewed monthly to identify students demonstrating a pattern of nonattendance. Low-performing subgroups will be identified in the monthly attendance report and monitored with specific barriers identified.

Person responsible for monitoring outcome:

Jonathan McQuagge (mcquaj@bay.k12.fl.us)

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.)

Rosenwald will create positive conditions for learning by being intentional in building strong and supportive relationships among students, faculty, staff, parents, and community members. A parent liaison and school social worker will assist with home visits and wrap-around services for support.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research indicates that when positive conditions are in place students are more likely to attend and be engaged (attendanceworks.org). There is strong evidence that students benefit from strong community partnerships. According to Hattie, teacher-student relationships have a positive effect size of 0.72 on student achievement. A student's sense of belonging within a supportive school environment also has a positive impact on student attendance and achievement.

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.

Establish, teach, and reinforce schoolwide non-negotiable core values and expectations to create a safe and supportive environment for students, teachers, and staff.

Provide additional supervision for students during transition to promote a safe and supportive environment for students, teachers, and staff.

Monitor data monthly.

Send school liaison and social worker on home visits for students not attending.

Use graduation coach to help identify barriers specifically for low-performing subgroups and perform appropriate interventions or provide wraparound services as needed.

Use district social worker for unaccompanied and homeless youth to address barriers for attendance, participation, and behavior concerns.

Person Responsible: Jonathan McQuagge (mcquaj@bay.k12.fl.us)

By When: Ongoing

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).

In Bay District, we are a collaborative team. Together, the district office supports school leaders and staff members in developing spending plans that are directly aligned with their SIP goals. With the leadership of our Director of Federal Programs, the district monitors expenses bi-weekly and updates the financial spreadsheet. In an effort to be transparent, this spreadsheet is shared with stakeholders including district leaders, school leaders, and pertinent school staff members. In the event there is a need to update or modify the plan based on a change in need, then the group collaborates to develop an amendment.

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.

School Improvement Plans are made publicly available via the Florida Department of Education, CIMS website: https://www.floridacims.org/plans. This link is available for parents and the community on the school's webpage (https://rosenwald.bay.k12.fl.us/). The yearly BDS Title I Newsletter will provide the CIMS link to the SIP/SWP, which contains the UniSIG budget. The newsletter is translated into the language parents can understand and distributed to parents via PeachJar. Paper copies of the plan are provided upon request. The SIP/SWP will be discussed at the Title I Annual Meeting and during SAC meetings. The SAC will progress monitor the implementation of the plan.

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))

With the input of parents, a Parent and Family Engagement Plan (PFEP) has been developed for the 23-24 school year and a summary of the PFEP is disseminated electronically to parents at the beginning of the year. The PFEP outlines the meetings, workshops, and communications planned to engage parents, build parents' capacity in order to be fully involved in their child's education, meet their child's needs, and increase academic achievement; which will fulfill the school's mission. It also outlines the training for teachers, administrators, and other staff to promote positive relationships with parents. The PFEP is available on the school's website at (https://rosenwald.bay.k12.fl.us/) Parents are able to monitor their child's progress 24/7 using the Parent Portal. The following Title I expenditures will support the implementation of the PFEP by funding supplies for parent engagement.

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))

At Rosenwald, we utilize rigorous instruction and productive PLCs to guide our faculty to help our students reach their achievement goals. Our job is to maintain instructional momentum and as such we use Title 1 allocations to fund one ESE intervention teacher, two classroom paraprofessionals, and instructional supplies to enhance and engage instruction. These resources allow us to focus on teaching quality curriculum and enhancing the quality of instruction by not only maintaining instructional momentum but also providing hands-on instruction and creating core memories for our students.

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))

Title III, ESSER, Immigrant, and local funds are coordinated to provide office staff in the bilingual center who assist families new to the community with school registration; ESOL Resource Teachers who support teachers of ELL students; bilingual paraprofessionals who assist students in the classrooms; curriculum resources; supplies; and parent involvement resources for students to be successful.
Title II and local funds provide ongoing professional development for teachers and administrators to support the implementation of best practices for continuous improvement, ensure that instructional practices and strategies align with the rigorous state standards, and promote accelerated learning and differentiated instruction to meet students' individual needs. Funds provide opportunities for teachers to add endorsements for Autism, Reading, ESOL, and Gifted as well as obtaining certification for critical shortage areas. New teachers are provided sustained support from staff training specialists and content area instructional specialists to facilitate their development.
The State's mental health allocation is coordinated with ESSER/ARP funds to provide the school with a mental health team to provide equitable access to behavioral support services within the school, addressing barriers to academic and social success, while enhancing students' emotional development, well-being and safety through the multi-tiered systems of support within the school.
Title IX, Part A funds provide social workers, student support care managers, and intervention teachers to work with students who have been identified as homeless to remove barriers that prevent regular attendance, full participation, and academic success.
Title I, Part D funds provide a transition specialist to coordinate with schools to ensure that students and their educational records successfully transition to and from the juvenile detention system.

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: Professional Learning Communities				$61,028.84
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0581 - Rosenwald High School	UniSIG	1.0	$3,360.00
			Notes: Classroom teacher salaries for Saturday School Sessions for credit recovery and course progression testing. 4 classroom teachers for 3 hours and 8 sessions.			
	5100	210	0581 - Rosenwald High School	UniSIG		$456.00
			Notes: Retirement: Classroom Teachers (Saturday Sessions)			
	5100	220	0581 - Rosenwald High School	UniSIG		$258.00
			Notes: FICA: Classroom Teachers (Saturday Sessions)			
	5100	240	0581 - Rosenwald High School	UniSIG		$51.00
			Notes: Workers' Comp: Classroom Teachers (Saturday Sessions)			
	5100	369	0581 - Rosenwald High School	UniSIG		$8,850.00
			Notes: CLT testing fees for students to participate in CLT for concordant scores (150)			
	5100	510	0581 - Rosenwald High School	UniSIG		$28,751.84
			Notes: Supplies: Supplemental instructional materials to focus on intensive instruction in ELA and Math, classroom supplies, instructional supplies (includes paper, binders, folders, pencils, and other instructional supplies that do not exceed $100 individually; ELA and math supplemental materials through Curriculum Associates, and SAT/ACT prep materials.)			
	5100	642	0581 - Rosenwald High School	UniSIG		$2,670.00
			Notes: Non-capitalized Technology Fixtures and Equipment: Chromebook carts to store student devices (3 @ $890)			
	5100	644	0581 - Rosenwald High School	UniSIG		$15,600.00
			Notes: Non-capitalized Technology: Chromebook devices for student use during intensive instruction and virtual learning as needed (40 @ $390)			
	6120	130	0581 - Rosenwald High School	UniSIG		$840.00
			Notes: School counselor salary for Saturday School Sessions for credit recovery and course progression testing. 1 school counselor for 3 hours and 8 sessions.			
	6120	210	0581 - Rosenwald High School	UniSIG		$114.00
			Notes: Retirement: School counselor (Saturday Sessions)			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6120	220	0581 - Rosenwald High School	UniSIG		$65.00
			Notes: FICA: School counselor (Saturday Sessions)			
	6120	240	0581 - Rosenwald High School	UniSIG		$13.00
			Notes: Workers' Comp: School counselor (Saturday Sessions)			
2	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$7,925.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0581 - Rosenwald High School	UniSIG		$6,457.00
			Notes: Classroom Teacher: Supplemental pay for increased supervision for students during a.m./p.m. to increase relationship building outside of the classroom (9 supplements @ $717.4)			
	5100	210	0581 - Rosenwald High School	UniSIG		$877.00
			Notes: Retirement: supplements for classroom teachers			
	5100	220	0581 - Rosenwald High School	UniSIG		$494.00
			Notes: FICA: supplements for classroom teachers			
	5100	240	0581 - Rosenwald High School	UniSIG		$97.00
			Notes: Workers' Comp: supplements for classroom teachers			
					Total:	**$68,953.84**

Budget Approval

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

No