
Title I Comprehensive Schoolwide Plan
ROSENWALD ELEMENTARY SCHOOL (1321)

ELA

1. List prioritized needs statements.

43% of 3-5 students will be proficient on the FY25 ELA PM3 Assessment, an increase of 7% from the FY24 PM3 Assessment. Based on our school data, Rosenwald's students performed at 35% proficiency level on the FY24 ELA State Assessment. Overall, Rosenwald showed a decrease in proficiency on the state assessment of 5%, from 40% on FY23 State Assessment to 35% on the FY24 state assessment. Although our third-grade students showed a 10% increase from FY23 at 15% to FY24 at 25%, they have not met the target goal of 43% proficiency. Also, our ELL subgroup, showed a 20% decrease in proficiency from FY23 at 20% to FY24 at 0% proficiency.

2. List the root causes for the needs assessment statements you prioritized.

- ELA Teachers are still learning how to effectively implement the materials provided by the district/region.
- Students have a lack of Vocabulary Development and background knowledge.
- A majority of students who performed at levels 1 and 2 are taught by teachers with 0-5 years of experience.
- Teachers are still developing pedagogy with developing understanding of implementing standards-based instruction.
- There is a need for more ELA support to assist with interventions, small group instruction, and tiered coaching support for teachers.
- Truancy, absenteeism and tardiness.

3. Share possible solutions that address the root causes.

Rosenwald Elementary School is making progress addressing the root causes by analyzing FY25 Progress Monitoring (PM) Assessments, Diagnostics, USAs, FSQs, i-Ready Assessments, informal assessments, teacher observations, and aggressive monitoring. Strategies to obtain desired results for targeted students:

- Strategy groups (reteach and enrichment)
- Focus on academic vocabulary within context
- Prereading activities to build students background knowledge
- After school and in-school tutorials
- Academic support (push-in and pull-out)
- Weekly support with regional specialists (ELA)
- Weekly grade level PLCs (review standards, model lessons, data review)
- Provide Professional Development / Trainings to develop teacher pedagogy of implementing Standards based lessons and Strategies
- Instructional walk-throughs and feedback to follow-up in PLCs
- Provide social emotional support (SEL) Provide collaborative planning sessions each trimester for classroom and resource teachers such as SAI, ELL, and ESE support to plan using Florida B.E.S.T. Standards and Benchmark Advance. We also provide afterschool / in-school tutorials to students in order to support instruction provided during the day. Students utilize iReady for 45 minutes each week in Reading which enables them to work at their current level while working towards grade level proficiency. Teachers receive stipends to attend Professional Development Cadres outside of the regular school day. Teachers provide opportunities for students to practice skills and strategies to address many of the gaps found in students' foundational skills. In order to address truancy, we have created an attendance team who analyze and monitor students' attendance weekly. When a concern arises, we implement our action plan to reduce the number of tardies and absences.

4. How will school strengthen the PFEP to support ELA?

- **Communication**

Utilize ongoing methods such as phone calls, flyers, invitations, text messages, Parent Link and the school marquee to notify families of upcoming events such as SAC meetings, Curriculum Nights, Title 1 Meetings, and Parent Literacy Nights.

- **Parent Training**

Provide Curriculum Nights for families to actively engage in standards-based activities (hands-on, technology, games, etc.) that are in parent-friendly language, and strategies that will help parents support their child's learning at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

Rosenwald will: - Provide a welcoming and respectful school climate that values the cultural differences of students and families -Provide opportunities for collaboration between teachers and parents -Provide high-quality curriculum and instruction that enables students to meet high standards - Effectively communicate with families about student data and progress monitoring outcomes -Focus on equitable practices in educating the whole child utilizing appropriate techniques and strategies - Provide opportunities for all stakeholders to provide feedback in addressing specific needs of the school

- **Students**

Rosenwald students will: - Be prepared and behave appropriately in all learning environments - Actively engage in the learning process and utilize all available materials and resources for support - Communicate concerns, follow school rules, and be respectful at all times

- **Parents**

Rosenwald parents will: - Ensure students attend school regularly, on time, and are prepared to engage in the learning process - Communicate concerns and monitor student progress - Actively engage in school functions, especially those that involve providing academic support - Provide feedback and assist students with homework

- **Staff Training**

Provide professional learning opportunities that cultivate teacher skills in a variety of areas that ensures student academic success. These areas include but are not limited to - parent/teacher collaboration, data sharing, progress monitoring, student engagement strategies, and cultural connections.

- **Accessibility**

The school's environment is welcoming and inviting. Also, we utilize our Community Language Facilitator to provide support to families during school sponsored events. We celebrate diversity and acknowledge all nationalities by offering translated flyers and announcements. We also utilize District Interpreters to provide support for Speech and Language Impaired families if there is a need. The school is ADA certified and provides access to all stakeholders throughout the building.

Math

1. List prioritized needs statements.

60% of 3-5 students will be proficient on the FY25 ELA PM3 Assessment, an increase of 3% from the FY24 PM3 Assessment. Based on our school data, although Rosenwald showed a 6% increase in overall Math Proficiency from FY23 of 51% to FY24 of 57% on the State Assessment, our ESSA subgroups- Black, ELL and SWD are still a priority component. Our ESSA subgroups – ELL improved by 4% from FY23 50% to FY24 54% and SWD improved by 18% from FY23 21% to FY24 39%. Our Black subgroup showed a decrease of 5% from FY23 48% to FY24 43% on the State Assessment.

2. List the root causes for the needs assessment statements you prioritized.

- Student tardiness / absenteeism
- Reading deficiency / comprehension
- Lack of practice or strategies for problem solving
- The student mindset plays an important role. If a student thinks from the beginning that he will not be able to perform well in the subject, he will end up developing a phobia towards Mathematics.
- Need for more Math support to assist with interventions, small group instruction, and tiered coaching support for teachers.
- Over-reliance on mental math.
- Inattention or distractions

3. Share possible solutions that address the root causes.

Rosenwald Elementary School is making progress addressing the root causes by analyzing FY24 Progress Monitoring (PM) Assessments, Diagnostics, USAs, FSQs, i-Ready Assessments, informal assessments, teacher observations, and Aggressive Monitoring. Strategies to obtain desired results for targeted students:

- Strategy groups (reteach and enrichment)
- Focus on academic vocabulary within context
- After school tutorials
- In-school Tutorials
- Academic support (push-in and pull-out)
- Weekly support with regional specialists (MATH)
- Weekly grade level PLCs (review standards, model lessons, data review)
- Provide Professional Development / Trainings to develop teacher pedagogy of B.E.S.T. Standards and Benchmark
- Instructional walk-throughs and feedback to follow-up on PLCs
- Provide Skills for Learning and Life (SLL)
- Provide collaborative planning sessions each trimester for classroom and resource teachers such as Math Support, ELL, and ESE support to plan using Florida B.E.S.T. Standards and Benchmarks
- Provide afterschool tutorial to students in order to support instruction provided during the day
- Students will utilize iReady for 45 minutes each week in Math which enables them to work at their current level while working towards grade level proficiency
- Teachers receive stipends to attend Professional Development Cadres outside of the regular school day
- Teachers provide opportunities for students to utilize mathematical concepts, skills and strategies to address many of the gaps found in students' foundational skills

4. How will school strengthen the PFEP to support Math?

• Communication

Utilize ongoing methods such as phone calls, flyers, invitations, text messages, Parent Link, and the school marquee to notify families of upcoming events such as SAC meetings, Curriculum Nights, Title 1 Meetings, and Parent Literacy Nights.

• Parent Training

Provide Curriculum Nights for families to actively engage in standards-based activities (hands-on, technology, games, etc.) that are in parent-friendly language, and strategies that will help parents support their child's learning at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

- Provide a welcoming and respectful school climate that values the cultural differences of students and families -Provide opportunities for collaboration between teachers and parents. -Provide high-quality curriculum and instruction that enables students to meet high standards. - Effectively communicate with families about student data and progress monitoring outcomes. -Focus on equitable practices in educating the whole child utilizing appropriate techniques and strategies - Provide opportunities for all stakeholders to provide feedback in addressing specific needs

- **Students**

Rosenwald students will: - Be prepared and behave appropriately in all learning environments - Actively engage in the learning process and utilize all available materials and resources for support - Communicate concerns, follow school rules, and be respectful at all times

- **Parents**

Rosenwald parents will: - Ensure students attend school regularly, on time, and are prepared to engage in the learning process - Communicate concerns and monitor student progress - Actively engage in school functions, especially those that involve providing academic support - Provide feedback and assist students with homework

- **Staff Training**

Provide professional learning opportunities that cultivate teacher skills in a variety of areas that ensures student academic success. These areas include but are not limited to - parent/teacher collaboration, data sharing, progress monitoring, student engagement strategies, and cultural connections.

- **Accessibility**

The school's environment is welcoming and inviting. Also, we utilize our Community Language Facilitator to provide support to families during school sponsored events. We also utilize District Interpreters to provide support for Speech and Language Impaired families. The school is ADA certified and provides access to all stakeholders throughout the building.

Science

1. List prioritized needs statements.

50% of students will be proficient on the FY25 Science PM3 Assessment, an increase of 11% from FY24 PM3 Assessment. Based on our school data, on the SY24 Science Assessment, overall Rosenwald showed a decrease in proficiency by 10%, decreasing from FY23 49% to FY24 of 39%. Based on the FY25 District Winter Science diagnostic results, overall we made a decrease of 4 percentage points 45% when compared to 49% on the FY24 State Assessment; however, we will continue to monitor our subgroup populations Black, SWD and ELL.

2. List the root causes for the needs assessment statements you prioritized.

- Teachers have still not fully mastered the standards and materials provided by the district/region.
- 100% of our students who perform at a level 1 and 2 are taught by teachers with 0-5 years' experience.
- Teachers continue to have a need to develop an understanding of how to implement standards-based instruction.
- There is also a need for more Science support to assist with interventions, foundational Science skills development, and coaching for adult learners.
- Students are coming in with a deficit in science for skills they have not learned in prior grades.

3. Share possible solutions that address the root causes.

Rosenwald Elementary School is progressing towards the intended outcome by analyzing FY25 Winter Diagnostics, USAs, FSQs, teacher observations, informal assessments and aggressive progress monitoring. Strategies to obtain desired results for targeted students:

- Skilled strategy groups (reteach and enrichment)
- Focus on academic vocabulary within context
- Hands-on instruction/experiments
- After school tutorials
- In-school Tutorials
- Academic support (push-in grade 5)
- Weekly grade level PLCs (review standards, model lessons, data review)
- Provide Professional Development / Trainings to develop teacher pedagogy of science standards
- Instructional walk-throughs and feedback to follow-up on PLCs
- Provide collaborative planning time each trimester for classroom and resource teachers (ESOL and ESE) to plan using research-based materials and resources that align with Florida Standards.
- Provide tutorial to students in order to support instruction provided during the day.
- Professional development for teachers provided by the Palm Beach County School District's Curriculum Department and Region.
- Teachers give students opportunities to utilize Scientific concepts, skills and strategies to address many of the gaps found in students' foundational skills through hands on learning.

4. How will school strengthen the PFEP to support Science?

• Communication

Utilize ongoing methods such as phone calls, flyers, invitations, text messages, Parent Link, and the school marquee to notify families of upcoming events such as SAC meetings, Curriculum Nights, Title 1 Meetings, and Parent Literacy Nights.

- **Parent Training**

Provide Curriculum Nights for families to actively engage in standards-based activities (hands-on, technology, games, etc.) that are in parent-friendly language, and strategies that will help parents support their child's learning at home.

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Rosenwald will: - Provide a welcoming and respectful school climate that values the cultural differences of students and families -Provide opportunities for collaboration between teachers and parents. -Provide high-quality curriculum and instruction that enables students to meet high standards. - Effectively communicate with families about student data and progress monitoring outcomes. -Focus on equitable practices in educating the whole child utilizing appropriate techniques and strategies - Provide opportunities for all stakeholders to provide feedback in addressing specific needs

- **Students**

Rosenwald students will: - Be prepared and behave appropriately in all learning environments - Actively engage in the learning process and utilize all available materials and resources for support - Communicate concerns, follow school rules, and be respectful at all times

- **Parents**

Rosenwald parents will: - Ensure students attend school regularly, on time, and are prepared to engage in the learning process - Communicate concerns and monitor student progress - Actively engage in school functions, especially those that involve providing academic support - Provide feedback and assist students with homework

- **Staff Training**

Provide professional learning opportunities that cultivate teacher skills in a variety of areas that ensures student academic success. These areas include but are not limited to - parent/teacher collaboration, data sharing, progress monitoring, student engagement strategies, and cultural connections.

- Accessibility

The school's environment is welcoming and inviting. Also, we utilize our Community Language Facilitator to provide support to families during school sponsored events. We also utilize District Interpreters to provide support for Speech and Language Impaired families. The school is ADA certified and provides access to all stakeholders throughout the building.

Action Step: Classroom Instruction

Improve student proficiency in Math, Science, and ELA by engaging students and using best practices such as whole group, small group, collaborative groups, and gradual release.

Budget Total: **\$75,112.32**

Acct Description	Description					
Resource Teacher	Math Resource teacher will support small group math instruction for identified students through push in and pull out for grades K-5.					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	School Smart Pocket Folders- 25 with fasteners	15	\$14.10	General Supplies	Original	\$211.50
	Sharpie Marker	15	\$8.77	General Supplies	Original	\$131.55
	Color Paper-Warehouse	30	\$11.91	General Supplies	Original	\$357.30
	Pre-Sharpened Pencils Ticonderoga	25	\$9.83	General Supplies	Original	\$245.75
	Chart Paper	15	\$8.64	General Supplies	Original	\$129.60
	Copy Paper	20	\$34.69	General Supplies	Original	\$693.80

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	iready consumables and literacy manipulatives	1	\$26,227.02	Instructional Materials	Original	\$26,227.02
	Cardstock Paper	20	\$20.60	General Supplies	Original	\$412.00
	Dry Eraser Markers	25	\$9.82	General Supplies	Original	\$245.50
	Scotch Tape Pack of 12	10	\$28.98	General Supplies	Original	\$289.80
	Adjustment - benefits credit and final allocation.	1	\$3,152.50	General Supplies	Other	\$3,152.50

Action Step: Professional Learning

Provide professional learning and support through side-by-side modeling, analysis of data and identification of students in need of additional support, facilitation of PLC's, and facilitation of the SBT process and Schoolwide Positive Behavior.

Budget Total: \$87,452.40

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
Supplies	Copy Paper	20	\$34.69	General Supplies	Original	\$693.80
	Chart Paper	20	\$8.64	General Supplies	Original	\$172.80
	School Smart Sheet Protector	20	\$9.10	General Supplies	Original	\$182.00
	Sharpies Markers 8-Marker Asst	20	\$8.77	General Supplies	Original	\$175.40

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Dry Erasers Markers	20	\$9.82	General Supplies	Original	\$196.40
LTF	This Learning Team Facilitator will facilitate learning by providing new instructional practices and strategies plan for and monitor whole group and small group study groups; support collaborative teamwork, by coordinating, supporting, and implementing lesson studies and lab-sites; and model effective instruction.					

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$2,000.03

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Cardstock-Variety of colors	10	\$20.60	General Supplies	Original	\$206.00
	Ink Toner	3	\$75.00	Technology	Original	\$225.00
	Basic Sight Words	10	\$9.19	Program Supplies	\$91.90	
	Chart Paper	10	\$8.64	General Supplies	Original	\$86.40
	Copy Paper	20	\$34.69	General Supplies	Original	\$693.80
	Erasers pack of 12	20	\$5.65	General Supplies	Original	\$113.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Magnetic Letter Sets	10	\$19.75	Program Supplies	Original	\$197.50
	Pre Sharpened Ticonderoga 30pack	10	\$9.83	General Supplies	Original	\$98.30
	Color Paper	15	\$11.91	General Supplies	Original	\$178.65
	Flash Cards ABC	23	\$4.76	Program Supplies	\$109.48	

Mission Statement

1. Mission Statement

Rosenwald Elementary believes in bridging the gap and improving relationships between parent, school and community, which empowers families to become proactive in their child's education on a continuous basis. Our school does this by providing information, training, and assistance through family/parent education courses, activities and referral services.

Involvement of Stakeholders

Name	Title
Latorsha Harris-Green	Parent
Venita Mills	Parent
Stacy Corona	Parent
Sandra Lusunariz	School Behavior Health Professional
Krystal Figueroa	Parent
Latangela Hankerson	Parent
Vanessa Bethel	Parent
Esther Berry	Community Member
Bruce Hightower	Principal
Guadalupe Ruiz	Community Language Facilitator
Shamekia Camel	Parent
Sonya Green	Assistant Principal

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

Invitations were created and disseminated via, parent link, phone call and flyers to all stakeholder groups announcing the meeting date, time and location. Members are nominated and voted in. Stakeholders were chosen based on the stakeholders in attendance at our first SAC meeting. Stakeholders were then selected by community members, parents, and staff.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The stakeholder meeting date was February 12, 2025 at 5:30 pm in the media center and via Google Meets. The Assistant Principal reviewed the purpose of the plan and outlined the components of the PFEP. Participants then engaged in working collaboratively to develop the plan by giving input and sharing ideas. Sac meetings are at 5:30 the second Wednesdays of the month beginning Sept 10th and ending May 13th.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders engaged in a discussion and agreed that funding should go towards activities that will encourage events to bring families together and increase student success. Although no specific events were shared, all agreed to think of innovative ways and share them with the school.

Name	Title
Latorsha Harris Green	Parent
Venita Mills	Parent
Esther Berry	Community member
Sonya Green	Assistant Principal
Bruce Hightower	Principal

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

Annual Meeting Date: October 8, 2025 Time: 5:00 pm Location: Media Center

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Marquee, call-out, invitations/flyers, school website.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Flyers, copies of the SWP, PFEP, School-Parent Compact, and PowerPoint presentation.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Targeted Reading Instruction

• What specific strategy, skill or program will staff learn to implement with families?

When implementing small group targeted reading instruction, staff will learn to use student data (e.g., reading level, skill deficits) to clearly show progress and gaps. They can employ specific strategies to engage families and maximize support for students. One effective strategy is to establish regular communication channels between teachers and families involved in the instruction. This may involve scheduling periodic meetings or check-ins to update families on their child's progress, discuss strategies being used in instruction, and solicit input or feedback from parents or guardians. Additionally, staff can provide families with resources and materials that align with the targeted reading instruction, instructional objectives, offer suggestions for activities such as reading logs or flash card exercises, that can be done at home to reinforce learning.

- What is the expected impact of this training on family engagement?

Improved Communication Between Teachers and Families 1. Teachers will be better equipped to explain student progress and needs in clear, accessible language, using data as a tool for collaboration rather than compliance. 2. More frequent and meaningful updates will build family trust and increase transparency. Increased Family Involvement in Academic Planning 1. As teachers learn to individualize instruction and analyze data, they'll be more prepared to involve families in setting realistic, measurable learning goals for their children—especially those who are struggling. 2. Families become valued participants in problem-solving and academic interventions. Stronger Partnerships Through Targeted Outreach 1. The training emphasizes recognizing each student as an individual, which includes understanding the context and support they receive at home. 2. Teachers will be encouraged to proactively reach out to families, not only when problems arise, but to co-create support plans (e.g., reading routines, homework strategies, or behavior reinforcement systems). Greater Consistency Between Home and School 1. With teachers aligning instruction to student needs and accommodations, they can guide families on how to reinforce learning at home using simple, consistent strategies. 2. This alignment helps students experience more continuity, especially beneficial for those in the lowest 25% who may struggle with transitions or gaps. A Shift Toward Equity and Empowerment 1. Teachers will learn to see families—regardless of background—as assets in the educational process. 2. When families of students performing below grade level feel respected and included, they are more likely to engage consistently and advocate effectively for their children.

- What will teachers submit as evidence of implementation?

Small Group Targeted Instruction Plan A written plan showing how students performing below grade level are grouped based on data (including ESE and non-ESE students). - Includes targeted skills, instructional strategies, and materials used. - Indicates frequency and duration of small group sessions.

- Month of Training

August

- Responsible Person(s)

Support Staff and Administration

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Increasing Reading Comprehension by Building Students Stamina

- What specific strategy, skill or program will staff learn to implement with families?

Developing stamina is one of the most impactful ways teachers can foster a love of reading and promote overall academic success. By involving families in learning how to implement Reading Comprehension Stamina Building Strategies at home, students will develop significantly better reading skills. Through regular updates, meetings, and shared goal setting, educators can cultivate a sense of partnership and shared responsibility for the child's learning journey. Educators will teach parents how to utilize reading at home through everyday tasks, such as encouraging their child to read recipes while cooking together, instructions for assembling a toy, or signs and maps during outings. Also, parents can read aloud with their child and engage in discussions about what they are reading. These everyday reading experiences reinforce the idea that reading is a practical and enjoyable part of life, expanding vocabulary, love of reading, and general knowledge.

- What is the expected impact of this training on family engagement?

The expected impact of this training on family engagement will create a stronger relationship between school and home, while building a positive impact of strong reading stamina and increased academic outcomes, such as: - create a supportive environment - establishing reading routines - better skills acquisition - improved grades - increased vocabulary - confident and enthusiastic readers - life-long love for reading

- What will teachers submit as evidence of implementation?

Lesson plans that incorporate read alouds, shared reading, independent and partner reading

- Month of Training

October

- Responsible Person(s)

Teachers, Support Staff and Administration

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Differentiated Small Group Instruction

- What specific strategy, skill or program will parents learn to implement with their children at home?

In order to support their child's learning at home, parents will be able to learn about the teaching methods employed in their child's classroom or classrooms and familiarize themselves with the concept of differentiation in education.

- Describe the interactive hands-on component of the training.

In order to meet the needs of diverse learners, parents will take part in small group rotations that use resources from different standards at different instructional levels.

- What is the expected impact of this training on student achievement?

The support that students receive at home will reinforce classroom practices that help them become fluent and self-assured learners.

- Date of Training

October 8, 2025

- Responsible Person(s)

Administration, Classroom Teachers, and Support Staff

- **Resources and Materials**

Differentiated Instruction Handouts, pens, pencils, and Make and Take Activities

- **Amount (e.g. \$10.00)**

0.00

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Partnering to Promote Skills for Learning and Life (SLL)

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Through Skills for Life and Learning (SLL) programs and strategies, parents learn to implement techniques at home that foster their child's emotional regulation, social skills, and overall well-being. This includes creating a safe and trusting environment, establishing routines, modeling desired behaviors, and offering praise and support.

- **Describe the interactive hands-on component of the training.**

Parents will participate in activities that examine the definitions and skills of the SLL program such as self-awareness, self-management, social-awareness, and responsible decision making, through implementation strategies from SLL and the school counselor.

- **What is the expected impact of this training on student achievement?**

The expected impact of the parent training is increased collaboration between school and home, with improved student outcomes through enhanced parent understanding and support of Skills for Life and Learning (SLL). By learning about SLL concepts and skills, parents can better understand their child's emotions, support their social development, and guide their responsible decision-making, ultimately leading to improved school and life success.

- **Date of Training**

November 12, 2025

- **Responsible Person(s)**

Assistant Principal, School Counselor, School Behavior Health Professional

- **Resources and Materials**

SLL Competencies Handout, Highlighters, Pens and Papers

- **Amount (e.g. \$10.00)**

0.00

5. Parent and Family Capacity Building Training #3

- **Name of Training**

Math and Science Night

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning in Science and Math, parents will be able to familiarize themselves with various concepts and explore the teaching methods that are applied in their child's classroom(s) while utilizing various engagement strategies.

- **Describe the interactive hands-on component of the training.**

Using manipulatives, labs, experiments, and other resources, parents will engage in practicing how to use hands-on activities at home that will foster students learning and exploration in a fun, informal environment.

- What is the expected impact of this training on student achievement?

Students' confidence and learning are increased when they practice skills and tactics at home, which also reinforce what they learn in school.

- Date of Training

February 11, 2026

- Responsible Person(s)

Administration, Classroom and Resource Teachers

- Resources and Materials

Paper, Pens, Markers, and Handouts with content resources.

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Education Program

- Describe how agency/organization supports families.

Student advocate/Resource Teacher monitors and assists Migrant Students at Rosenwald Elementary; Whether it be to provide academic support, provide academic resources, assist with Extended Learning Opportunities (tutoring), provide school supplies, or monitor student attendance.

- Based on the description list the documentation you will provide to showcase this partnership.

Flyers, emails

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Boys & Girls Club

- Describe how agency/organization supports families.

Partners with the school in supporting families with homework assistance.

- Based on the description list the documentation you will provide to showcase this partnership.

Photos, applications, list of students

- Frequency

Daily

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

City of South Bay

- Describe how agency/organization supports families.

Partners with the school in communicating school events at City Commission meetings and provides input in the development of the School Improvement Plan, Parent Family Engagement Plan and School Compact.

- Based on the description list the documentation you will provide to showcase this partnership.

Meeting Agendas, emails

- Frequency

Bi-Monthly

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school will create and distribute flyers, use parent link messages, school website, marquee and social media to communicate information about School Advisory Council Meetings, Title I Meetings, Parent Trainings, and Tutorials.

- **List evidence that you will upload based on your description.**

Flyers and invitations, screen shot of school website and parent link messages.

- **Description**

The school will create and distribute flyers, use the school website, and Parent Link to inform parents about schedules, curriculum resources, assessment expectations. The school will have an Open House and Curriculum Night event.

- **List evidence that you will upload based on your description.**

Flyers, screen shot of website, copy of schedules.

- **Description**

The school will use the school website to provide access to assessments for all information on state assessments, and use Parent Link to communicate on district assessments. SAC meetings will also give information. Progress Reports, Report cards and assessments results will be sent home.

- **List evidence that you will upload based on your description.**

Screen shot of postings from website, progress reports and report card timelines.

- **Description**

The school will create and distribute invitations to SAC and Title I meetings as well as use parent link messages and the school website. Parents will be invited to SAC meetings, IEP and LEP meetings as appropriate.

- List evidence that you will upload based on your description.

Invitations, sign-in sheets and screen shot of parent link messages.

- Description

The school will provide a schedule when flexibility allows to accommodate parents with children in multiple grade levels.

- List evidence that you will upload based on your description.

Copy of schedule, flyers, screenshot of recorded meeting

Accessibility

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

The school will communicate meetings and events in other languages and provide a CLF during events.

- List evidence that you will upload based on your description.

Translated documents.

- **Description**

When applicable, contact district support to assist with parents who are vision or hearing impaired and utilize closed captioning when applicable. The school is ADA certified so parents can access the building/rooms appropriately. Home visits are conducted in order to provide parents and families with school information.

- **List evidence that you will upload based on your description.**

Notes of vision or hearing impaired usage and copy of home visit log.

- **Description**

Documents for distribution are sent home in both Spanish and English and we provide guidance and strategies to teachers to better prepare them to communicate with families in their home language. We utilize migrant advocates in the community to assist with contacting and communicating with hard to reach parents and encourage teachers to be flexible when scheduling conferences to meet the needs of the migrant families.

- **List evidence that you will upload based on your description.**

Flyer of services provided, Email correspondence and conference notes.

- **Description**

We coordinate services with our migrant department to ensure that homeless children are enrolled in school and have the opportunity to succeed academically. We obtain and distribute school supplies, clothing, and other helpful resources to assist families in need through community partnerships

- **List evidence that you will upload based on your description.**

Flyer of services offered, student residency questionnaires.

Other Activities

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Rosenwald Elementary integrates our Universal Guidelines by being B.R.I.G.H.T; Brave, Respectful, Innovative, Generous, Honest, Tenacious by allowing students to participate in activities such as oratorical contests, food drives, drumline, and other extracurricular activities. Students engage in daily morning meetings that support healthy discussions in the learning environment about topics/events that addresses social/emotional needs, fosters a growth mindset and creates an opportunity to set the tone of the day to promote positive behaviors. We also celebrate the success of SWPBS efforts through biweekly teacher and school wide incentive days.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School Based Leadership Team (SBT) meets at least one day a week to review and discuss screening data, diagnostic data, and progress monitoring data. Based on data and discussion, the team identifies students who are in need of additional academic and /or behavioral support (supplemental or intensive). An intervention plan is developed, which identifies a student's specific area(s) of deficiencies. The team ensures the necessary resources are made available and the intervention is implemented with fidelity. After determining that effective Core Instruction (Tier 1) is in place, the team identifies students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate progress are referred to the problem solving team or SBT. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support, which are supplemental or intensive. In Tier 2, students who are not making adequate progress in the core curriculum are provided with increasingly intensive instruction beyond the core program, that is matched to their needs on the basis of levels of performance and rates of progress. Students who make minimal progress in Tier 2 instruction need additional intensive support to learn, therefore progressing to Tier 3. Tier 3 intervention provides a high level of intensity, time, and support for children who fail to respond to Tier 1 and 2 instruction. Students receive individualized, intensive interventions, that target the students' skill deficits for the remediation of existing problems and the prevention of more severe problems.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Students participate in core classes and 30 minutes of fine arts instruction daily. Our fine arts rotation consists of 5 offerings: music, art, physical education, guidance and media. Students attend each of the 5 fine arts offerings every week. Each of the fine arts classes has a district approved curriculum and is taught by a teacher who is certified in the content. We have an afterschool music enrichment program designed to motivate and interest student musicians by giving them the opportunity to further the enjoyment and knowledge of instrumental study (percussion, keyboarding, woodwinds and brass). Students also have the opportunity to join our school's chorus and drumline. Students in 4th and 5th grade participate in Academic Games - Equations and Social Studies. Rosenwald has a news team that utilizes a state of the art television studio to deliver morning announcements. Students have the opportunity to not only plan the news but learn how to work the equipment.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

We are also an AVID Elementary School. AVID, which stands for Advancement Via Individual Determination, is a college readiness program designed to help students develop the skills they need to be successful in college. The program places special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. As an AVID school we have monthly career highlights; local professionals are invited to speak to students about their college and career experiences. Students will also be able to participate in career day where they will dress as a professional, engage with people in various professions, learn about their educational journey, and daily responsibilities on their job. In addition, we offer Accelerated Math courses (AMP) to third grade students that are recognized as high achievers based on last years assessments scores.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Rosenwald Elementary will provide updates to local child care facilities concerning state standards and Kindergarten grade level expectations. During the month of April we will host Kindergarten Kick-off. Child care facilities and parents will be invited to attend Rosenwald Elementary kindergarten classes in an effort to give all stakeholders the first hand experience of a kindergarten class. Administration and Kindergarten teachers will present guests with student expectations and registration requirements. Educational Activity Packets will be provided to parents during this event. The activity packets will be distributed to local facilities and made available online so that parents of incoming students can assist their child with readiness skills during the summer months leading up to kindergarten. Meet the teacher will be organized during preschool.

Professional Development

1. Professional Development

Common Planning is provided for all instructional staff. Virtual and face-to-face professional development is provided by school, regional and district staff based upon need in the content areas of English Language Arts, Math and Science. In addition, all instructional teachers participate in grade-level Professional Learning Communities (PLC). Professional development is provided on: Benchmark Advance for grades K-5, Standards-based planning, Small Group Instruction, Differentiated Instruction, MTSS, SLL, Family Engagement as well as other technology tools. Staff also attend district professional development based on the content they teach in person and via Virtual Cadres. We will also provide ongoing professional development for the B.E.S.T. standards in Math and ELA.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

1. Provide professional development to all teachers based upon individual, school, district, and state needs/requirements. 2. Provide mentors to new teachers 3. Provide Common Planning by grade level bi-weekly 4. Conduct daily classroom walkthroughs and observations with feedback 5. Provide modeling/co-teaching of best practices to individual teachers 6. Provide opportunities for teachers to view other teachers modeling lessons 7. Attend job fairs to recruit new teachers 8. Glades supplement is offered as a recruitment incentive 9. Additional salary for being an extended day school and tutorials