
Title I Comprehensive Schoolwide Plan
ROSENWALD ELEMENTARY SCHOOL (1321)

ELA

1. List prioritized needs statements.

46% of 3-5 students will be proficient on the FY26 ELA PM3 Assessment, an increase of 8% from the FY25 PM3 Assessment. Based on our school data, Rosenwald's students performed at 38% proficiency level on the FY25 ELA State Assessment. Overall, Rosenwald showed an increase in proficiency on the state assessment of 3%, from 35% on FY24 State Assessment to 38% on the FY25 state assessment. Although our third-grade students showed a 21% increase from FY24 at 25% to FY25 at 46%, our fifth-grade students showed a decrease of 9% from FY24 at 37% to FY25 at 28%, therefore not meeting the target goal of 43% proficiency. Also, our Hispanic subgroup showed a 22% decrease in proficiency from FY24 at 47% to FY25 at 25% proficiency and our Black subgroup showed a 2% decrease in proficiency from FY24 at 37% to FY25 at 35%.

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

- ELA Teachers are still learning how to effectively plan utilizing data to drive instruction. - Lack of structured independent reading practice for students along with targeted instruction and support. - Teachers are not devoting enough time to independent reading instruction because students have difficulty reading. - Insufficient collaboration among teachers to share effective reading strategies. - Students are deficient in Foundational Reading Skills: phonics, phonological awareness, High Frequency Words, and Vocabulary skills. - 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 FY26 Progress Monitoring (PM) Assessments, Diagnostics, USAs, 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 creating data driven lesson plans, implementing Standards based lessons and Strategies - Instructional walk-throughs and feedback to follow-up in PLCs - Provide Skills for Learning and Life (SLL) - To ensure high-quality core instruction aligned to the Florida B.E.S.T. Standards, collaborative planning sessions are conducted each trimester between classroom teachers and resource support teachers, including: - SAI (Supplemental Academic Instruction) teachers - ELL (English Language Learner) support teachers - ESE (Exceptional Student Education) teachers During these sessions, teachers: - Plan instruction using the Florida Department of Education B.E.S.T. Standards - Align instruction and assessments to Benchmark Advance - Analyze student data to identify skill gaps -Develop differentiated instructional plans -Coordinate push-in/pull-out services to ensure coherence of instruction This structured collaboration ensures vertical alignment, equitable access to grade-level content, and targeted interventions for diverse learners. To reinforce Tier I instruction and provide targeted remediation: - Afterschool tutorials are offered to support students needing additional practice. - In-school tutorials are scheduled to provide immediate intervention aligned with classroom instruction. These tutorials focus on Foundational Reading Skills, Vocabulary Development, Reading Comprehension Strategies, and Standards-based Skill Reinforcement. Through collaborative planning, targeted intervention, personalized learning tools, professional development, and proactive attendance monitoring, we aim to Increase grade-level proficiency in reading, close foundational skill gaps, improve attendance rates, and strengthen instructional coherence across all student support services

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.

By the end of FY26, 74% of students in grades 3–5 will demonstrate proficiency on the ELA PM3 Assessment, representing a 5% increase from the FY25 PM3 results. Math Performance Summary and ESSA Subgroup Focus: Based on our school data, Rosenwald demonstrated a 12% increase in overall Math proficiency on the State Assessment, improving from 57% in FY24 to 69% in FY25. While this growth is commendable, our ESSA subgroups—Black, Hispanic, ELL, and SWD—remain a priority area of focus. Performance by subgroup indicates: - Black students increased 9%, from 46% (FY24) to 55% (FY25). - English Language Learners (ELL) increased 5%, from 55% (FY24) to 60% (FY25). - Students with Disabilities (SWD) increased 8%, from 39% (FY24) to 47% (FY25). - Hispanic students experienced an 11% decrease, from 57% (FY24) to 46% (FY25). Although progress is evident among several subgroups, the decline in the Hispanic subgroup highlights the need for targeted instructional strategies, progress monitoring, and differentiated supports to ensure equitable outcomes for all students as we continue to work on overall achievement.

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

- Insufficient foundational skills in earlier grades leading to gaps in understanding. - Lack of engagement and interest in math subjects among students. - Inadequate teacher training and resources to effectively teach math concepts. - Limited access to tutoring or additional support for struggling students. - Overemphasis on standardized testing, which may not reflect true understanding. - Socioeconomic factors that affect students' learning environments and resources. - Truancy, absenteeism and tardiness. - Need for more Math support to assist with interventions, small group instruction, and tiered coaching support for teachers. - Students memorize procedures without understanding quantities, place value, or relationships between numbers.

3. Share possible solutions that address the root causes.

Rosenwald Elementary School is making progress addressing the root causes by analyzing FY26 Progress Monitoring (PM) Assessments, Diagnostics, USAs, FSQs, i-Ready Assessments, informal assessments, teacher observations, and Aggressive Monitoring and utilizing the data to drive instruction. 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 - Daily number talks, counting games, subitizing, and visual models (ten frames, number lines) - Manipulatives first, then drawings, then symbols. - Build fact fluency using strategies (making 10, doubles) instead of timed drills alone. - 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. When combined, these efforts create a coherent system that supports both teachers and students, leading to sustainable improvements in mathematical achievement.

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

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 5c. Parents

- 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.

63% of students will be proficient on the FY26 Science PM3 Assessment, an increase of 1% from FY25 PM3 Assessment. Based on our school data, on the SY25 Science Assessment, overall Rosenwald showed an increase in proficiency by 23%, from FY24 39% to FY25 of 62%. Based on the FY26 District Winter Science diagnostic results, overall we made a decrease of 22 percentage points 40% when compared to 62% on the FY25 State Assessment; however, we will continue to monitor our subgroup populations Black, SWD and ELL. Based on FY26 District Winter Science Diagnostic the subgroup Black was 31% proficiency, Hispanic 38% proficiency, ELL 41% proficiency, and SWD 14% proficiency.

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

- Insufficient opportunities for students to develop and practice academic vocabulary are limiting their ability to fully comprehend grade-level content. - Teachers lack skills, pedagogy to deliver instruction effectively. - 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. - A significant number of students are currently performing below grade level in reading comprehension.

3. Share possible solutions that address the root causes.

Rosenwald Elementary School is progressing toward its intended outcomes through ongoing analysis of FY26 Winter Diagnostics, Unit Standards Assessments (USAs), Focused Standards Questions (FSQs), teacher observations, informal assessments, and aggressive progress monitoring. These data sources guide instructional decision-making and ensure timely interventions for targeted students. To obtain the desired results, the school is implementing the following strategies: - Utilize skilled strategy groups to reteach standards and provide enrichment opportunities based on student data. - Emphasize academic vocabulary instruction within context to strengthen comprehension and content mastery. - Incorporate hands-on instruction and experiments to address gaps in foundational skills while enhancing students' understanding and retention of science concepts. - Provide in-school tutorials to reinforce daily instruction. - Deliver push-in academic support at the grade level to ensure differentiated instruction. - Conduct weekly grade-level PLCs to review standards, model effective lessons, and analyze student data. - Provide targeted professional development designed to strengthen teacher pedagogy and instructional effectiveness. - Conduct instructional walk-throughs with feedback, followed by PLC discussions to ensure continuous improvement. - Schedule collaborative planning time each trimester for classroom and resource teachers (ESOL and ESE) to align instruction with research-based materials and Florida Standards. - Offer after-school tutorials to support and extend instruction provided during the school day. - Engage teachers in ongoing professional development provided by the Palm Beach County School District's Curriculum Department and regional teams. Through consistent data analysis, targeted instruction, collaborative planning, and sustained professional learning, Rosenwald Elementary remains committed to improving student achievement and closing performance gaps among targeted subgroups. By aligning instructional practices with student needs and continuously monitoring progress, the school ensures that all students receive equitable access to high-quality instruction and the support necessary to achieve academic success.

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 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 also utilize District Interpreters to provide support for Speech and Language Impaired families as needed. 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: \$74,166.22

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Poster Maker ink/paper	1	\$1,000.00	Technology	Original	\$1,000.00
	Sharpie Marker	15	\$8.13	General Supplies	Original	\$121.95
	Scotch Tape Pack of 12	10	\$28.85	General Supplies	Original	\$288.50
	School Smart Pocket Folders - 25 w/fastern	20	\$11.24	General Supplies	Original	\$224.80

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: \$90,738.85

Acct Description	Description									
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.									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 teachers will collaborate before school starts in July to review ELA, Math and Science data and plan for the year.	6	\$25.00	4	4	1	Certified	Original	\$2,400.00	
Supplies	Item	Quantity		Rate		Supply Type		Type	Total	
	Chart Paper Post it Self Stick Primary Ruled Wall Pad	15		\$38.99		General Supplies		Original	\$584.85	
	Dry Markers 4pk Asst	20		\$3.15		General Supplies		Original	\$63.00	
	Dry Markers 12pk Black	20		\$9.93		General Supplies		Original	\$198.60	
	Sharpies Markers Chisel 8pk Asst	20		\$5.39		General Supplies		Original	\$107.80	
	Copy Paper	15		\$33.92		General Supplies		Original	\$508.80	
	Sheet protector school smart	20		\$9.09		General Supplies		Original	\$181.80	

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: **\$4,447.93**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Copy Paper	30	\$33.92	General Supplies	Original	\$1,017.60
	Pre Sharpened 48pack supply Ware house	50	\$4.68	General Supplies	Original	\$234.00
	Shipping	1	\$166.14	General Supplies	Original	\$166.14
	Scissors	3	\$20.58	General Supplies	Original	\$61.74
	Communication Folders (Rochester	197	\$1.60	General Supplies	Original	\$315.20
	Erasers pack of 12	20	\$5.45	General Supplies	Original	\$109.00
	Primary journals K-2	10	\$29.69	General Supplies	Original	\$296.90
	Basic Sight Words	15	\$4.23	Program Supplies	Original	\$63.45
	Envelope (500 pk)	1	\$40.00	General Supplies	Original	\$40.00
	Chart Paper	14	\$38.99	General Supplies	Original	\$545.86
	Cardstock- Variety of Colors	25	\$10.50	General Supplies	Original	\$262.50
	Color Paper	20	\$12.00	General Supplies	Original	\$240.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Ink Toner	6	\$118.99	Technology	Original	\$713.94
	Flash Cards ABC	15	\$6.95	Program Supplies	Original	\$104.25
	Glue sticks Classroom 30/pk	10	\$9.81	General Supplies	Original	\$98.10
	Magnetic Letter Sets	15	\$11.95	Program Supplies	Original	\$179.25

Mission Statement

1. Mission Statement

Rosenwald Elementary School believes in bridging gaps and strengthening relationships among parents, the school, and the community to empower families to take an active role in their child’s education year-round. The school supports this mission by providing information, training, educational opportunities, family engagement activities, and referral services that encourage continuous parent and community involvement.

Involvement of Stakeholders

Name	Title
Courtney Bland	Parent
Venita Mills	Parent
Stacy Corona	Parent
Sandra Lusunariz	School Behavior Health Professional
Krystal Figueroa	Parent
Latangela Hankerson	Parent
Vanessa Bethel	Parent
Barbara King	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, 2026 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 9th and ending May 12th.

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
Courtney Bland	Parent
Venita Mills	Parent
Barbara Kling	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 14, 2026 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

Growing Independent Readers through Reading Stamina

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

Staff will learn strategies and programs that help families build students' reading stamina and independence at home. This includes teaching parents how to establish consistent reading routines, use guided reading and comprehension strategies, support fluency development, monitor reading progress, and encourage daily independent reading habits that strengthen literacy skills and foster a love of reading.

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

The expected impact of this training on family engagement is increased parent confidence and participation in supporting literacy development at home. Families will gain practical tools and strategies to help their children become stronger, more independent readers, leading to stronger home-to-school connections, improved communication between families and teachers, and greater involvement in students' academic progress. This collaborative support is expected to enhance student achievement, reading stamina, and overall engagement in learning.

- What will teachers submit as evidence of implementation?

Some activities that will be submitted as evidences of implementation are: • Take-home literacy resources such as reading strategy guides, book lists, comprehension question stems, and fluency practice materials. • ClassDojo/Remind messages, emails, flyers, and social media posts sharing literacy strategies and home reading expectations. • Family reading logs and progress trackers showing parents monitored daily reading habits, minutes read, books completed, and student reading goals.

- Month of Training

August

- Responsible Person(s)

Support Staff and Administration

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Reading Fluency Development

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

Staff will learn evidence-based reading fluency strategies that families can use at home to support students' reading development. These strategies may include repeated reading, partner reading, echo reading, choral reading, sight word practice, and modeling fluent reading aloud. Staff will also learn how to guide families in creating consistent at-home reading routines, monitoring reading progress, and using fluency-building activities and resources that improve accuracy, expression, pacing, and comprehension.

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

The expected impact of this training on family engagement is stronger collaboration between families and teachers in supporting students' reading growth. Parents will feel more confident using fluency strategies at home and become more actively involved in daily literacy activities. Increased family participation is expected to improve communication with the school, strengthen home learning routines, and create a shared commitment to student success. As families engage consistently in reading practice, students are expected to demonstrate increased reading fluency, confidence, and overall academic achievement.

- What will teachers submit as evidence of implementation?

Some activities that will be submitted as evidences of implementation are: • Parent participation records from literacy events such as Family Literacy Night, Reading Nights, and parent workshops where families practiced fluency strategies alongside teachers and students. • Family literacy kits or resource bags containing books, fluency passages, sight word cards, and reading activity guides that families used to support reading development at home. • Parent communication records (newsletters, emails, ClassDojo/Remind messages) sharing weekly reading strategies, fluency activities, and resources families could use at home.

- Month of Training

October

- Responsible Person(s)

Support Staff and Administration

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Building Strong Readers at home through Reading Comprehension, Fluency, and Reading Stamina

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

Parents will learn effective literacy strategies such as read-alouds, repeated reading, questioning techniques, and vocabulary development to support reading growth at home. Families will participate in interactive reading stations and receive opportunities to create and use take-home literacy activities designed to strengthen students' reading skills, comprehension, and confidence.

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

The interactive hands-on component of the training will engage families in modeled literacy activities that can be easily implemented at home. - Parents will rotate through interactive reading stations where they will practice strategies such as read-alouds, repeated reading, vocabulary games, and comprehension questioning techniques alongside their children. -Families will also create take-home literacy materials, participate in collaborative reading activities, and receive guided support from teachers on how to build daily reading routines that strengthen fluency, comprehension, and reading confidence.

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

The expected impact of this training on student achievement is improved reading proficiency, including stronger fluency, comprehension, vocabulary development, and reading stamina. As families consistently apply the strategies learned during training, students are expected to show increased confidence and engagement in reading, more frequent independent reading at home, and higher performance on classroom assessments and state literacy benchmarks. Strengthened home-school collaboration also supports sustained academic growth and long-term success in literacy.

- Date of Training

October 14, 2026

- Responsible Person(s)

Administration, Classroom Teachers, and Support Staff

- Resources and Materials

-Reading Comprehension, Fluency and Stamina Handouts -Pens -Pencils -Make and Take Activities -Refreshments for Parents

- Amount (e.g. \$10.00)

0.00

3. Parent and Family Capacity Building Training #2

- Name of Training

Supporting the Whole Child Through Skills for Learning and Life (SLL)

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

Parents will learn strategies to support emotional regulation and positive decision-making by strengthening parent-child communication skills. Teachers and parents will work collaboratively to develop strategies that promote resilience, empathy, and healthy social interactions. Family Interactions: -Role-playing scenarios and guided conversation starters -Mindfulness activities and demonstrations of calming strategies -Family goal-setting and reflective activities to support ongoing growth and connection

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

The interactive, hands-on component of the SLL training will actively engage families in practicing strategies that support emotional regulation and positive communication. Parents and students will participate in role-playing scenarios that model real-life situations such as handling conflict, expressing feelings appropriately, and making responsible decisions. Families will also practice mindfulness and calming techniques together, including breathing exercises, grounding strategies, and simple stress-management tools they can use at home. Facilitators will guide families through conversation starter activities that help strengthen parent-child communication and encourage open dialogue about emotions and challenges. In addition, families will engage in collaborative goal-setting activities where they identify personal and family goals related to behavior, responsibility, and emotional growth, followed by reflection exercises to reinforce understanding and commitment to using SEL strategies consistently at home.

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

The expected impact of the SLL training on student achievement is improved student focus, behavior, and overall readiness to learn, which directly supports academic success. As families strengthen communication skills and consistently use strategies for emotional regulation and positive decision-making at home, students are expected to demonstrate increased self-control, resilience, and empathy in both school and home settings.

- Date of Training

November 11, 2026

- Responsible Person(s)

Administration, Classroom Teachers, and Support Staff

- Resources and Materials

-Slide presentation or visuals on SEL concepts (emotions, self-regulation, empathy) -Short video clips demonstrating SEL strategies in real-life scenarios -Anchor charts for feelings, coping strategies, and communication skills -Printed guides on SEL skills and strategies for families

- Amount (e.g. \$10.00)

0.00

5. Parent and Family Capacity Building Training #3

- Name of Training

Everyday Math & Science Connections: Making Math and Science learning meaningful at home

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

Parents will learn how to incorporate math and science into daily routines by supporting problem-solving, critical thinking, and STEM exploration while utilizing hands-on strategies to strengthen number sense and scientific inquiry. Family Activities: -STEM experiments using household items - Math games and problem-solving activities -Interactive Science stations

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

The interactive, hands-on component of Everyday Math & Science Connections will engage families in practical, real-world STEM activities they can replicate at home. Parents and students will rotate through activity stations where they solve math problems using manipulatives, play number and logic games and conduct simple, guided experiments to experience scientific inquiry firsthand.

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

The expected impact on student achievement is increased mastery of grade-level math and science standards through stronger family support at home. Students are expected to develop improved problem-solving skills, number sense, and conceptual understanding in math, along with stronger scientific thinking skills such as making predictions, conducting simple investigations, and analyzing results.

- Date of Training

February 10, 2027

- Responsible Person(s)

Administration, Classroom Teachers, and Support Staff

- Resources and Materials

-Manipulatives -White boards -Markers, Pens, Pencils -Task Cards -Science tools

- Amount (e.g. \$10.00)

0.00

Coordination and Integration

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

- Name of Agency

Migrant Education Program

- Describe how agency/organization supports families.

The student advocate/resource teacher supports and monitors migrant students at Rosenwald Elementary School by providing academic assistance, connecting families with instructional resources, coordinating Extended Learning Opportunities such as tutoring, supplying school materials as needed, and tracking student attendance to ensure consistent engagement and success.

- 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.

The Boys & Girls Clubs of America supports families by providing safe supervision, academic support, enrichment and character and life skills development.

- 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. In addition, the school will have an Open House and Curriculum Night event to articulate student achievement goals.

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

Flyers, screen shot of website, copy of schedules, sign in sheets

- 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 reduce barriers to participation by offering flexible scheduling for trainings, activities, and events. In addition, events will be designed with a structured rotating agenda that allows parents with students in different grade levels to participate in multiple classroom sessions during a single visit. This format ensures families can engage with instruction across grade levels, maximize their participation, and gain a comprehensive understanding of their child's learning experience regardless of scheduling constraints.

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

Copy of schedule, flyers, sign in sheet

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 Community Language Facilitator (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 McKinney Vento Homeless Assistance Program 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

Exempt

- Brief Description

Exempt

2. Activity #2

- Name of Activity

Exempt

- Brief Description

Exempt

3. Activity #3

- Name of Activity

Exempt

- Brief Description

Exempt

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, and Tenacious. Students demonstrate these values through opportunities such as oratorical contests, food drives, drumline, and other extracurricular activities. Daily morning meetings provide opportunities for healthy discussions about social-emotional needs, current topics, and events while fostering a growth mindset and setting a positive tone for the day. The school also celebrates the success of SWPBS efforts through biweekly classroom and schoolwide incentive days that recognize and reinforce positive behaviors.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The School-Based Leadership Team (SBT) meets weekly to review screening, diagnostic, and progress-monitoring data to identify students requiring additional academic and/or behavioral support. Using the Problem-Solving Model, the team confirms effective Tier 1 Core Instruction, identifies specific areas of need, and develops targeted intervention plans. Students not meeting academic or behavioral targets receive Tier 2 supplemental interventions matched to their needs and are monitored regularly. Students who demonstrate inadequate progress receive Tier 3 intensive, individualized interventions that provide increased intensity, time, and support while targeting specific skill deficits. The SBT ensures interventions are implemented with fidelity, appropriate resources are provided, and data are continuously reviewed to adjust supports and promote student success.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Rosenwald Elementary ensures all students receive a well-rounded education through rigorous core instruction and daily enrichment opportunities. Students receive 30 minutes of enrichment instruction daily through a weekly rotation of Music, Art, Physical Education, Guidance, and Media, with each course taught by a certified teacher using a district-approved curriculum. The school also provides extended learning opportunities, including after-school music enrichment in percussion, keyboarding, woodwinds, brass, chorus, and drumline. Students in grades 4–5 participate in Academic Games in Equations and Social Studies, while the student news team gains hands-on experience using the school's state-of-the-art television studio to produce morning announcements. Data is used to identify and address instructional needs through analysis of state and district assessments, progress-monitoring data, classroom assessments, and student work. Based on the data, teachers differentiate instruction, provide targeted small-group instruction, adjust instructional strategies, and provide additional opportunities for students who have demonstrated mastery to extend their learning. Students who require additional support are provided targeted interventions and monitored regularly to determine progress and adjust instruction as needed. School leaders also use classroom walkthroughs, observations, and student performance data to monitor the effectiveness of instructional practices and provide teachers with feedback and support. This ensures instruction and enrichment opportunities are aligned to student needs and support the development of the whole child.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Rosenwald Elementary is also an AVID Elementary School, supporting college and career readiness through instruction focused on writing, critical thinking, collaboration, organization, and reading skills. Monthly Career Highlights provide students with opportunities to learn directly from local professionals about their educational and career journeys. Students also participate in Career Day, where they explore various professions, learn about career responsibilities, and gain insight into the education and experiences required for different careers. Additionally, Rosenwald offers Accelerated Math Program (AMP) courses to high-achieving third-grade students identified through prior-year assessment data, providing opportunities for enrichment and increased academic rigor.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

Rosenwald Elementary will collaborate with local childcare facilities and families to provide information on state standards, Kindergarten expectations, registration requirements, and school readiness. Each April, the school will host a Kindergarten Kick-Off, inviting childcare providers and parents to visit Kindergarten classrooms, experience the learning environment, and learn about expectations from administration and Kindergarten teachers. Educational Activity Packets will be provided to families, distributed to local childcare facilities, and made available online to support Kindergarten readiness during the summer. A Meet the Teacher event will also be offered during preschool to familiarize incoming students and families with the school, teachers, routines, and expectations, supporting a smooth transition to Kindergarten.

Professional Learning

1. Professional Learning

Rosenwald Elementary provides common planning time for all instructional staff and engages teachers in grade-level Professional Learning Communities (PLCs) to support collaboration, data analysis, and instructional planning. Professional development is provided virtually and face-to-face by school, regional, and district staff based on identified needs in English Language Arts, Mathematics, and Science. Professional learning includes Benchmark Advance (K–5), B.E.S.T. Standards, standards-based planning, small-group and differentiated instruction, MTSS, SLL, family engagement, and instructional technology tools. Teachers also participate in district professional development and Virtual Cadres aligned to their content areas, with ongoing learning focused on strengthening standards-aligned instruction and student achievement.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

Rosenwald Elementary implements multiple strategies to recruit, support, and retain highly effective teachers: 1. Provide ongoing professional development aligned to individual, school, district, and state needs. 2. Assign mentors to support and develop new teachers. 3. Provide biweekly grade-level common planning to promote collaboration and instructional alignment. 4. Conduct daily classroom walkthroughs and observations with timely, actionable feedback. 5. Provide modeling and co-teaching of effective instructional practices based on individual teacher needs. 6. Create opportunities for teachers to observe colleagues and learn effective instructional strategies. 7. Participate in job fairs and recruitment events to attract qualified educators. 8. Offer the Glades supplement as a recruitment and retention incentive. 9. Provide additional compensation for extended-day responsibilities and tutorials.