



Quarter of the School Year: 1

School: Liberty Magnet School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2023-2024 African American Achievement Plan. Documentation requirements have been designed to honor the full intent of the developed African American Achievement Plan while optimizing the efficiency and effectiveness of outlined actionable steps.

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal/supervisor of each school/location:

- Action steps included within the 2023-2024 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

These assurances have been reviewed and verified on November 17, 2023: KR

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

Areas of progress include 1) high evidence of Collaborative Planning, Standards-Based Instruction, and Learning Environment; 2) Results shared weekly in the Eagle's Call with new engagement strategies for instructional staff; and 3) Leadership Team reviews PowerBi bi-weekly, reviews "Look fors" weekly, shares in Eagles Call Newsletter, and gives teachers doable next steps.

Opportunities for growth include 1) a need to improve ratings of evidence for Monitoring and Formative Assessment, Engagement & Participation, and Differentiation; and 2) a need to increase participation in extracurricular activities for all students, especially African American students.

Next steps include 1) improving ratings for Monitoring/Formative Assessment and Engagement/Participation; 2) Engagement strategy to be implemented; 3) Strategy continues to be in place for engagement strategies that are discussed in collaborative planning and then executed throughout the day using the walkthrough tool, administrators





will discuss next steps with leadership team, and give doable next steps to teachers; and 4) continue Wednesday data meetings; and 5) Plan to increase communication regarding the availability of extracurricular activities (Chorus, ORF-Orchestra, A2 Tutoring, Safety Patrol) using the following media platforms:

- Weekly grade level parent newsletters;
- Weekly (Sunday) SchoolMessenger (Eagle's Call);
- Weekly Faculty Newsletters;
- Weekly Social Media Posts
- Weekly FOCUS Announcements
- A2 Tutoring Parent Invitation Letters



Quarter of the School Year: 1

Date of Summary: November 17, 2023

School: Liberty Magnet School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History standards are implemented in alignment with established curriculum maps for grades K-12.

in angument with established curriculum maps for grades K-12.					
Number of Walk-throughs to Observe Implementation of African American History Teachings	10 (school based)				
Date(s) of Support Provided to School Leadership Teams (<i>i.e., August 1, 2023</i>)	Impact Review 10/11/23 District Informal 09/11/23, 10/30/23				
Summary of Observation(s):	As it relates to District based observations, there is high evidence of Collaborative Planning, Standards Based Instruction & Tasks and the Learning Environment. However, there is a need to improve ratings of evidence for Monitoring and Formative Assessment, Engagement & Participation, and Differentiation. Currently, we are working on improving ratings for Monitoring/Formative Assessment and Engagement/Participation.				

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as											
defined by the District's Reading Plan.											
Date of Quarterly School-Based Data Reviews of Students 09-13-2023											
Performing in the Lowest Quartile in Grades K-3 09-14-2023											
(i.e., Augu	•										
Af	rican Ar	nerican S	Students F	Receivin	g Interv	entions fo	r Substa	antial Re	ading Defi	iciencie	S
Kin	dergart	en		First		9	Second			Third	
Ct Need	Ct		Ct Need	Ct		Ct Need	Ct		Ct Need	Ct	
Fun Read	Need	Percent	Fun Read	Need	Percent	Fun Read	Need	Percent	Fun Read	Need	Percent
&	Fun	(%)	&	Fun	(%)	&	Fun	(%)	&	Fun	(%)
Scheduled	Read		Scheduled	Read		Scheduled	Read		Scheduled	Read	
7	8	88%	4	4	100%	7	7	100%	11	11	100%

*Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.





Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida	Early Warning Indicators to support secondary						
School Leadership Teams in developing and implen	School Leadership Teams in developing and implementing interventions for African American						
students who are not on-track to graduate.							
Date(s) of School Level Review(s) of Early Warning							
Indicators for African American Students:							
(i.e., August 1, 2023)							
Summary of Action Steps / Plan Based Upon Reviews of							
Early Warning Indicators for African American Students:							

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)

Black/African American (%)	White, Non-Hispanic (%)

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs- based supports to schools to specifically address identified discipline and achievement disparities.					
Disci	pline				
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	08-30-2023, 09-14-2023, 09-21-2023, 09-28-2023, 10-05-2023				
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	During Multi-Tiered Systems of Support (MTSS) meetings and Individual Problem-Solving Team (IPST) meetings teachers were supported with customizing and implementing point sheets for students in order to track and shape student behaviors. School Counselor implemented skills groups with students (individual & group).				
Achiev	vement				
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	08-30-2023, 09-21-2023, 09-26-2023, 09-28-2023, 10-05-2023				
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	During Multi-Tiered Systems of Support (MTSS) meetings and Individual Problem-Solving Team (IPST) meetings the team developed Response to Intervention (RTI groups) with by-weekly DIBELS progress monitoring.				





Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)

Black/African American (%)	White, Non-Hispanic (%)

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically

address how schools are providing interver students.	itions related to achievement g	aps for African American			
Date of Quarterly Review of School Improvement Plan: (<i>i.e., August 1, 2023</i>)	t 08-03-2023				
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	⊠Yes □No*	* If no, what modifications will be made to address the achievement gap?			
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Engagement Goal Evident practices Goal for Q2: 80% Engagement strategy to be implem Strategy continues to be in place for are discussed in collaborative plant throughout the day using the walkt discuss next steps with leadership to steps to teachers. Results shared we new engagement strategies for inst Team will review PowerBi bi-weekl Eagles Call Newsletter. Admin walkt teachers doable next steps BQ Goal: teachers will identify BQ students in are sitting, create strategic peer partnerships, scaffolding of types of so all students have a voice. This we collaborative planning at least more students Data in Power BI will be re- in Wednesday Data Meeting and Le- well Data Chat agendas will show me interventions, Tier 1 strategies	ented: or engagement strategies that ning and then executed shrough tool, admin will ceam, and give doable next reekly in the Eagle's Call with tructional staff. Leadership y, review Look fors, share in throughs will also give n their room, and where they f questions asked during Tier 1 ill then be discussed in thly to review progress of eviewed with teachers monthly eadership team will review as			





Strategy AAAP 3.1 (ALL SCHOOLS) extracurricular activities through		-	
individual schools.			
Date of Quarterly Review of Extracurric	cular Activity		
Student Participation Data within Focus	s Student		
Information System:			
Total Count of African American		African American	Total Percent of African American
SchParticipating in One or More Extracurricular Activities	SchParticipating in One or More Students Extracurricular Activities		Students Participating in One or more Extracurricular Activities
(#)	(+	#)	(%)
5	6	9	7.2%
Summary of Action Steps/Plan to Increa Communication Regarding the Availabi Extracurricular Activities:		availability of extra Orchestra, A2 Tuto media platforms: Weekly grade leve	lia Posts
		A2 Tutoring Parent	Invitation Letters
(SECONDARY ONLY) Number of Studen the African American Student Council (
*Data should be retrieved from the Powe	-	Activities public-faci	ng dashboard.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal
application and interview protocols for the selection of instructional vacancy candidates.Number of Interviews Conducted by the Interview5Committee:5

committee.						
Percentage of Interviewers on Interview Committee by Race						
Black/African American	White, Non-Hispanic					
(%)	(%)					
50%	50%					
(OPTIONAL) Additional information:	Instructional Vacancies					
	ОК					
	01-lerardi					
	02-Fannin					
	03-Swanigan					
	04					
	05-Morris					
	CA-Haughey (PE)					





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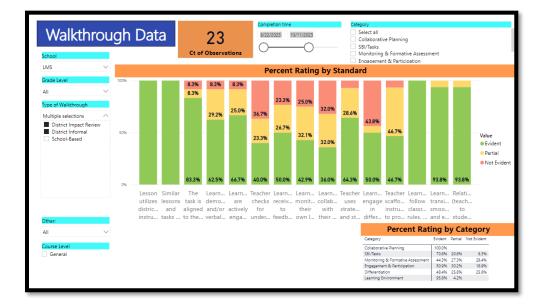
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Page **1** of **9**



Scheduled and may not need

Student ID Schl Name Gd Race/Eth ED ESE ELL FAST 23 AL STAR 23 AL SEL 23 <10th IR Rel PI Fall 23 IR Rel PI Fa



African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

Full Schedule

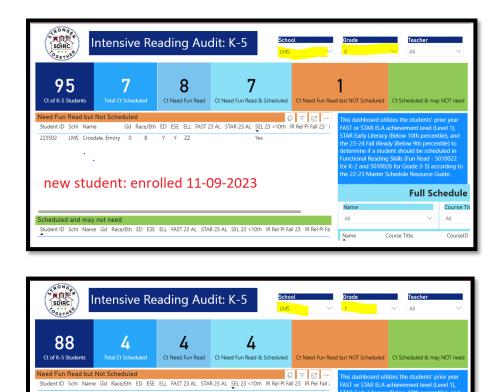
Course Title

ART - GRADE

All

Cou

*Data should be retrieved from the Power BI ES Leadership Compliance – ScheduleAudit.



 Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
 Page

 Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
 Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024

 Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024
 Quarterly Data Due 06.07.2024

Nam All

Name

Page 2 of 9





SDIRC OGETHER	ntensive Re	ading Au	dit: K-5	Schoo LMS		Grade 2	Teacher ∽ All	\sim
92 Ct of K-5 Students	7 Total Ct Scheduled	7 Ct Need Fun Read	7 Ct Need Fun Read	& Scheduled	Ct Need Fun Rea	d but NOT Scheduled	Ct Scheduled & may	y NOT need
Need Fun Read but Student ID Schl Name	Not Scheduled e Gd Race/Eth ED ESE	ELL FAST 23 AL STA	R 23 AL SEL 23 <101	C h IR Rel PI Fal		FAST or STAR ELA STAR Early Literac the 23-24 Fall iRe determine if a stu Functional Readir for K-2 and 50100	tilizes the students' p achievement level (L y (Below 10th percen ady (Below 9th percen dent should be schec g Skills (Fun Read - 5 126 for Grade 3-5) aco Schedule Resource G	evel 1), tile), and ntile) to duled in .010022 cording to
							Full Sc	hedule
						Name		Course Ti
Scheduled and may	not need					All	\sim	All
Student ID Schl Name	e Gd Race/Eth ED ESE	ELL FAST 23 AL STA	R 23 AL SEL 23 < 101	h IR Rel PI Fal	I 23 IR Rel PI Fa	Name	Course Title	Course
						Aagenes, Olivia	ART - GRADE 2	500103 CONID

SDIRC COGETHER	ntensive Re	ading Au	dit: K-5	School LMS	~	Grade 3	Teacher V All	~
87 Ct of K-5 Students	11 Total Ct Scheduled	11 Ct Need Fun Read	11 Ct Need Fun Read	& Scheduled	Ct Need Fun Read	d but NOT Schedul	ed Ct Scheduled & r	nay NOT need
Need Fun Read but Student ID Schl Nam	Not Scheduled e Gd Race/Eth ED ESE	ELL FAST 23 AL STA	R 23 AL SEL 23 <10	C the IR Rel PI Fall 2	∃ C ³ ··· 3 IR Per Fall 2	FAST or STAR El STAR Early Liter the 23-24 Fall if determine if a s Functional Reac for K-2 and 501	utilizes the students LA achievement level acy (Below 10th perc Ready (Below 9th per tudent should be sch fing Skills (Fun Read 0026 for Grade 3-5) er Schedule Resource	(Level 1), entile), and centile) to reduled in - 5010022 according to
							Full S	chedule
						Name		Course T
Scheduled and may	not need					All	\sim	All
Student ID Schl Nam	e Gd Race/Eth ED ESE	ELL FAST 23 AL STA	R 23 AL SEL 23 <10	th IR Rel PI Fall 2	3 IR Rel PI Fa	Name	Course Title	CourseID
						Abbott, Declan	ART - INTERM 1	50010403

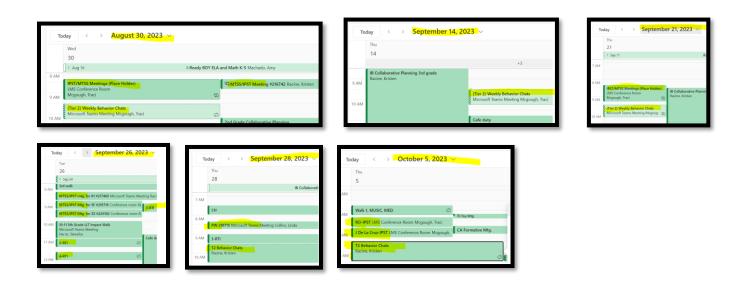




Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needsbased supports to schools to specifically address identified discipline and achievement disparities. Discipline Achievement

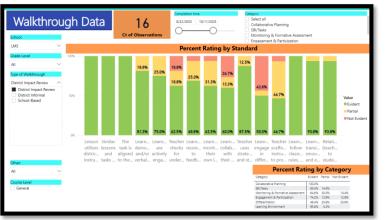


Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.





Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.



Percent Rat	ing b	y Ca	tegory
Category	Evident	Partial	Not Evident
Collaborative Planning	100.0%		
SBI/Tasks	85.4%	14.6%	
Monitoring & Formative Assessment	64.6%	25.0%	10.4%
Engagement & Participation	74.2%	12.9%	12.9%
Differentiation	48.4%	25.8%	25.8%
Learning Environment	95.8%	4.2%	

ES Leadership Problem Solving		bject		80% BQ Goal %			8 2 Yes		с	t Need	38 led foi	r Goal	Ct BO Pr	8 edicted Gain		3(Ct Still	
al Tracker 23-24 ^		vrse Title						/									
Goal Tracker	AI		\mathbf{x}											Bott	om Q	uartile _{Yes}	
Grade Level Detail	Те	acher															
Teacher Detail	AI		\leq									t List					
Prior Year Bucket Detail	Ste	ident Name		Name	Student_ID	Grade		ED		ELL Code			Teacher	Course Title	Period		Pred.AL ACH
Prior Year Bucket Detail	AI		\sim	Anderson, Jamarchea	211874	05	Black			ZZ			,,,,,,,,,,,-	LANG ARTS GRADE 5		302.3546	1.6 No
Achievement				Armand, Ethan Armand, Ethan	210159 210159	04	Black	Y	N	ZZ		FSA_ELA_04 FSA_ELA_04		LANG ARTS GRADE 4 LANG ARTS GRADE 4		301.85364 301.85364	2.0 No
Achievement	Gr	ade		Bradley, Natalia	203105	04 05	Black	Y	Y					FUN READ 3-5 Tier 3		293,49365	2.0 No 1.6 No
Learning Gain	AI		\sim	Bradley, Natalia	203105	05	Black			ZZ				LANG ARTS GRADE 5		293,49365	1.6 No
Learning Gain					211526	05	Black			ZZ				LANG ARTS GRADE 5		310.2509	2.0 No
	Ra	ce		Haughton, Jayden	211526	05	Black		N					LANG ARTS GRADE 5		310.2509	2.0 No
Bottom Quartile		ack		Jean-Simon, Aiden	218810	04	Black		Y					LANG ARTS GRADE 4		298.52597	2.0 No
		JUN .		Jean-Simon, Aiden	218810	04	Black			ZZ		FSA ELA 04		LANG ARTS GRADE 4		298.52597	2.0 No
blem Solving K-2	FI				214764	04	Black		N					FUN READ 3-5 Tier 3		305.5828	2.5 No
				Lewis, Jamir	214764	04	Black		N					LANG ARTS GRADE 4		305.5828	2.5 No
oblem Solving 3-5 🛛 🗸 🗸 🗸 🗸 🗸	AI	l	\sim	Lewis, Jamir	214764	04	Black			ZZ		FSA_ELA_04		LANG ARTS GRADE 4		305.5828	2.5 No
				Love-Washington, Ta Moneii	211683	05	Black	Y	N	ZZ				LANG ARTS GRADE 5		303.63562	1.6 No
angulation 🗸 🗸	ES				212033	05	Black	Y	Ν	ZZ				LANG ARTS GRADE 5		302.37216	1.6 No
	AI		\sim														
lkthrough Data 🛛 🗸 🖌			_	The bottom quarti	le (BQ)	is co	nprised	of 1	14 A	frican	Ameri	ican stud	ents which	represents 2	9% (1	14/48) o	f the BQ
	ED															1	

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		IMP	LEMENTATION PLAN for	ACADEMICS	
START DATE	END DATE	FREQUEN	ACTION ITEM	EXPECTED	MONITORING
		СҮ		EVIDENCE	
8/1/2023	10/12/2023	One Time Weekly Bi-Weekly Monthly	(What will be done?)	(What evidence would demonstrate the Implementation Step was successfully executed?)	(How and Who?)
8/3/2023	8/9/2023	One Time	Review and model Monitoring and Engagement Strategies (PD) with district level support.	Evidence of strategies being implemented. Roster of participants.	Jelfimow will collect roster of participants.

10/11/2023 1/20/2024 Northly Finder the product of				ensure accuracy	newsiettei	teachers duable liekt steps.
	10/11/2023	1/20/2024	Monthly	practices as of Impact Walk #1: 74% SIP Goal for Q2: 80% Engagement strategy to be implemented: Strategy continues to be in place for engagement strategies that are discussed in collaborative planning and then executed throughout the	Using the walkthrough tool, admin will discuss next steps with leadership team, and give doable next steps to teachers. This will be shared monthly in the	Admin Team will review Power Bi bi weekly. Review Look fors, share in monthly faculty meeting and in Eagles Call Newsletter. Admin walkthroughs will also give





Loc	o <mark>k Fors: Goal 80% EVIDEN</mark>	I <u>T or Higher</u>	
 <u>Monitoring</u>: Are st 	udents mastering the star	ndard that you are	e teaching? What tool(s)
are you using to record	?		
 <u>Engagement</u>: Are a 	all students held accounta	ble for their learr	ning? What strategies are
in place?			
 <u>IB:</u> Wonder Wall, A 	Action Board, Referencing	current Unit of I	nquiry, IB Language (ATL,
Learner Profile), Inquir	ý		
District Lesson Plan	<mark>1s:</mark> Plans match district pl	ans and up to dat	e with Pacing Guide
 Classroom Environ 	<u>ment:</u> Students follow ex	pectations, transi	tions are smooth, and
relationships are evide	nt between teacher and s	tudent and stude	nt to student.
	Evident (75% or more	Partial	Not Evident
	of students)		
Monitoring			
Engagement			
IB			
Lesson Plans			
Classroom Environment			

Observation Rotations

	5 th and 4 th	3 rd	2 nd , ESE, Gifted	1 st , Music, Media	K, Spanish, Art, and PE
Monday	Racine	Jelfimow	Lunsford	Bernal	Harris
Tuesday	Harris	Racine	Jelfimow	Lunsford	Bernal
Wednesday	Bernal	Harris	Racine	Jelfimow	Lunsford
Thursday _	Lunsford	Bernal	Harris	Racine	Jelfimow
Friday	Jelfimow	Lunsford	Bernal	Harris	Racine

10/11/2023	1/20/2024	Monthly	during Tier 1 so all students have a voice. This will then be discussed in	Data in Power BI will be reviewed with	Data Chat agendas will show next steps and changes in interventions, Tier 1 strategies
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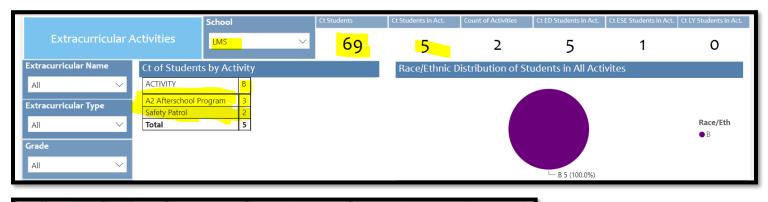
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Strategy AAAP 3.1 (ALL SCHOOLS): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

*Data should be retrieved from the Power Bi <u>Extracurricular Activities</u> public-facing dashboard.



Data						y Building Ategies
Rating			DATA SYNOPSIS		(One of	the four C's)
NT	student outc disciplinary is	omes, includin ssues, improve	agement in schools o ig improved achieven id parent-teacher and d school environment	l teacher-student	Communic	ation
THEORY OF /	•		grade level weekly n ormed and attend eve	ewsletter, school messer ents.	nger, and se	ee social media
			AGEMENT OUTCOM	ES: If we communicate o	n a weekly	basis then
here will be:	more family	involvement in	n school events.	TY AND FAMILY ENGAGE	MENT	
here will be:	more family	INVOLVEMENT IN EMENTATION F FREQUENCY	n school events.	TY AND FAMILY ENGAGE	MENT	NITORING
there will be	more family	involvement in	n school events.	TY AND FAMILY ENGAGE	MENT	
there will be	More family IMPLI END DATE	involvement in EMENTATION F FREQUENCY One Time Weekly Bi-Weekly Monthly	n school events. PLAN FOR COMMUNI ACTION ITEM	TY AND FAMILY ENGAGE EXPECTED EVIDENCE (What evidence would demonstrate the Implementation Step was	MENT MON (How	NITORING
START DATE 8/1/2023	IMPLI END DATE 10/12/2023	Involvement in EMENTATION F FREQUENCY One Time Weekly Bi-Weekly Monthly Weekly	ACTION ITEM (What will be done?) (What will be done?) Continue weekly parent and staff newsletter and School Messenger and FOCUS	TY AND FAMILY ENGAGE EXPECTED EVIDENCE (What evidence would demonstrate the Implementation Step was successfully executed?) Emailed newsletters	MENT MON (How Front Desk Admin will Leadership	NITORING and Who?) Secretary and

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Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Instructional Vacancies

0K----

01-lerardi

02-Fannin

03-Swanigan

04-----

05-Morris

CA-Haughey (PE)

Interview Committee

T. Harris, African American

K. Racine, White