



School District of Indian River County



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

Quarter of the School Year: 2

School: Rosewood 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 **January 11, 2024**: _____ (initials)

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?)

Moving into Phase Three of the School Improvement Plan, students will continue to be monitored through weekly MTSS meetings, biweekly grade chair meetings, and leadership meetings. Power BI is utilized daily to guide planning and make instructional decisions. Half-day teacher planning has been scheduled for the month of January to dive deeper into student work and instructional planning. African American students will be a continued priority along with all our other students. Teacher training and A2 tutoring will continue into the second semester connected to the SIP.

Our next Impact Walk is scheduled for January 12, 2024. We will use this data to ensure that we are connecting with all students, providing required instruction, supporting teachers in order to do best by kids.



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Quarter of the School Year: 2

Date of Summary: January 11, 2024

School: Rosewood 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.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	23
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	10/19/2023, 11/7/2023, 12/13/2023
Summary of Observation(s):	During instructional walkthroughs, the Impact Walk Tool and Look-Fors connected to district approved standards-based instruction are utilized to ensure alignment to pacing and required instruction.

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 Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2023)						January 9, 2024						
African American Students Receiving Interventions for Substantial Reading Deficiencies												
Kindergarten			First			Second			Third			
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	
1	1	5.8%	0	0	0	9	9	41%	5	5	21%	

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

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.	
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.



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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.	
Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	10/16/2023, 10/30/2023, 11/6/2023, 11/13/2023, 11/27/2023, 12/4/2023, 12/18/2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Discipline is looked at during every leadership meeting, grade chair meeting, BIP reviews, and MTSS/IPST with the team. The success coach, school counselor and administration work to problem solve around trends with students. Point sheets, behavior plans and supports are continuously being reviewed and adjusted to ensure student success. Classes have been restructured when needed and teachers have been provided opportunities to observe colleagues with strong classroom management skills. Coaching has also been provided.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/16/2023, 10/30/2023, 11/6/2023, 11/13/2023, 11/27/2023, 12/4/2023, 12/18/2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Academics are reviewed each time we meet as a team. Data chats occur monthly to adjust instruction and supports for our students. Data is mined down to ethnicity along with other measures connected to our ESSA subgroups.

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 (%)



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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.		
Date of Quarterly Review of School Improvement Plan: (i.e., August 1, 2023)	January 8, 2024	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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):	See updated SIP Action Steps. (2023 – 2024) SIP Excel Action Steps RMS revised 10.6.2023.xlsx	

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.			
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		12/5/2023	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)	
55	120	46%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Opportunities for all students to participate in extracurricular activities are communicated through the Focus portal, School Messenger, social media, school and classroom newsletters, and PBIS Rewards.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)			
*Data should be retrieved from the Power BI Extracurricular Activities public-facing 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 Interview Committee:	N/A
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)



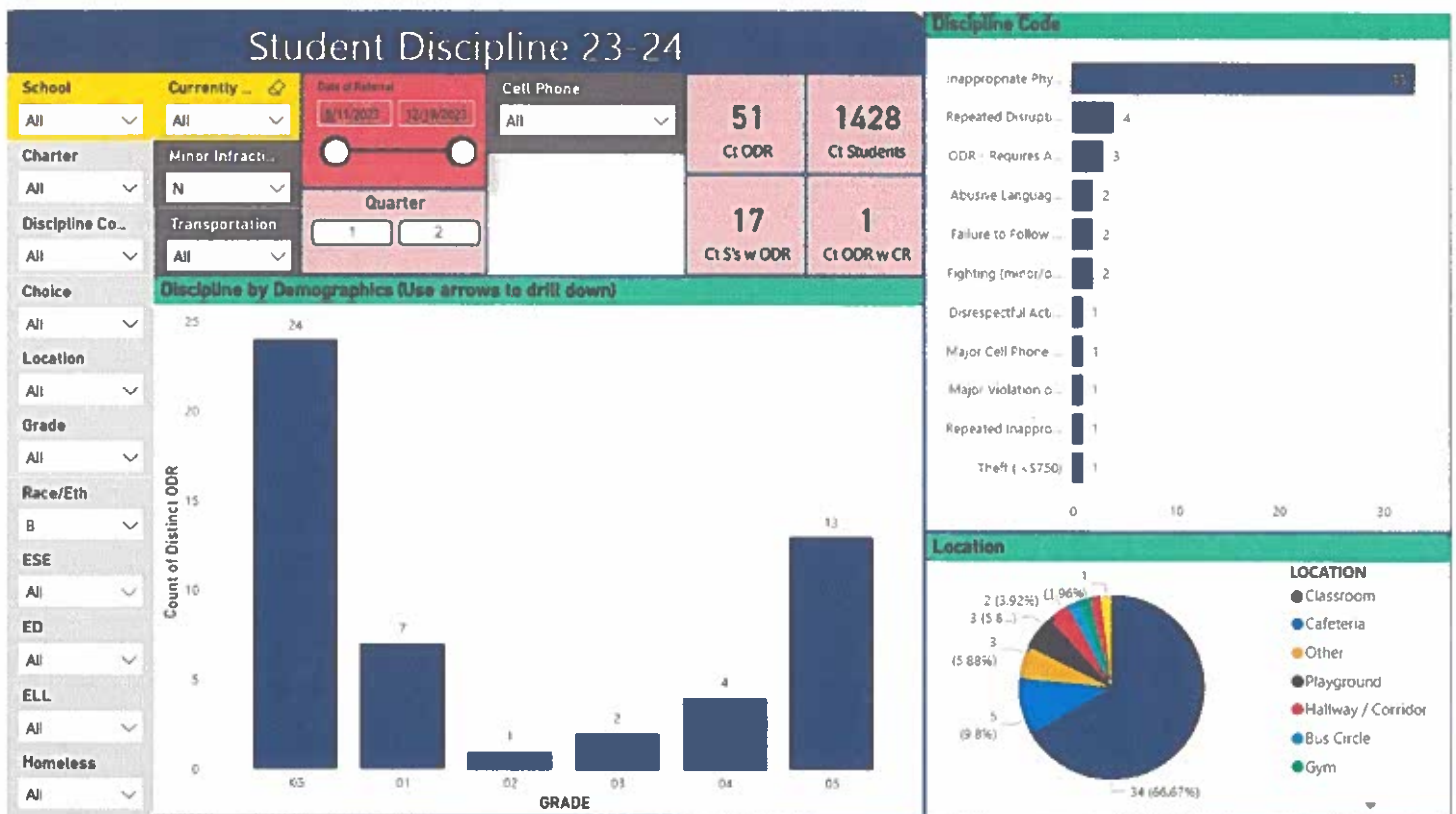
School District of Indian River County



African American Achievement Plan 2023-2024

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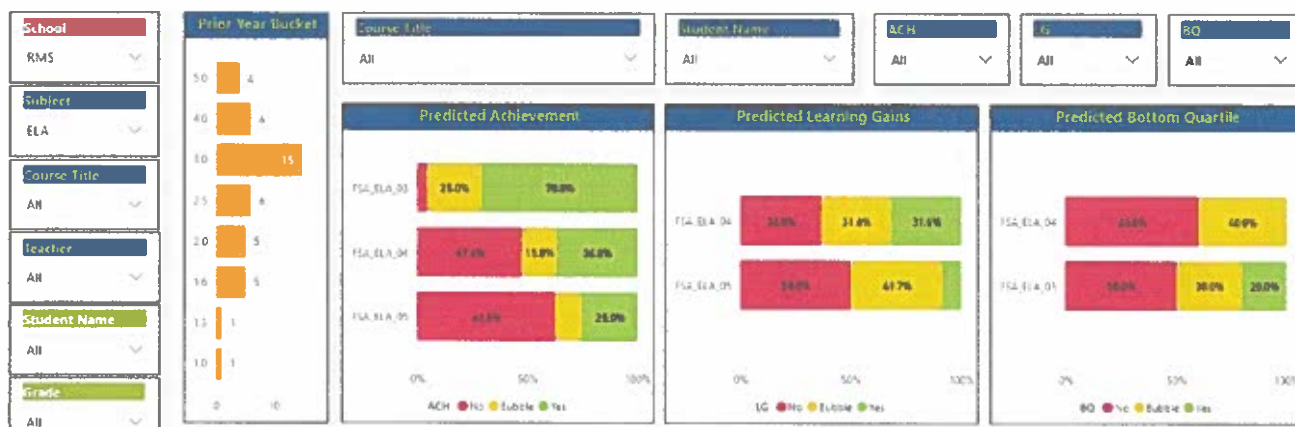
(OPTIONAL) Additional information:	
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Curriculum

- Phase 2-Teacher/student schedules updates

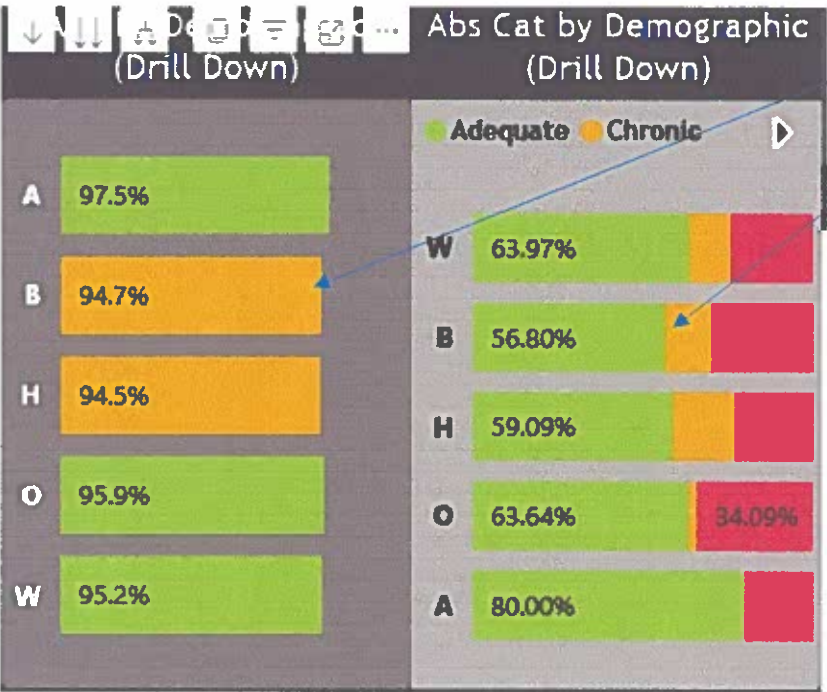
Data-The information below is connected to our 3-5 grade African American Students and is guiding our support in general education and ese supports.



- 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.
 - Leadership Meetings and Impact Review
- Strategy AAAP 3.1 (ALL SCHOOLS):** Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

			conferences w/students about iReady data; discussed goals; tracking lesson individually and as a whole class
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Attendance-Data collected from Power Bi for Average Daily Attendance from the beginning of school. African American students averages are here

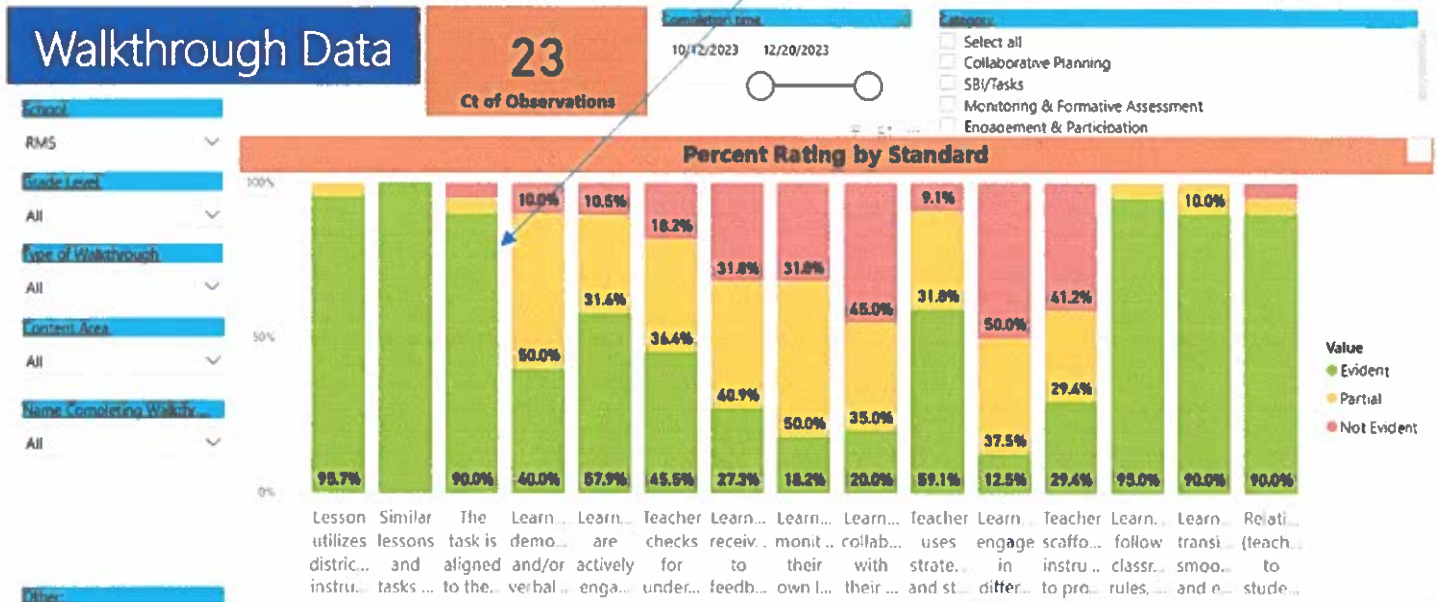


- **Discipline Data Review is done weekly with Leadership teams, in MTSS and during planning. The information below includes data from the first quarter with one student accounting for 7 out of the 16 referrals. Problem solving and district support is ongoing during the MTSS process to ensure all students are meeting the expectations and staying in class.**

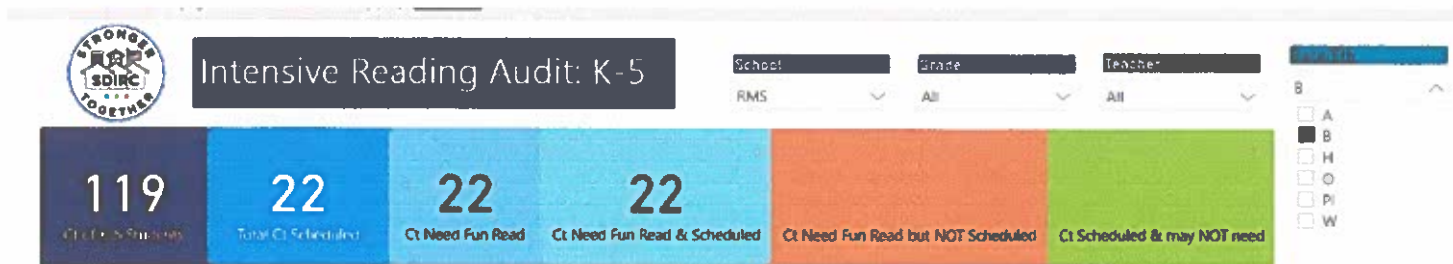
			<ul style="list-style-type: none"> Adam - music Jennifer - Family Laura - chocolate Laurie - exercise JoAnn - shopping Niki - cleaning
Academics - Data	7:50-7:55		<ul style="list-style-type: none"> School Grade Check Up-BQ/LG - Currently projected at a C IReady Expectation - <ul style="list-style-type: none"> 11/8-11/15 MOY iReady Window Engagement, Monitoring, Differentiation - PL on 11/3 - 2 sessions AM; planning remainder of the day Grades 3-5 rotating through computer lab in the AM Laptops - 3 Magnet schools and BES will be the first to get the laptops 4th & 5th Grade - Math Interventionist to start Thursday this week. Send your preferred days/times in ASAP.
Behavior - Data	7:55-8:00		<ul style="list-style-type: none"> Student documentation FOCUS - DOCUMENT DOCUMENT DOCUMENT!
Curriculum - Data	8:00-8:05		<ul style="list-style-type: none"> Planning Resources-Brescia, Bruckner Outlook Invites 1/month
Data - Walkthroughs	8:05-8:10		<ul style="list-style-type: none"> Feedback and Impact - Walkthrough data to be shared out weekly; how should it look? What do you need? <ul style="list-style-type: none"> Pawsitives - trends and next steps Data Chats- Student Review BQ and AA
Exceptional/Enrichment - Data	8:10-8:15		<ul style="list-style-type: none"> Student Data Notebooks-share-out <ul style="list-style-type: none"> Gail held individual

Evidence Indicators

- **Strategy AAAP 1.1 (ALL SCHOOLS):** Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.
 - Observation data Dates of walks here- 10/19/2023, 11/7/2023, 12/13/2023
 - Walkthrough data below showing that the task is aligned to the grade level standard is here. This connects to the planning and implementation of African American History teaching as it connects to the pacing guide.



- **Strategy AAAP 1.2 (ELEMENTARY ONLY):** Ensure that African American students who show a substantial deficiency in reading in grades K-3 receive targeted reading intervention as defined by the District's Reading Plan.
 - Power BI Dashboard
 - 2 Students to be added to a fun read group in December.



- **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.
 - Leadership Meetings and Grade Chair Meetings

Grade Chair Agenda

October 17, 2023

Tuesday, July 18, 2023

6:58 PM

Day/Time: Tuesday, 7:45-8:15 AM

Location: Media Center

Attendees

Adam Faust, Principal	Luanne Lewis, Kindergarten
Jennifer Lomascolo, Assistant Principal	Lindsay Zehr, Grade 1
Kristi Clarke, School Counselor	Megan Stranzin, Grade 2
Julie Carroll, Instructional Coach	Niki Srigley, Grade 3
Laurie Hoover, Resource Specialist	Laura Bradshaw, Grade 4
	Gail Davidson, Grade 5
	JoAnn Palmer, Cultural Arts

Roles

Facilitator: Faust

Notetaker: Lomascolo

Timekeeper:

SLT Vision and Mission

Our Vision	We will continue the positive momentum of academic success with a focus on accountability among all stakeholders.
Our Mission	The mission of the Rosewood Magnet School leadership team is to collaboratively plan, problem solve, and achieve shared goals by providing support, guidance, and opportunities for learning to all stakeholders.

Meeting Norms

Adhere to the agenda and time allocations.	Utilize data to make decisions.	Engage in student-centered dialogue.
Listen and speak respectfully.	Ensure equal voice.	Assume positive intentions.

School Improvement Plan Goals

Academic High Yield Strategy	Student achievement scores will increase proficiency 5% across all subject areas (ELA, Math, and Science).
Culture and Climate	RMS will maintain an average daily attendance rate of 95% or higher and office discipline referrals will decrease from 37 to 25 or less.
Family & Community Engagement	Parent communication ratings related to student progress and school events/activities will increase a minimum of 0.25 as measured by the climate survey.

Meeting Agenda

Action Item	Time	Preparation, Resources, and Protocols	Notes
Panther "Pawsitives"	7:45-7:50		What is something you go to to reduce stress and anxiety?