

AAAP Quarter 2



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Rosewood Magnet School

2021-2022 Quarter 2

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 1/6/2022 Verified by Adam Faust

Quarter 2 Reflection

After reviewing and reflecting upon our 1st semester we will continue to use the data to help drive our planning, instruction and goal setting to help close the achievement gap for all students. The Impact review helped us see the need for continued support with collaborative planning and how we need to focus on opening up more extracurricular activities as we move into the second semester. All school stake holders will continue to be challenged to help all of our students reach their maximum potential. We are looking to launch a parent mentor group and will be embarking on a 5th grade Ecology Grant program for all 5th graders. Moonshot Academy will continue for our third grade students along with our A2 tutoring.

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.

Number of Walk-throughs to Observe Implementation of African American History Teachings

5

Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)

10/12/21, 10/14/21, 10/19/21, 11/9/21, 12/10/21

Summary of observation(s):

Trend walks are connected to look for which tie to our SIP plan. During these walks information is collected on our form, shared with teachers and used during planning to help guide support. The collaborative planning piece also addresses the historical teachings and teachers have been making sure to identify units of student that are connected. Below is an e-mail from one of our team leadings connected to upcoming information they will be using. As I plan for the 3Q I wanted to pass this information along. This is what kindergarten has covered in the past. I have included the standards, links to the books, and a description of the activities. All of these books are in our school library. Standards: SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. [... federal holidays and ethnic celebrations.] SS.K.A.2.4 Listen to and retell stories about people in the past who have shown honesty, courage, and responsibility. [... Presidents, war veterans, community members, and leaders.] SS.K.C.2.1 Demonstrate the characteristics of being a good citizen. [... taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, participating in classroom decision making.] SS.K.C.2.2 Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. SS.K.C.2.3 Describe fair ways for groups to make decisions. [... voting, taking turns, coming to an agreement]. This is what we have done in the past for Dr. Martin Luther King Jr. Read Aloud: [My Brother Martin](#) ? Vocabulary: marches, dream, unfair, injustice? Comprehension Activity: Looking back in the text to find evidence that MLKjr was curious, brave, respectful, friendly (L3.5c)? ? [Kid President](#) ? Martin Luther King Jr. ? [Biography](#) [Brain Pop](#) ? Create a multi flow map together – with MLKjr :turn the world upside down" as the event This is what we have done in the past during African American History Month Read Aloud : Ruby Bridges Read: <https://www.youtube.com/watch?v=U8D4ldGY41s> ? Vocabulary: separate, law, marshals ,mobs, budg e ? Comprehension Activity: Before you read, see, think, wonder of illustrations of angry mob-, empty classroom ? generate questions and answer after reading. Students complete color, symbol, image(RL1.1) ? Read Aloud : Ron's Big Mission - resources Read: <https://www.youtube.com/watch?v=RdPlx8JKuCs&t=3s> ? Vocabulary : grocer, nervous, customer, budg e, clerk, mission ? Comprehension Activity: ? (RL1.1) ? Socratic Seminar: ? What would you ask Ron? ? What would you ask the librarian?

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in

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grades K-3 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:

11/2/21

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
0	2	0 %	23	4	575 %	19	2	950 %	23	5	460 %

*Data should be retrieved from the Power BI 2021-2022 Scheduling App - 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:

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 African American students have equitable access to advanced and accelerated courses in middle school and high school.

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

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 Discipline:

10/15/21, 11/5/21, 11/18/21, 12/10/21, 12/13/21

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

We have continued to look at data connected to discipline during weekly team meetings, monthly data reviews and professional development opportunities. The A,B,C,D's guide the work to ensure we are supporting all students. A=Attendance, B=Behavior, C=Curriculum, D=Data This is reviewed during every leadership and team meeting.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

10/15/21, 11/5/21, 11/18/21, 12/10/21, 12/12/21

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

Student achievement is reviewed during team meetings and instructional supports and adjustments are made at these times. This also includes DATA Com which is a whole team effort with our district team as well. We have seen a positive trend in our school data connected to iReady and our Power Bi platforms.

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)

African American	White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for

Select One:



No out-of-school suspensions were assigned during this time frame.

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All out-of-school suspensions were pre-approved by a principal supervisor.

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: 12/10/2022

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? Yes

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): Based upon the December Impact review we will continue to focus on collaborative planning, differentiating instruction and implementation of Core Knowledge/STEAM. 1/4/22 P.D. focused on aligning Amplify and Core Knowledge/STEAM 1/4/22- Ante Up and iReady data review- defining students and next steps for those who need support to reach achievement or make learning gains. The leadership team has set up trend walks for January. We will continue A2 tutoring. Utilize the Education Foundation grant to fund "The Eagle Club", for 5th grade students, offering Saturday opportunities focused around Science. During collaborative plannings, the leadership team will continue to support teams in planning for differentiation and using visuals for vocabulary. Site visits to a model SDIRC elementary school to observe mathematical thinking practices.

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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 12/10/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
12	122	23% %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

We have Moonshot Academy, Student Patrols and Student Council during the second semester. There were a total of 53 students participating with 12 of them being African American. This is 22.6 % which is aligned with our school demographic of 23% African Americans school wide.

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:	4
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
25	75

(Optional) Additional information:

Rosewood Magnet School**A2 Groups****Teacher****Ross**

Race	BQ?	Curriculum	Subject
AA	Yes	Lexia	Reading
AA	Yes	Lexia	Reading
White	Yes	Lexia	Reading
White	Yes	Lexia	Reading
AA	Yes	Lexia	Reading

Bradshaw

Race	BQ?	Curriculum	Subject
White		Lexia/ Amplify intervention	Reading
White		Lexia/ Amplify intervention	Reading

Coleman

Race	BQ?	Curriculum	Subject
white	yes	Frame your Thoughts	Writing
white	yes	Frame your Thoughts	Writing
Hispanic	yes	Frame your Thoughts	Writing
Hispanic		Frame your Thoughts	Writing

Henry

Race	BQ?	Curriculum	Subject
White	yes	iReady	Math
White	yes	iReady	Math
Black	yes	iReady	Math
White	yes	iReady	Math

Siquig

Race	BQ?	Curriculum	Subject
Black	Yes	Lexia/ Amplify intervention	Reading

Trahan

Race	BQ?	Curriculum	Subject
w	Yes	I-Ready	ELA/MATH
w	No	I-Ready	ELA/MATH
w	Yes	I-Ready	ELA/MATH
w	Yes	I-Ready	ELA/MATH

w	Yes	I-Ready	ELA/MATH
w	No	I-Ready	ELA/MATH
w	Yes	I-Ready	ELA/MATH
h	Yes	I-Ready	ELA/MATH
aa	Yes	I-Ready	ELA/MATH

Watkins

Race	BQ?	Curriculum	Subject
B	Yes	Lexia / iReady	Reading
B	Yes	Lexia / iReady	Reading
W	Yes	iReady	Reading
W	Yes	Lexia / iReady	Reading
B	Yes	Lexia / iReady	Reading
B	Yes	iReady	Reading
B	No	iReady	Reading
W	Yes	iReady	Reading
W	No	iReady	Reading
H	Yes	iReady	Reading

Williams

Race	BQ?	Curriculum	Subject
aa	yes	Lexia/ Amplify intervention	ELA
w	yes	Lexia/ Amplify intervention	ELA
aa	yes	Lexia/ Amplify intervention	ELA
other	yes	I-Ready	ELA/MATH
aa	yes	I-ready	ELA/MATH
w	yes	i-Ready	ELA/MATH
aa	yes	i-Ready	ELA/MATH
aa	yes	i-Ready	ELA/MATH
w	yes	i-Ready	ELA/MATH
aa	yes	i-Ready	ELA/MATH

iReady Fall iReady Win Grade Level

Days/Time

M-F 12:25-12:55	429	473	4
M-F 12:25-12:56	448	473	4
M-F 12:25-12:57	491	516	4
M-F 12:25-12:58	476	506	4
M-F 12:25-12:59	472	500	4

Days/Time

t-thurs 11:50-12:20	525	504	3
t-thurs 11:50-12:20	481	487	3

Days/Time

Tues -Thurs	11-11:30	522	588	5
Tues -Thurs	11-11:30	535	543	5
Tues -Thurs	11-11:30	563	577	5
Tues -Thurs	11-11:30	534	526	5

Days/Time

Tues -Thurs	12:30- 1:00	458	508	4
Tues -Thurs	12:30- 1:00	539	549	4
Tues -Thurs	12:30- 1:00	497	505	4
Tues -Thurs	12:30- 1:00	515	548	4

Days/Time

M,W,F 11:50-12:20	487	500	3
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Days/Time

t-th 11:15-11:45	564	600	5
t-th 11:15-11:45	583	613	5
t-th 11:15-11:45	546	560	5
t-th 11:15-11:45	625	640	5

t-th 11:15-11:45	568	606	5
t-th 11:15-11:45	572	580	5
t-th 11:15-11:45	538	525	5
t-th 11:15-11:45	536	580	5
t-th 11:15-11:45	564	580	5

Days/Time

M-F 11:12-11:42	500	528	5
M-F 11:12-11:42	521	536	5
T, W, TH 11:12-11:42	521	528	5
M-F 11:12-11:42	543	566	5
M-F 11:12-11:42	490	543	5
T, W 11:12-11:42	514	528	5
M, W 11:12-11:42	579	581	5
W, TH, 11:11-11:42	559	567	5
W, TH, 11:11-11:42	582	582	5
W, TH, 11:11-11:42	542	586	5

Days/Time

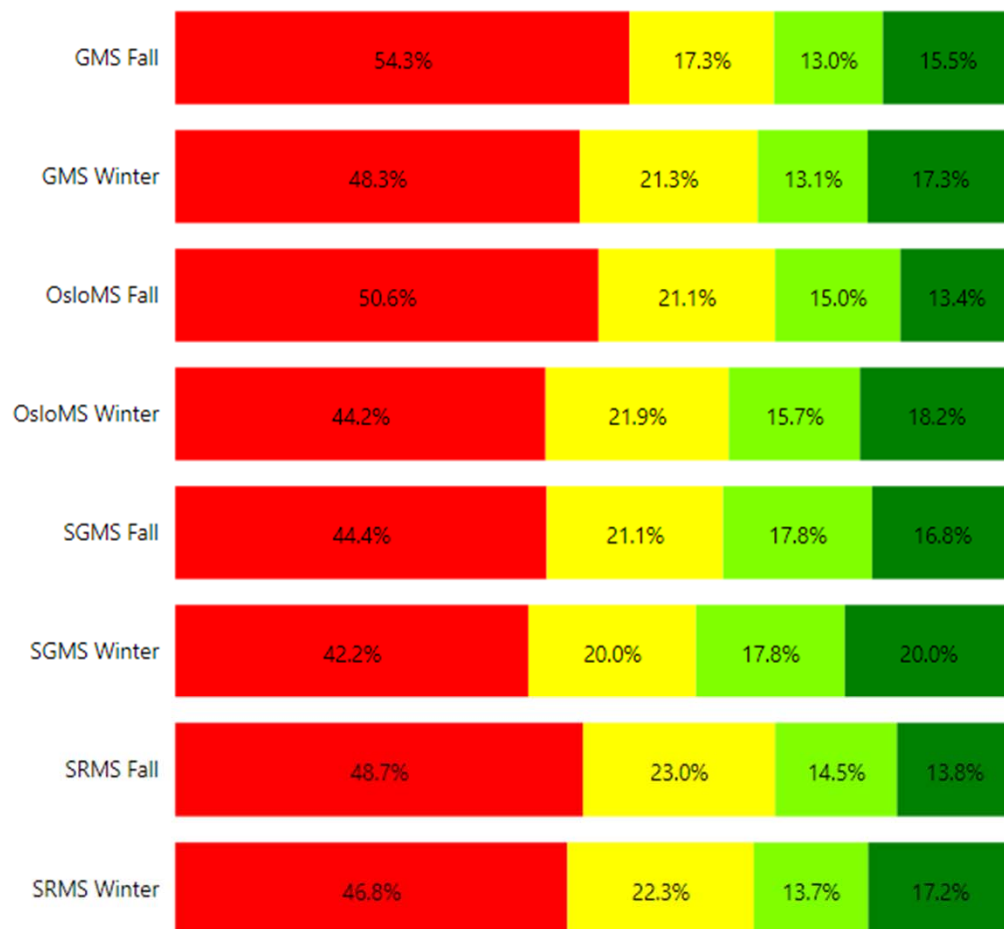
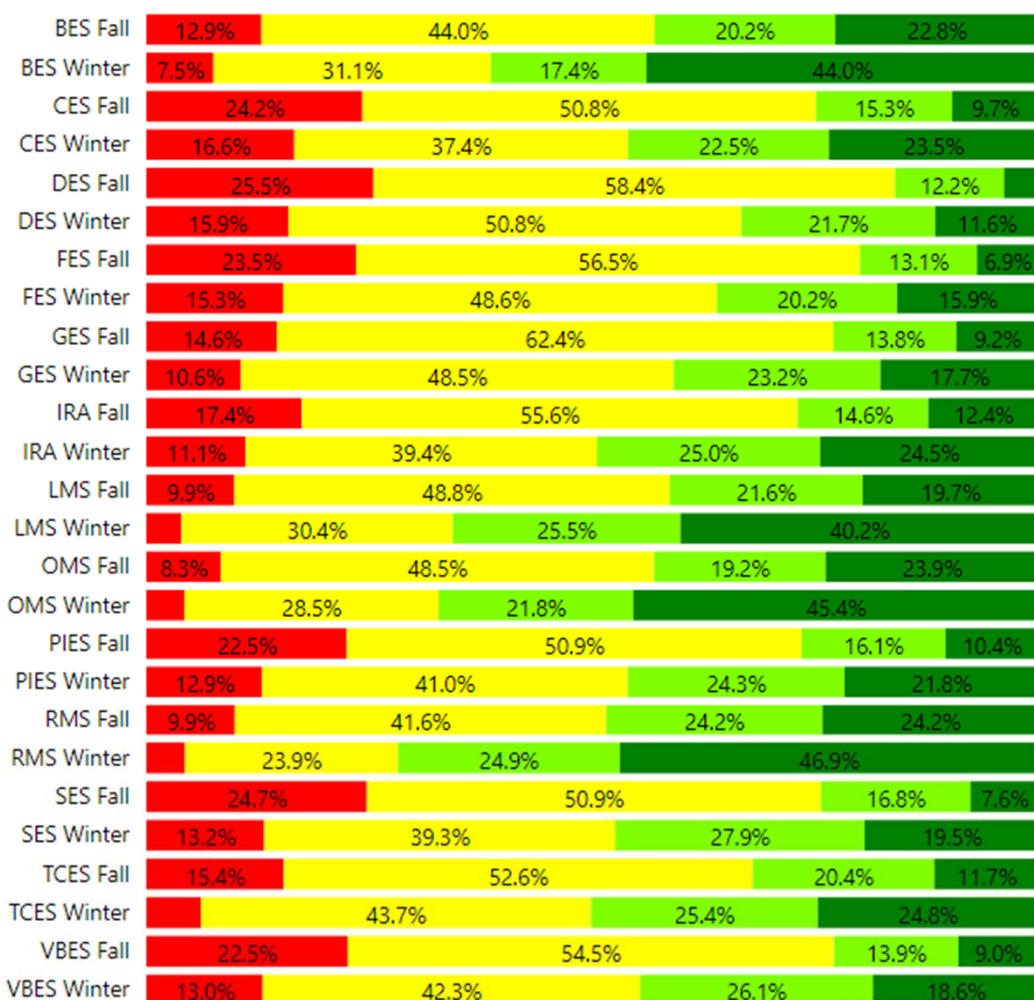
Mon-Fri 11:16-11:46	449	550	5
Mon-Fri 11:16-11:46	477	511	5
Mon-Fri 11:16-11:46	531	506	5
Tues-Thurs 11:16-11:46	488	517	5
Tues-Thurs 11:16-11:46	578	553	5
Tues-Thurs 11:16-11:46	544	562	5
Tues-Thurs 11:16-11:46	528	544	5
Tues-Thurs 11:16-11:46	519	486	5
Tues-Thurs 11:16-11:46	521	556	5
Tues-Thurs 11:16-11:46	529	515	5

iReady Fall to Winter Comparison - Reading

Legend: Red - 2+ Grades Below; Yellow - 1 Grade Below; Lime Green - Early On Grade; Green - On or Above Grade

iReady Reading Placement by School

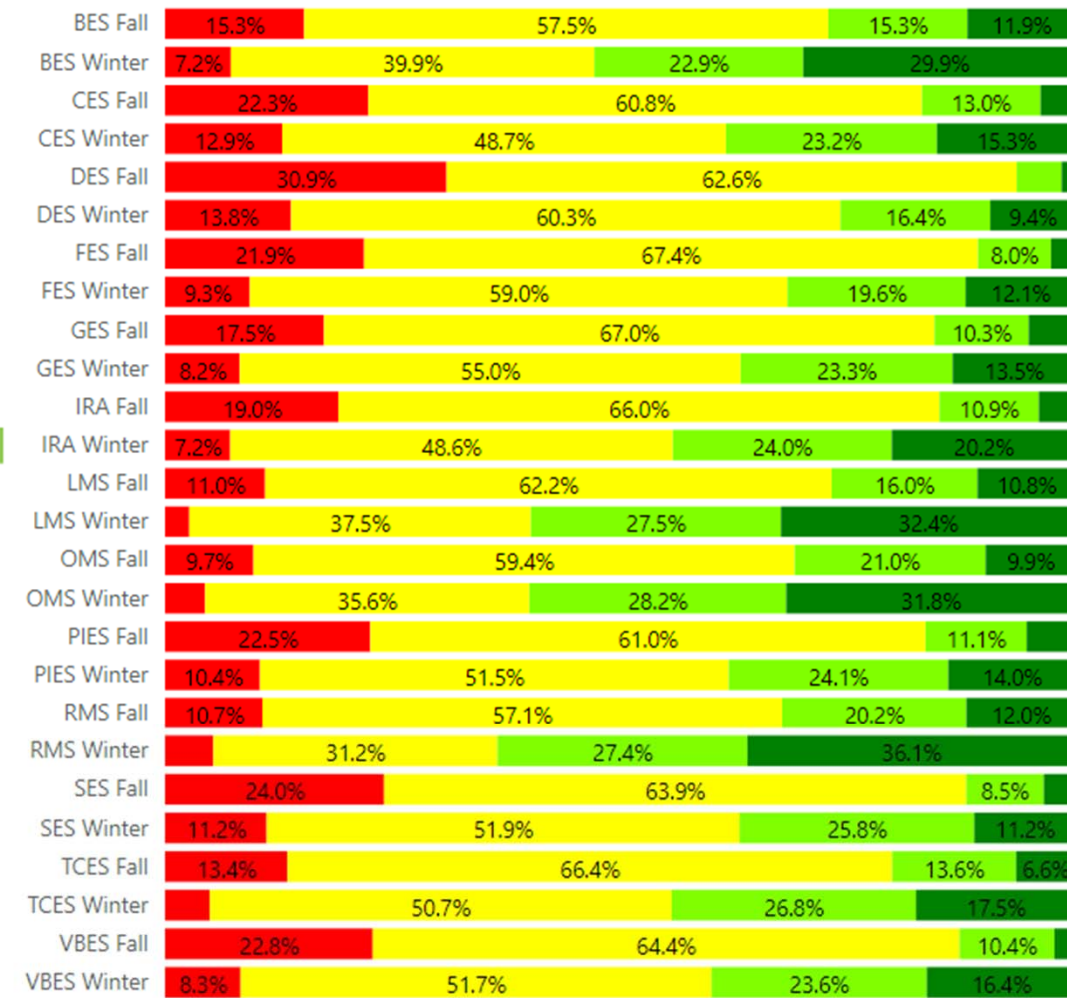
iReady Reading Placement by School



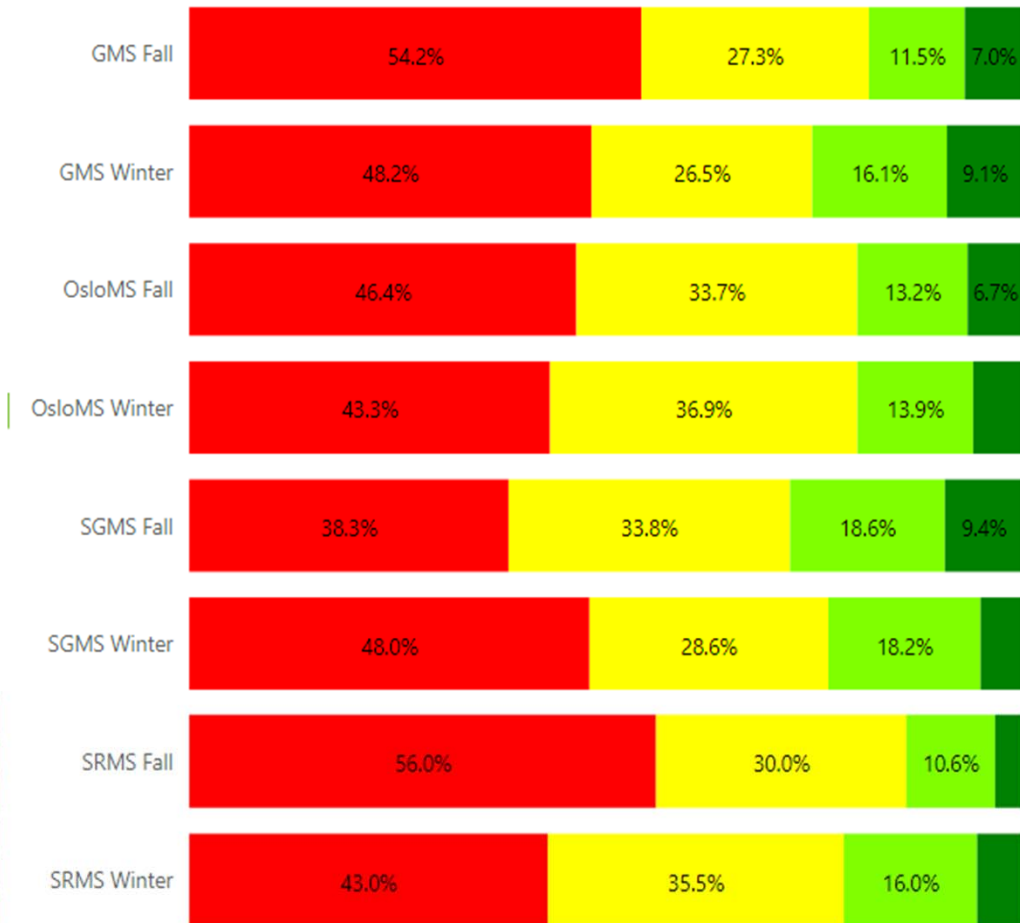
Uhdg | Idowr#Z bwhu#Frp sdulvrg#C P DWK

Legend: Red - 2+ Grades Below; Yellow - 1 Grade Below; Lime Green - Early On Grade; Green - On or Above Grade

iReady Math Placement by School



iReady Math Placement by School



Uhdg bj #T urz wk#, Dof wghqw #yv#Erwrp #T xduw

Dof wghqw

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
SES	343	96.21	25.38	73%	45.7%
CES	656	89.02	23.47	72%	46.4%
LMS	537	99.26	23.88	68%	47.6%
DES	402	94.28	23.57	67%	42.9%
TCES	628	98.41	21.22	63%	41.6%
OMS	515	99.61	24.72	62%	43.7%
RMS	524	96.76	22.19	62%	42.4%
VBES	516	96.90	22.93	58%	38.8%
BES	509	98.23	22.02	57%	38.9%
IRA	397	99.50	22.11	56%	37.3%
PIES	320	97.81	20.71	51%	33.1%
FES	549	97.45	19.26	45%	29.2%
GES	466	98.93	16.30	42%	27.5%
Total	6362	96.95	22.10	60%	40.0%

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
OsloMS	891	96.41	7.54	73%	25.1%
GMS	569	83.13	7.58	26%	11.3%
SGMS	984	85.16	1.38	19%	4.4%
SRMS	811	57.95	0.39	3%	-2.4%
Total	3255	81.11	4.32	35%	11.0%

Erwrp #T xduw

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
SES	26	100.00	44.35	157%	74.5%
CES	56	94.64	29.06	115%	59.8%
DES	29	82.76	25.54	94%	49.1%
TCES	60	100.00	23.28	92%	49.9%
RMS	32	100.00	22.59	86%	46.8%
VBES	38	92.11	22.46	79%	40.3%
OMS	40	97.50	19.87	78%	42.6%
LMS	45	100.00	19.62	73%	40.3%
FES	49	97.96	15.94	57%	28.7%
GES	37	100.00	14.43	56%	29.1%
BES	38	100.00	14.00	56%	32.5%
PIES	23	95.65	12.32	45%	24.1%
IRA	29	100.00	11.97	43%	21.3%
Total	502	97.21	21.15	80%	41.9%

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
OsloMS	195	98.46	13.46	104%	36.3%
GMS	119	85.71	15.68	82%	29.5%
SRMS	192	61.46	3.19	25%	7.8%
SGMS	227	85.02	0.53	-0%	-0.4%
Total	733	82.54	7.71	52%	17.9%

Pdk#Jurz wk#, Dof#wghqwt#v#Erwrp #Txdwch

Dof#wghqwt

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
LMS	537	90.88	16.93	61.53%	43.31%
VBES	514	95.33	17.35	59.06%	42.32%
IRA	397	97.73	18.05	58.89%	41.22%
DES	400	92.00	18.40	58.40%	41.04%
CES	653	82.08	15.39	55.17%	39.05%
FES	549	97.81	15.87	54.33%	38.28%
SES	343	75.22	15.91	53.81%	37.02%
OMS	515	97.09	15.19	52.09%	37.32%
RMS	524	86.26	14.39	51.86%	36.19%
BES	507	92.31	15.28	51.45%	35.95%
GES	465	96.77	14.89	48.72%	34.36%
TCES	627	90.59	13.32	48.44%	34.41%
PIES	319	94.98	14.05	47.95%	33.49%
Total	6350	91.43	15.71	54.04%	38.11%

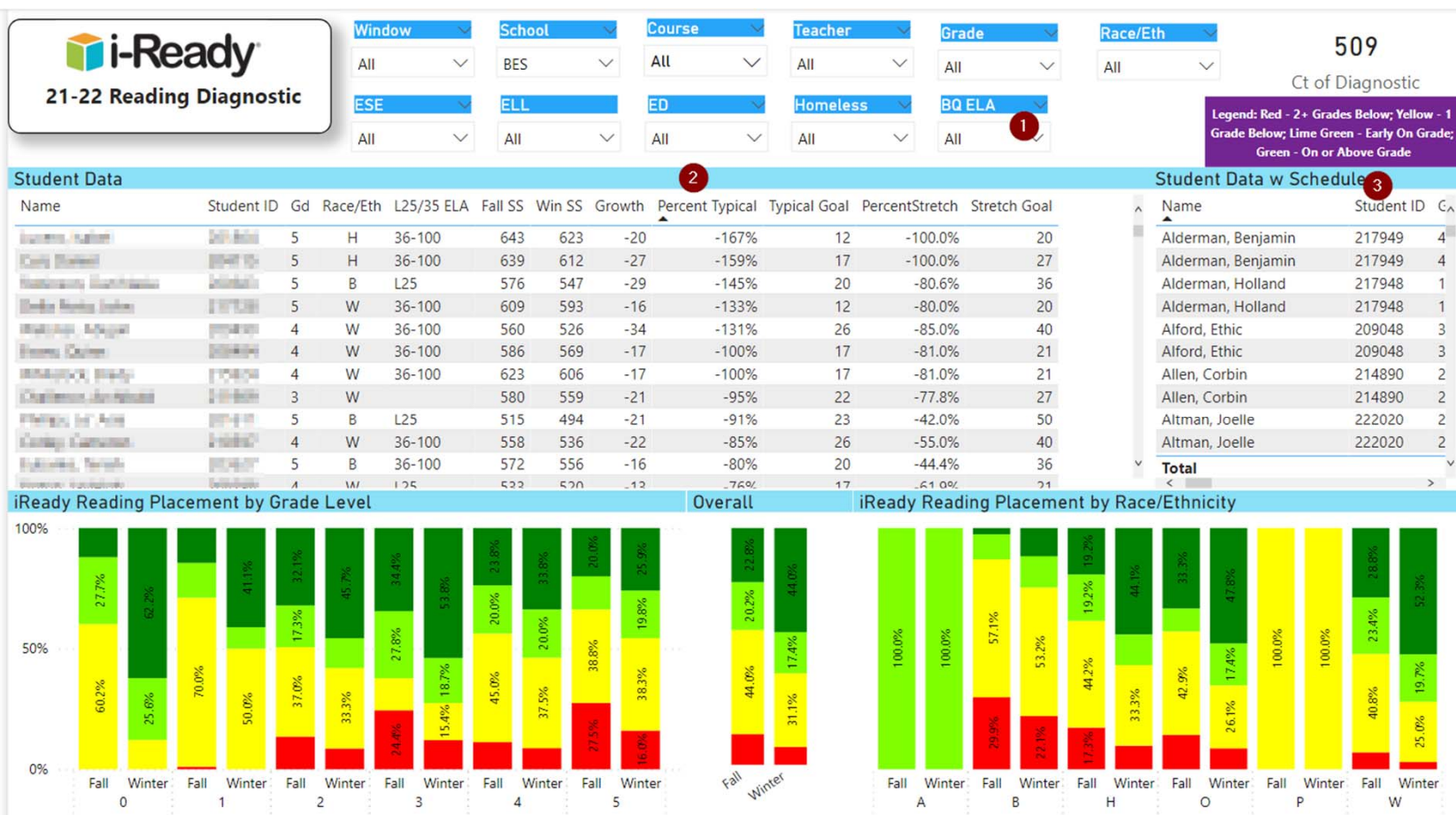
School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
OsloMS	864	54.86	10.41	72.23%	37.05%
SRMS	605	81.82	7.04	46.54%	23.64%
GMS	563	90.23	6.01	38.38%	19.98%
SGMS	958	56.16	4.17	32.88%	15.63%
Total	2990	67.39	6.81	46.88%	23.74%

Erwrp #Txdwch

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
SES	25	88.00	17.09	67.44%	39.59%
OMS	41	95.12	15.31	59.25%	38.77%
GES	37	97.30	13.19	56.93%	35.39%
RMS	33	84.85	13.18	54.38%	32.68%
IRA	29	96.55	12.71	53.76%	32.87%
FES	49	100.00	14.35	52.24%	30.94%
LMS	44	95.45	12.00	49.59%	33.61%
VBES	33	96.97	12.19	48.10%	29.66%
CES	59	81.36	12.00	44.39%	29.37%
DES	27	85.19	18.39	43.97%	24.72%
TCES	53	90.57	10.21	42.41%	28.04%
BES	36	83.33	6.87	27.68%	19.02%
PIES	24	95.83	6.35	22.99%	13.47%
Total	490	91.43	12.52	48.35%	30.44%

School	Ct Students	% w Growth	Ave Growth	Ave % Typical	Ave % Stretch
OsloMS	203	61.58	12.71	90.19%	41.86%
SRMS	181	82.32	9.91	66.58%	31.27%
GMS	120	92.50	5.36	48.50%	23.12%
SGMS	228	74.56	3.92	40.54%	17.86%
Total	732	75.82	7.80	60.53%	28.04%

New Pages Added: Read/Math School View



1 – BQ Filter Added
2 – Percent Typical – this represents the percent of the annual typical growth the student has earned from Fall to Winter. If this is below 50% (half of the annual target), appropriate action must be taken.
3 – This visual has all ELA/Math teachers added as well as component scores. You can download this visual and filter by teacher to distribute.



OPERATION: PAWSOME!

2021-2022



WELCOME BACK IMPACT TEAM

PLEASE ENJOY BREAKFAST AND LET
THEM SEE YOU SMILE! IT MATTERS 😊



ROSEWOOD PANTHERS



**ROSEWOOD
UNIVERSAL
HAND SIGNAL
PAWS UP!**



OPERATION PAWSOME

The Power of the PAW!

Are you ready to be?

Positive

Ambitious

Welcoming

Sensational

Openminded

Motivated

Engaged

ROSEWOOD NORM REVIEW

- **CELEBRATE! CLAP, CHEER AND SUPPORT EACH OTHER!**
- **MODEL A LEARNING DISPOSITION**
- **EVERYONE PARTICIPATES-BE A PART OF THE SOLUTION!**
- **BE IN A GROWTH MINDSET AND READY TO RECEIVE INFORMATION IN A POSITIVE WAY!**
- **OOOPS, IT'S COOL:) WE ARE ALLOWED TO MAKE MISTAKES!**

THE THREE NON-NEGOTIABLES

1. GREET EVERY STUDENT EVERY CHANCE YOU GET AND MODEL APPROPRIATE BEHAVIOR AND A POSITIVE ATTITUDE

2. EVERY STUDENT BELONGS TO EVERYBODY!

3. WORK TOGETHER AND PROMOTE ROSEWOOD EVERYWHERE YOU GO!

OPERATION: PAWSOME!

2021-2022



SDIRC Impact Review Schedule *December 10, 2021*

Impact Agenda December 10, 2021

Location	Time	Session	Presenter
RMS MP Room	8:00-8:50	SIP Review and School Data	RMS Leadership Team
RMS MP Room	8:50-9:00	Break	All
RMS Campus	9:00-11:00	Classroom Impact Walks	Panther Groups
RMS MP Room	11:00-11:45	Debrief and Planning	All
RMS MP Room	11:45-12:00	Highlights and Next Steps	All

RMS-Core Belief
Be Respectful, Responsible, and Ready to Learn!
Don't forget to stop and think to make Safe Choices.

OPERATION: PAWSOME!

2021-2022

Curriculum and Instruction Principal Impact Review Checklist

Prior to Visit	
C & I school lead contacts the principal to share expectations (SIP presentation, copies of rubrics, lesson plans, school map, chart paper, and markers.)	
Principal develops a schedule to include tested areas such as ELA, Int. Reading, Math, Intensive Math, Science (5 th , 8 th , Bio) and Social Studies (Civics, US His). Principal will submit the schedule to the lead C & I Specialist prior to the visit for review.	
School invites key members to participate in the walks: leadership members, department chairs (optional), success coach/counselor and IRCEA member (for the debrief).	
At the Beginning of the Impact Review Visit	
School reviews SIP with the IR Team. School shares what evidence should be present in the walkthroughs based on implementation steps from the SIP. Principal answers the following questions: 1. What actions have you taken since the last Impact Review? 2. What do you predict the team will see during the Impact Review?	
School teams review IR schedule and map with participants.	
Schedule time for district teams to review rubrics. (Approximately 10 minutes)	
During the Impact Review Walkthroughs	
School teams share what high yield strategies they have been working on during collaborative planning and describe what evidence the team should see in the classrooms. (Provide lesson plans and completed collaborative planning tool examples.)	
School teams share what state standards they should observe being taught in the classrooms.	
After IR Walkthroughs	
Small groups use chart paper to display findings: 1. Indicators with number of evident, partial, and not evident 2. What are some areas of growth from the last Impact Review? 3. What are your next steps based on your observations from the Impact Review?	
Administration and C & I small group team stays behind to assist the school in developing an action plan prior to leaving. The action plan will be typed and emailed out to the appropriate members.	

OPERATION: PAWSOME!

2021-2022

Classroom Walkthroughs 9:00 – 11:00

Eight 15-minute walkthroughs:

- 10-minute Data Collection
- 3-minute Hallway Discussion
- 2-minute Transition

Panther Group #1-Faust, Lewis, Brescia, Beckham

9:00 – 9:15	#1	Room 308	5 th Grade	Williams
9:15 – 9:30	#2	Room 307	5 th Grade	Trahan
9:30 – 9:45	#3	Room 306	5 th Grade	Watkins
9:45 – 10:00	#4	Room 305	5 th Grade	Koetzner
10:00 – 10:15	#5	Room 304	4 th Grade	Cobb
10:15 – 10:30	#6	Room 303	4 th Grade	Cade
10:30 – 10:45	#7	Room 302	4 th Grade	Zwemer
10:45 – 11:00	#8	Room 301	4 th Grade	Hanlon

ROSEWOOD MAGNET UPDATES AND PREDICTIONS

- 1. What actions have you taken since the last Impact Review?**
 - **Coaching Cycles, Collaborative Planning, Data Chats, Impact Look Fors, Team Leader Meetings, A2 Tutoring, Leadership Meetings, Data Visibility Updates**
- 2. What do you predict the team will see during the Impact Review?**
 - **Rti Small group instruction, Core Curriculum lessons, Engagement strategies and evidence of collaborative planning.**

Paw Power
We Can



- DATA REVIEW 2021
- POWER BI GOAL TRACKER
- IREADY READING FALL/WINTER
- STANDARD VIEW

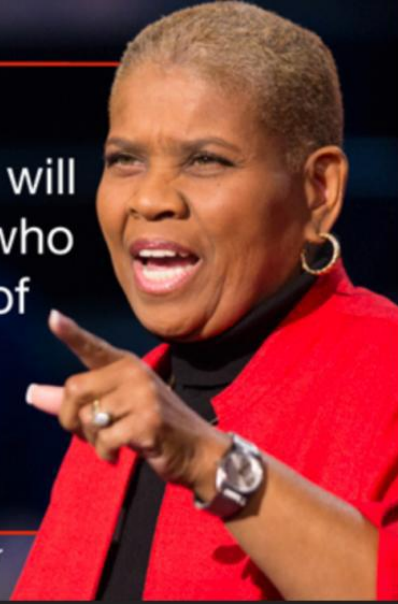
OPERATION PAWSOME

- **MOONSHOT ACADEMY**
- **WALK TO INTERVENTION**
- **HIGH IMPACT GRANT**
- **EXTENDED DAY TUTORING**
- **POSITIVE PANTHER MENTORS**
- **LUNCH BUNCH GROUPS**



"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator

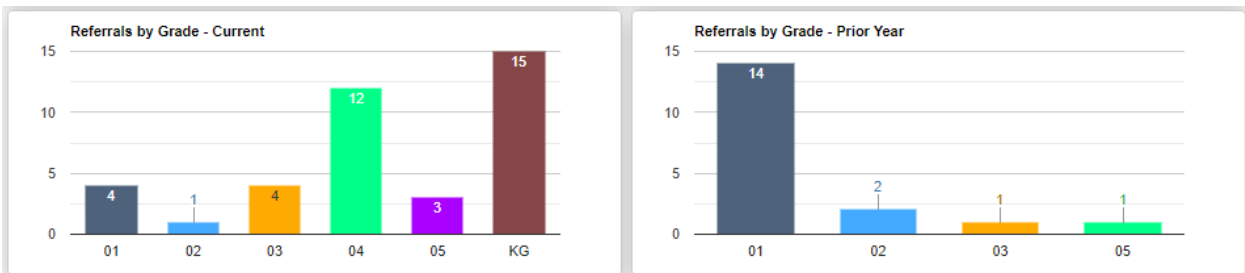


A, B, C, D Data Sheet 12-13-2021

Attendance

Grade ↕	Average Daily Membership ↕	Days Possible ↕	Student Days Present ↕	Student Days Absent ↕	ADA ↕
01	85	9	747	18	97.65%
02	93	9	806	31	96.3%
03	89	9	729	72	91.01%
04	88	9	768	24	96.97%
05	82	9	707	31	95.8%
KG	94	9	809	37	95.63%
Total	531	9	4566	213	95.54%

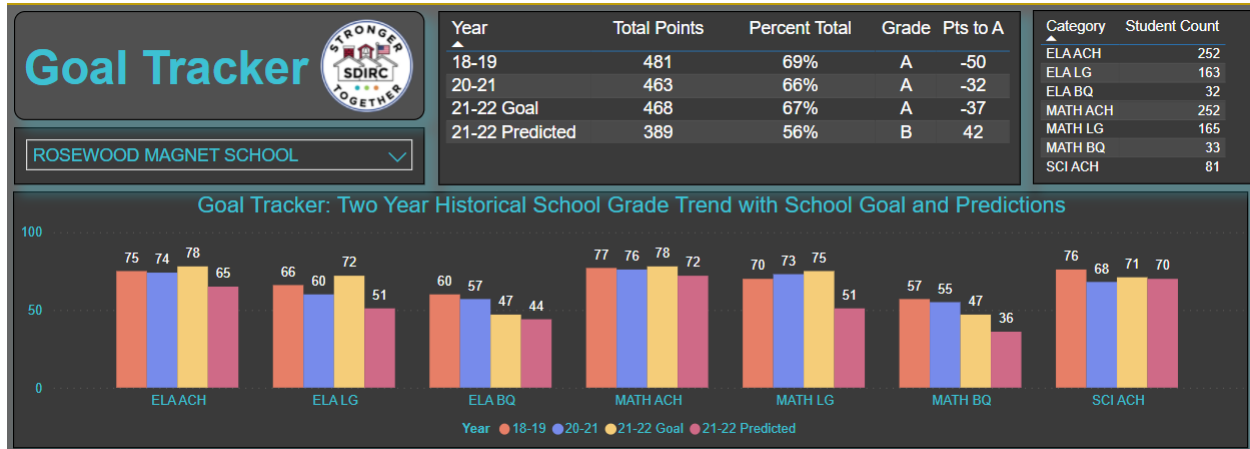
Behavior



Curriculum

- iReady Data Review Tuesday
- Visibility +
- BQ student check up
- Bubble Kid Blast off!
- PD Plan

Data



Next steps-

Biweekly Focus

Bottom 25 % Questions to ask your school leadership teams.

- Do you know the students who make up your bottom 25%ile?
- Are they scheduled in a way that supports making learning gains?
- What are these students doing during class? Are they engaged? Are they able to do the work that is asked of them?
- How do you prepare for the L25 during collaborative planning?
- What type of scaffolded instruction is in place to help them access the instruction?
- Are they receiving direct instruction to support their learning?
- Are teachers using instructional groups to support differentiation?
- Have you done class walks to observe the L25 students?