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

Quarter of the School Year: 3

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 **March 20, 2024**: ____*AF*____ (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 Quarter 4, students will continue to be monitored through weekly MTSS meetings, biweekly grade chair meetings, and weekly leadership meetings. Power BI is utilized daily to guide planning and make instructional decisions. Data chats took place immediately following EOY iReady diagnostic testing and will continue to occur monthly as new data drops for each grade level. African American students will be a continued priority along with our L25 and bubble students. Teacher training, A2 tutoring, and small group targeted instruction utilizing additional interventionists will continue as we make the final push toward FAST/STAR PM3.

Our most recent Impact Walk was completed on March 14, 2024. We will use this data to ensure that we are connecting with all students, providing required instruction, and supporting teachers in order to do best by kids.

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Date of Summary: March 20, 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	**64**
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	**1/17/2024, 1/25/2024, 2/5/2024, 2/28/2024, 3/14/2024**
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)* **March 12-13, 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%	6	5	21%

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 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>	1/16/2024, 1/22/2024, 1/23/2024, 1/26/2024, 1/29/2024, 1/30/2024, 2/5/2024, 2/12/2024, 2/20/2024, 2/26/2024, 3/4/2024, 3/11/2024, 3/12/2024, 3/13/2024, 3/14/2024, 3/18/2024
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>	1/16/2024, 1/22/2024, 1/23/2024, 1/26/2024, 1/29/2024, 1/30/2024, 2/5/2024, 2/12/2024, 2/20/2024, 2/26/2024, 3/4/2024, 3/11/2024, 3/12/2024, 3/13/2024, 3/14/2024, 3/18/2024
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.
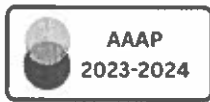
Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter
All Grade Levels Served by the School (Combined)

African American Achievement Plan 2023-2024
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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 interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*	**March 14, 2024**

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):	**See updated SIP Action Steps.** (2023 - 2024) SIP Excel Action Steps RMS revised 3.14.24.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:	**3/20/2024**

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**

**AAAP
2023-2024**

African American Achievement Plan 2023-2024
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Percentage of Interviewers on Interview Committee by Race

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

(OPTIONAL) Additional information:

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- 1/17/2024, 1/25/2024, 2/5/2024, 2/28//2024, 3/14/2024
  - 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.
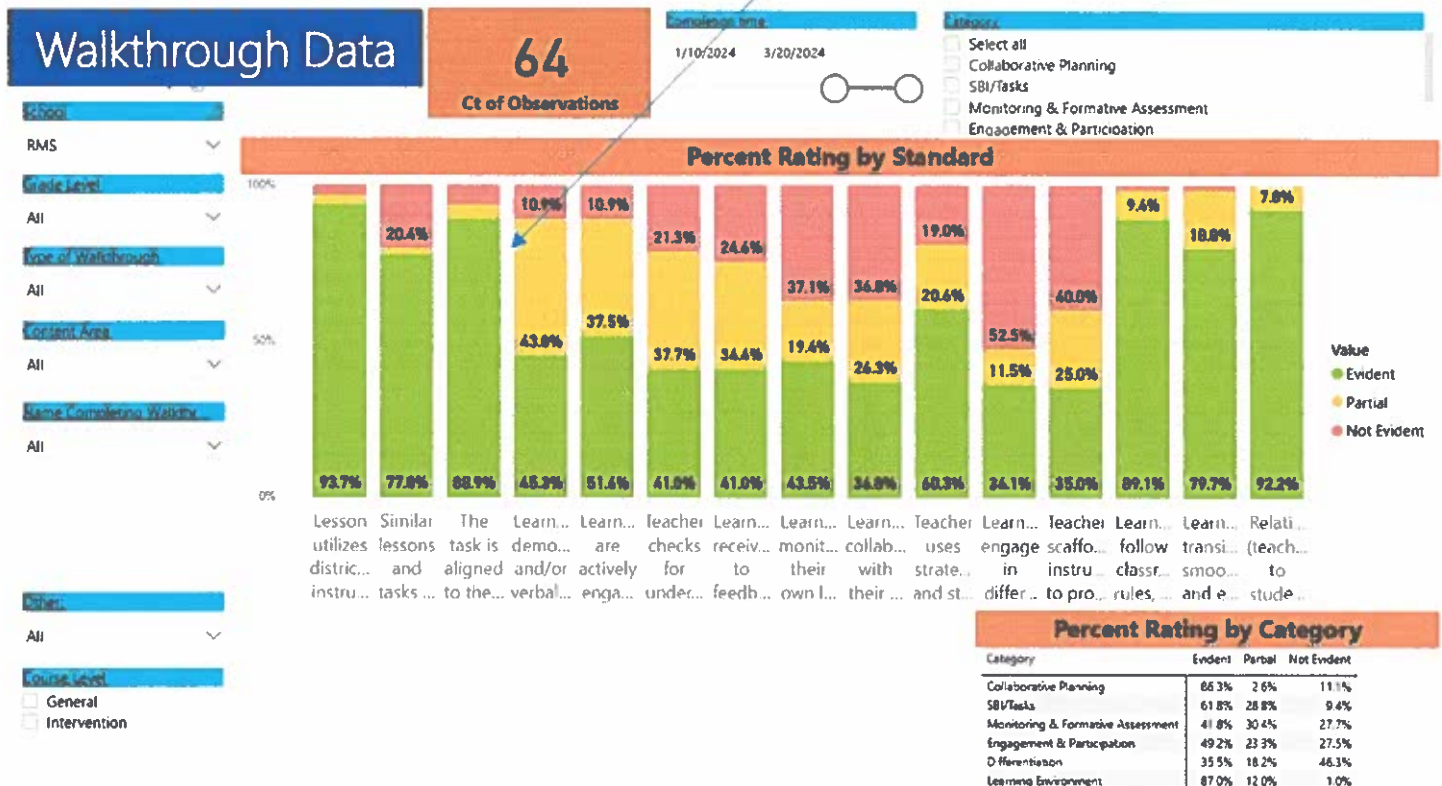
- **Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 receive targeted reading intervention as defined by the District's Reading Plan.**
  - Power Bi Dashboard
  - 2 Students to be added to a fun read group in December.
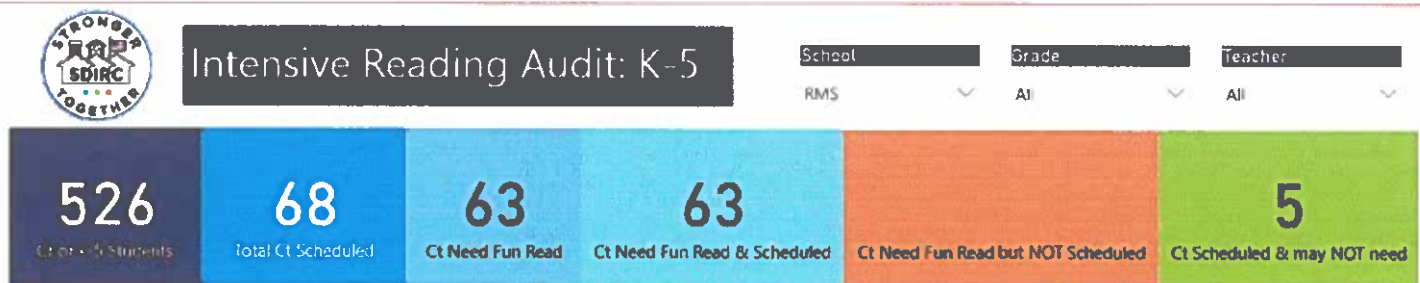
- **Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.**
  - Leadership Meetings and Grade Chair Meetings

Grade Chair Agenda

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
Date:
Day/Time: Monday 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 Hatcher, Grade 4
JoAnn Palmer, Cultural Arts	Gail Davidson, Grade 5

Roles
Facilitator: Adam
Notetaker: Jennifer
Timekeeper:

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Meeting Agenda

| Action Item	Time Allotment & Purpose	Preparation, Resources, and Protocols	Notes
Panther "Pawsitives"	7:45-7:50 (5 min)	IReady Highlights	Hoover - 5th graders were able to advocate for their accommodations Srigley - Huge gains in ESE Lewis - Proud of my students and Moonshot students Davidson - A lot of growth in math! Almost 71% in green Stranzin - A lot of growth in math and reading. Carroll - CJ worked super hard for 2 days; crushed reading Lomascolo - SR - Huge gains in reading Clarke - 4th grader super excited to share her score Hatcher - Proud of all students who made stretch growth and ESE kids made great gains. Palmer - Worked hard to keep kids quiet

			Zehr- Super proud of my own kids
Standard Data Review What does "Goal Tracker" indicate regarding current progress? Areas of progress or concern?	7:50-7:55 (5 min)	https://app.powerbi.com/groups/me/apps/5d924653-406d-4702-b89b-7ca0687a7553/reports/593ae4af-1d6b-4186-8100-8bda827715e0/ReportSection?experience=power-bi	23-24 Prediction (as of 3/12/24) Total Points 459 - 57% - Grade B - 27 points to A Awaiting updates from iReady Focus on BQ & Learning Gains Math growth - which standards have yet to be taught? Interventionists have been very helpful in teaching strategies
Focus Goals What was accomplished during last week's collaborative planning sessions by content/grade level?	7:55-8:00 (5 min)	Engagement Strategy, Differentiation and Monitoring Focus-What are you doing and how do we know?	Practice strategies every week. Continue to make it visible. Practice makes progress. Strategy doesn't have to change every week. Work to improve.
Alignment Direction To what degree was classroom instruction aligned with standards and collaborative plans?	8:00-8:05 (5 min)	• Score Board	
Expectations & Needs Next steps based on observations? Support Needs? How will we grow areas of need and increase monitoring in these areas?	8:05-8:10 (5 min)	•	
Instructional Calendar Review Upcoming standards,	8:10-8:15 (5 min)	<<(03.04 - 03.15) Issue 14 - Instructional Quality.pdf>>	

assessments, scheduled non-instructional events	

| Next Steps	Person(s) Responsible	Due Date
Data Chats	All	3-12/13
Incentive Updates/Pawsome Grams	Teachers	3-15
Field Trips	Teachers	ongoing
Evaluations	All	ongoing
Report Cards Due to Admin April 3	teachers	Sent Home April 5

Dates/Reminders

- Faculty Roundup-March 13
- March 15 SOTM, Dress Green Day
- March 18 SAC
- March 21 All Pro Dads
- March 22 – Last day to use remaining budget
- April 2- FAST/STAR and Grade 5 Parent Night

Attendance-Data collected from Power Bi for Average Daily Attendance from the beginning of school. African American students averages are here
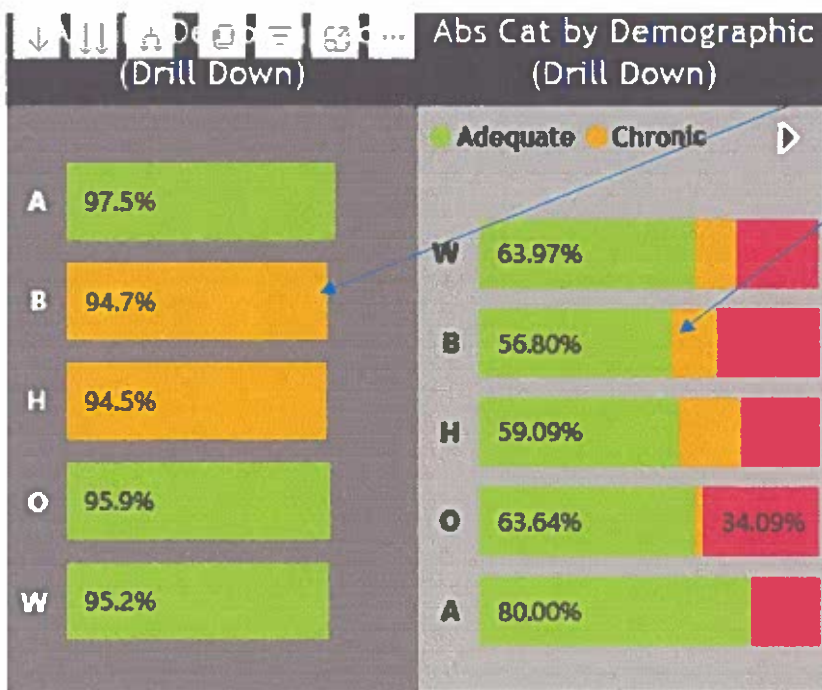
- **Discipline Data Review is done weekly with Leadership teams, in MTSS and during planning. The information below includes data from the first quarter with one student accounting for 7 out of the 16 referrals. Problem solving and district support is**

ongoing during the MTSS process to ensure all students are meeting the expectations and staying in class.
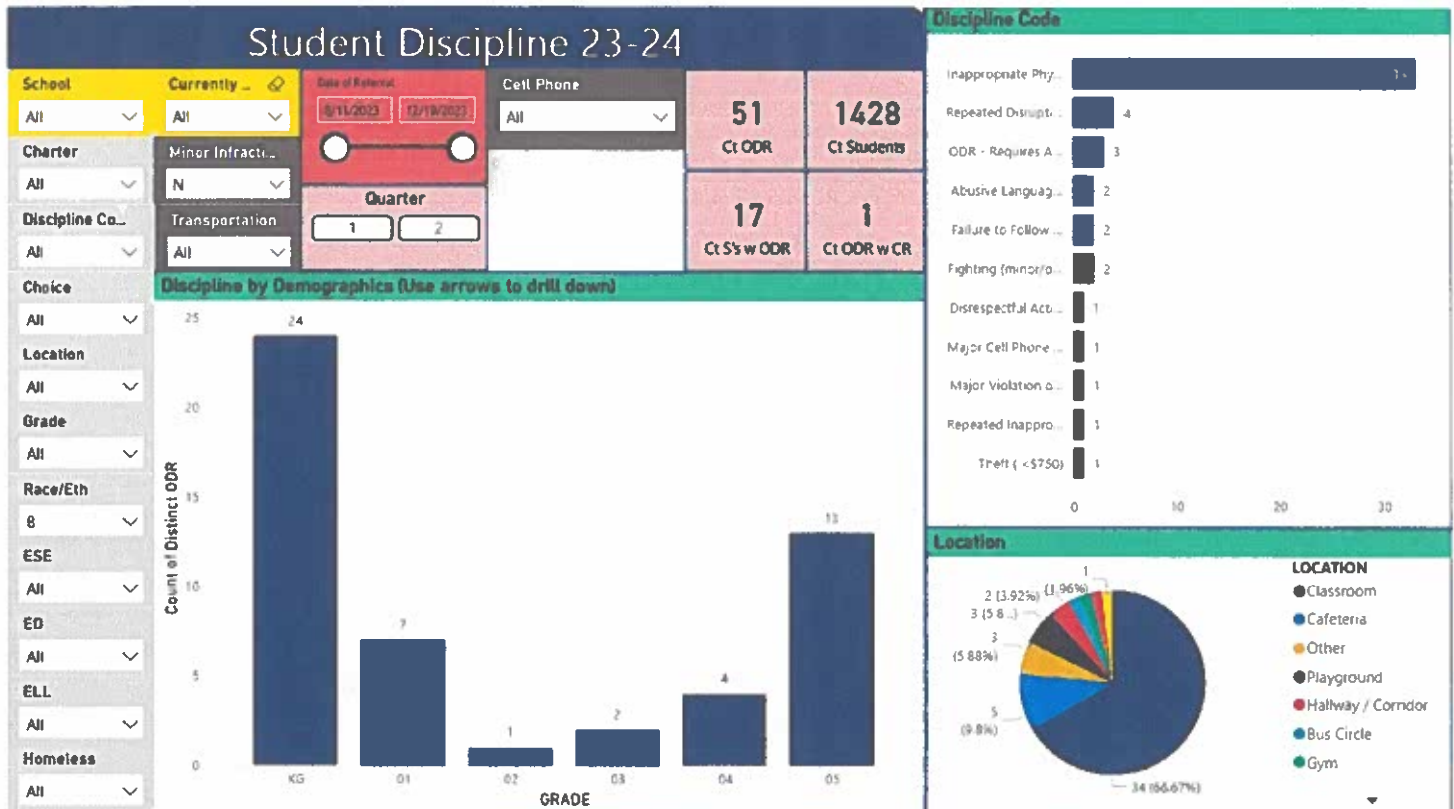
Curriculum

- **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.**
  - o **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.**