Rosewood Magnet School

2022-23 Schoolwide Improvement Plan

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Rosewood Magnet School

3850 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

Demographics

Principal: Adam FAU St

Start Date for this Principal: 6/9/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	40%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (63%) 2020-21: (66%) 2018-19: A (69%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Indian River County School Board on 10/24/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Rosewood Magnet, a Core Knowledge School, is to educate every student by involving parents, staff, and the community in a caring environment where academic excellence leads to responsible, productive citizens.

Provide the school's vision statement.

Everything we do at Rosewood Magnet School is focused on providing our students with an excellent education in a nurturing environment. We strive to achieve this goal through our integrated Core Knowledge curriculum, behavioral and dress codes, and active parent involvement. We expect much, not only from our staff, but from our students and their parents...and year after year, these high expectations have been met with outstanding results!

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Faust, Adam	Principal	
Lord, Colleen	Assistant Principal	
Carroll, Julie	Reading Coach	
Napier, Jessica	Other	Interventionist
Lomascolo, Jennifer	Other	Resource Specialist
Boccia, Brittany	Teacher, ESE	
Topp, Stephanie	Teacher, ESE	
Clark, Kristine	Guidance Counselor	
Lutman, Latasha	Other	Student Coach

Demographic Information

Principal start date
Wednesday 6/9/2021, Adam FAU St

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
15

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

524

Identify the number of instructional staff who left the school during the 2021-22 school year.

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	83	89	85	93	89	85	0	0	0	0	0	0	0	524
Attendance below 90 percent	1	12	10	11	6	8	0	0	0	0	0	0	0	48
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	1	2	0	1	0	0	0	0	0	0	0	4
Course failure in Math	0	0	1	3	0	1	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	2	4	0	0	0	0	0	0	0	6
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	1	8	0	0	0	0	0	0	0	9
Number of students with a substantial reading deficiency	0	1	5	5	5	16	0	0	0	0	0	0	0	32

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	1	4	0	0	0	0	0	0	0	7

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	2	0	0	3	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 10/21/2022

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of sutdents with a substantial reading deficiency		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	82	93	87	86	78	0	0	0	0	0	0	0	517
Attendance below 90 percent	6	3	8	6	6	4	0	0	0	0	0	0	0	33
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	3	1	1	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	5	9	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	7	11	0	0	0	0	0	0	0	18
Number of sutdents with a substantial reading deficiency	0	0	0	1	5	9	0	0	0	0	0	0	0	15

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	4	3	0	0	0	0	0	0	0	10

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	72%	58%	56%	74%			75%	58%	57%
ELA Learning Gains	70%	62%	61%	60%			66%	57%	58%
ELA Lowest 25th Percentile	51%	55%	52%	57%			60%	54%	53%
Math Achievement	76%	61%	60%	76%			77%	63%	63%
Math Learning Gains	66%	60%	64%	73%			70%	60%	62%
Math Lowest 25th Percentile	38%	54%	55%	55%			57%	48%	51%
Science Achievement	65%	51%	51%	68%			76%	54%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	60%	19%	58%	21%
Cohort Comparison		0%				
04	2022					
	2019	71%	61%	10%	58%	13%
Cohort Comparison		-79%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	75%	54%	21%	56%	19%
Cohort Comparison		-71%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	72%	64%	8%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	80%	64%	16%	64%	16%
Cohort Comparison		-72%				
05	2022					
	2019	81%	57%	24%	60%	21%
Cohort Comparison		-80%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	76%	53%	23%	53%	23%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	34	52	44	34	35	33	29				
BLK	52	59	50	63	53	29	40				
HSP	73	80		88	73						
WHT	80	72	50	78	69	39	74				
FRL	58	60	56	65	52	36	46				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	36		44	55		50				
BLK	45	42		50	58		8				
HSP	76			72							
MUL	69			38							
WHT	80	63	60	85	81	73	79				
FRL	63	55	50	65	77	64	68				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	40	60	59	52	63	55	42				
BLK	71	68		58	74		55				
HSP	76	64		81	79						
MUL	86			64							
WHT	75	64	56	81	66	55	80				
FRL	63	59	52	62	65	45	63				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	53
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The ESSA data, based on the 3-5th grade FSA, show the subgroup of ESE was below 41% in 2022. This was a drop in the percent from 43% in 2021. The overall percent was 37%, with Science Achievement at 29%, ELA and Math Achievement at 34%. There was a significant drop in the bottom quartile in math for 3-5 on the FSA from 2021 (55%) to 2022 (38%). Science proficiency dropped from 68% in 2021 to 65% in 2022 based on the 5th grade FSA.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science and math proficiency for subgroups and all students are focus areas for improvement. This based on the science proficiency of 65% and math achievement of 34% in 2022 FSA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A chronic absenteeism in grades Kindergarten through fifth grade due to COVID-19 contributed to the drop in scores in math and science. Teachers have implemented a new math curriculum to address needs of all students, and they are incorporating student engagement strategies. All stakeholders will feel welcomed and respected resulting in an increase in attendance (from 2021-22- 94.9% to 2022-23-96%) and a decrease in discipline referrals (from 2021-22 – 42 referrals to 2022-23 – 30 referrals). Rosewood Magnet School is highlighting grade levels for their attendance and teachers are using PBIS online to create a positive classroom environment and parent connections.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

RMS showed the largest improvement on the 3rd-5th grade FSA in ELA Learning Gains from 60% proficiency in 2021 to 70% proficiency in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

RMS provided intentional reading supports for struggling students during and after the school day through the A2 tutoring and Moonshot Academy. Also, new ELA series was implemented for Kindergarten through fifth grade, and teachers and administrators monitored student progress through online and paper-based assessments. The Cultural Arts teachers supported the Response to Intervention in small group instruction.

What strategies will need to be implemented in order to accelerate learning?

The targeted supports for students will occur during and after school, teachers and administrators will progress monitor individual students, classes and school mastery of standards, and parents will support learning through parent engagement opportunities. The Steam CORE (SCORE) days will integrate Language Arts, Math, Science and Social Studies with CORE Knowledge to accelerate and deepen the learning in kindergarten through fifth grade. Teachers will purposely plan challenging and engaging lessons, utilizing online and in-person curriculum resources adopted by the district.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided with ongoing professional development focused on student engagement and students challenged in cognitively complex tasks. Professional development designed to meet the needs of the teachers was delivered in pre-service days at the start of the year, and monthly sessions focused on applying best practices in engaging students and providing a challenging curriculum are attended by all staff. Teachers also engage in collaborative planning, which includes professional development, on a weekly basis. Additionally, district curriculum specialists support teachers in ELA, Math and Science planning and implementation of the adopted curriculum. STEAM professional development is supported by school-based experts and support by district specialist. New teachers are supported by TEAM SDIRC, the induction program with ongoing professional development.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A systemic intervention program will continue the growth of students needing additional support. Students at or above grade level receive daily focused enrichment to ensure academic growth. The SCORE Days will continue to deepen the understanding of Core Knowledge and Florida Standards.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Several academic areas declined in the 2022 FSA for Third through Fifth Grade students. The ESSA subgroup of ESE students fell to 37% in 2022, which was a decrease from 43% in 2021. The math achievement decreased for the bottom quartile from 55% in 2021 to 38% in 2022. The RMS School Advisory Council and school leadership determined that engaging students in quality instruction will increase student achievement.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Each quarter in 2022-23, engagement strategies will be evident in 75% of all classrooms, as documented on classroom walkthroughs, and will be included in the collaborative planning template and this will result in an increase in student achievement scores including an increase from 37% to 44% for students with disabilities in the ESSA index and from 63% overall to 68% for all students.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	School administrators and instruction literacy coach will collaborate with grade levels during their intentional planning sessions which focus on student engagement. Informal walkthroughs by the leadership team will monitor the implementation of engagement strategies for fidelity.
Person responsible for monitoring outcome:	Adam Faust (adam.faust@indianriverschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Cooperative learning will be the vehicle to increase student engagement in this Area of Focus. Teachers will apply the principles of Kagan Cooperative Learning to accelerate student achievement in their classroom schoolwide.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Cooperative Learning is a researched- based strategy that ensures all students process important concepts and master the Florida Standards. The staff has not previously been formally trained in this strategy, and the professional development will deepen their understanding of how to engage students. This will result in increased student achievement. Marzano and Hattie's research provide the evidence for this research-based strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Professional development will be centered on student engagement during the 2022-23 school year. The assistant principal will deliver professional development during preplanning on engagement Kagan strategies.
The School-based Literacy Team will address student engagement and ESE students in Gen Ed classes

to reduce the achievement gap.

The RMS team utilizes Collaborative Planning and Focused PD connected to engagement strategies to increase teacher effectiveness and impact student achievement. Dates for the before-school PD are October 18th, 21st, November 15th, 16th, and December 7th and 8th.

Leadership Team will review walkthrough data to determine strengths and area of need for implementation of engagement strategies, levels of student engagement in classrooms, standards-based instruction, and implementation of grade level curriculum. Additional targeted PD and feedback will be given to teachers.

Person Responsible   Colleen Lord (colleen.lord@indianriverschools.org)

2. Establish collaborative planning norms and template with engagement strategies. The grade level collaborative planning sessions will support teachers as they apply the engagement strategies in the classroom.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

3. Conduct weekly classroom walk throughs to monitor student engagement strategies.

Data to be used to find training to support deliberate instructional engagement strategy follow up during monthly Faculty meeting days starting in October. Leadership Team will review walkthrough data to determine strengths and area of need for implementation of engagement strategies, levels of student engagement in classrooms, standards-based instruction, and implementation of grade level curriculum. Additional targeted PD and feedback will be provided to teachers.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

4. SWD Subgroup: Teachers will meet with students to set goals, reflect, and support their progress. Data notebooks will be used for students to self-monitor their progress and for teachers to assess progress.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

5. Each grade level (K-5th grade) will collaborative plan during an extended, half-day planning session. The half-day data collaborative planning will include support from district specialists, school administration, instructional coach and the ESE team.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

#2. Positive Culture and Environment specifically relating to Building Relationships Among Stakeholders	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In the 2022-2023 school year, there are 22 new employees joining the team. It will be imperative that we develop expectations and relationships centered around respectful responsible behavior to ensure students have appropriate role models and feel welcomed. Data from Climate Survey 2022 indicates the lowest scores in the area of student-to-student respect (2.0).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The established norms and expectations-(Respectful, Responsible, and Ready to Learn) are communicated to 100% of the students, staff and stakeholders resulting in an increase in attendance (from 2021-22-94.9% to 2022-23-96%) and a decrease in discipline referrals (from 2021-22 – 42 referrals to 2022-23 – 30 referrals).
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Weekly monitoring of attendance and discipline referrals occurs in leadership meetings and grade chair meetings. PowerBi is used to monitor CIR's and ODR's to assist in developing strategies for student behavior.
Person responsible for monitoring outcome:	Adam Faust (adam.faust@indianriverschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	The Positive Behavior Intervention and Supports (PBIS) is used to reinforce appropriate and positive behavior and expectations.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	SDIRC provided the resource of the online PBIS Rewards System, along with professional development for school counselors, administrators and school personnel. The system also serves a a communication tool with parents. Students can monitor their own behavior using PBIS Rewards System.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The principal will communicating Climate Survey results to staff during preservice. The focus will be on what worked and the areas to address. This includes communication with stakeholders and response to student discipline. Ongoing data is reviewed twice monthly during leadership and grade chair meetings. Power Bi will be used to monitor the Attendance, Behavior, Curriculum and Data (ABCD's) and to update and develop strategies to ensure expectations are being followed. Norms and non-negotiables will be established and communicated throughout the staff.

Person Responsible	Adam Faust (adam.faust@indianriverschools.org)

2. The Positive Behavior Interventions and Supports (PBIS) has been adopted by the school to increase positive behavior for kindergarten through fifth grade. PBIS review and reminders of school-wide expectations during preservice. PBIS Training for staff will take place first quarter, and the program will be encouraged at Open House. Staff use will be monitored by the Leadership Team, and the Weekly PBIS Teacher Champion shout out will be announced. The School Leadership Team will identify and support teachers who need PBIS coaching.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

3. Student attendance will be monitored through Focus. Teachers will communicate with parents when students are absent more than 2 days in a row. Teachers are also monitoring for total absences, tardies and early pick ups. The School Leadership Team is monitoring for chronic absences. The school principal communicates the importance of attendance on weekly parent Connect Ed calls and daily on the morning announcements. Students with perfect attendance will attend the Perfect Attendance Celebration Lunch each quater.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

No description entered

Person Responsible   [no one identified]

#3. Positive Culture and Environment specifically relating to Family and Community Engagement	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The feedback from the climate survey made it clear that streamlined communication would help Rosewood Magnet School families stay engaged. RMS also is committed to ensure the families are a true partner in the education of their child by engaging parents in authentic learning experiences throughout the school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Every grade level team (Kindergarten- 5th grade) will have a SCORE knowledge day (STEAM + CORE) in each quarter of the 2022-23 school year with a tangible item (an extension for learning) for families to take home with 80% of our families participating/engaged as evidenced by the SCORE activity log and parent sign in sheets.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The parent engagement will be monitored through the SCORE calendar and grade level collaborative planning sessions. Lesson plans will document the parent engagement activities.
Person responsible for monitoring outcome:	Adam Faust (adam.faust@indianriverschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The evidence-based strategy is to provide a variety of methods for parents/families to be involved in their child's education.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Research show students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (2022, National Coalition for Parent Involvement in Education). The rational for identifying Family and Community Engagement is that by having stakeholders involved in their child's education, students will benefit and increase their success at school both academically and behaviorally.
Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	

1. During preplanning, each grade level aligned Core Knowledge and STEAM and determined SCORE days. A school wide SCORE calendar is being utilized to communicate with all stakeholders. Each grade level team (K-5th grade) will have a SCORE knowledge day (STEAM + CORE) quarterly with a tangible item (an extension for learning) for families to take home. The principal will make Connect Ed calls to families invite them to participate in SCORE days and provide incentives for completing SCORE Day challenges.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

2. On campus programs will take place throughout the school year to promote parent involvement. The All Pro Dads program occurs monthly to encourage positive engagement with students and their families. The importance of reading is communicated through events like Literacy on the Lawn and Read-a-thon. Additional family engagement opportunities are recognition programs, Thanksgiving lunch, and classroom special events.

Person Responsible   Adam Faust (adam.faust@indianriverschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Data FIndings:
- Data from Climate Survey indicates lowest scores in the area of student-to-student respect (2.0).
- Data from Climate Survey indicates lowest scores in the area of staff to student communication-talking to and greeting students in the hallway (3.5).

Rationale for Selection of Data:
- In the 2022-2023 school year, there are 22 new employees joining the team. It will be imperative that we develop expectations and relationships centered around respectful responsible behavior to ensure students have appropriate role models and feel welcomed.

High Yield Strategy: Build relationships with stakeholders will implement the School Wide Expectations-Be Respectful, Be Responsible, and Be Ready to Learn. Don't forget to Stop and Think, to make Safe Choices.

Goal: The established norms and expectations-(Respectful, Responsible, and Ready to Learn) are communicated so that all stakeholders will feel welcomed and respected resulting in an increase in attendance (from 2021-22-94.9% to 2022-23-96%) and a decrease in discipline referrals (from 2021-22 – 42 referrals to 2022-23 – 30 referrals).

Identify the stakeholders and their role in promoting a positive school culture and environment.

(Principal and Assistant Principal)
- Communicating Climate Survey results to staff during preservice

(Leadership Team)
- Establishing norms and non-negotiables by staff protocol
- PBIS review and reminders of school-wide expectations during preservice

(Leadership Team and Digital Integration Specialist)
- PBIS Rewards Training
- Open House Connection