

AAAP



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 1

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 10/11/2021 Verified by Adam Faust

Quarterly Reflection

1st Quarter Reflection-Rosewood Magnet School Working through the first semester we have needed to continue to problem solve around several new barriers connected to Covid 19. As we persevered through these challenges we have kept our SIP in the forefront of the planning and worked on closing gaps for all students, especially our Panthers who are behind. Weekly the team meets to review data using the A,B,C,D's-Academics, Behavioral, Curriculum, and Data. The importance of regular meetings to discuss our students, specifically our African American students, has helped us identify and create supports for these students. We have started our walk to intervention to service all students and are also focusing on our 3rd grade students with our after school Moonshot Academy Program. One barrier we are continuing to work on is finding team members who can work before or aftercare to create supports for our students. We have recently enlisted one teacher to work with 4th and 5th grade students three days per week. We will also continue to work on identifying students to screen for gifted services and look at enrichment for all. As we move into having families back on campus we will look for creative ways to support our students during the second semester.

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	3
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)	9/8/21, 9/20/21, 10/6/21

Summary of observation(s):

We are in the beginning stages of a new curriculum and the walk through data was collected and reviewed with the leadership team and grade chairs. The collaborative planning School Improvement Goal will be the vehicle for us to ensure we are presenting information as it is connected to pacing and subject area. Some of the classrooms had culturally diverse posters, pictures and quotes from prominent past and present African Americans. The overall observations showed that we will need to continue to expand this focus. The second quarter walk throughs will be scheduled with the Principal, Assistant Principal and our new school counselor for four times over the nine weeks. We will then compare the data to the first nine weeks to determine next steps.

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.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3:	8/9/21, 8/23/21, 8/31/21, 9/29/21
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African American Students Receiving Interventions for Substantial Reading Deficiencies

AAAP

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
2	1 %	5	2 %	3	2 %	5	2 %

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:

8/20/21, 9/3/21, 9/17/21, 9/21/21, 9/30/21, 10/1/21

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

We meet biweekly with the leadership team to discuss attendance, behavior, curriculum and discipline. During these meetings we review all data connected to student behavior. We currently have zero out of school suspensions and are working with the MTSS team and district behavior analyst for one of our AA students in Kindergarten. Several of these dates are connected to one student who we are supporting.

ACHIEVEMENT

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

8/9/21, 8/31/21, 9/3/21, 9/29/21

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

Based on ongoing data meetings with leadership, grade chairs, and individual classroom teachers we will continue to formulate next steps with teachers, staff and support team members. Monthly data meetings are scheduled for the 1st semester. Tier 2 and Tier 3 grade level data review meetings are also scheduled for the remainder of the year and will occur every 6-8 weeks.

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 Quarter 1

Select One:



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



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

AAAP

providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: 9/29/2021

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): We will continue to address the gap we are seeing in grades 3-5 with our African American students. Moonshot Academy for third grade has 7 out of 17 students-41%(7 out of 17) who are African American in the program. This meets 3 days per week all year to help close the gap. 4th and 5th grade students will be joining an aftercare program starting on October 5th.

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.

Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
23 %	11 %	5 %	59 %	2 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/4/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):				

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: 0

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic

(Optional) Additional information:

No interviews were conducted for instructional positions, all positions are filled.

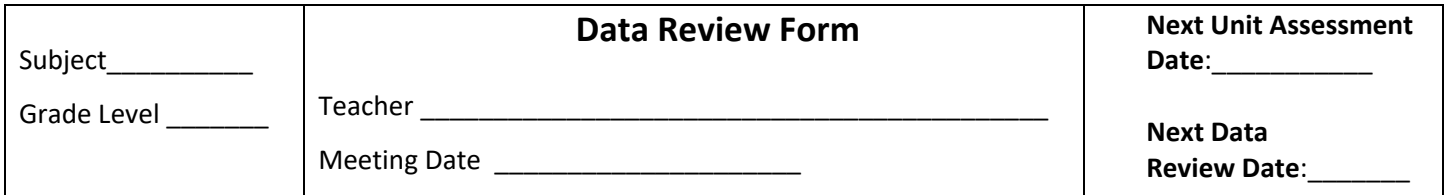
21-22	% mid year or above Grade Level	% Early -On Grade Level	% one Grade Level below	% two Grade Levels below	% three or more Grade Levels below	Total students completed
Grade Level Data	28%	35%	25%	10%	2%	81/87
Third	23	28	20	8	2	
Subgroup Data						
AA	29%	21%	25%	17%	4%	23/23
White	26%	34%	20%	7%	2%	54/59
BQ						TBD
Class Data						
Siquig	26%	37%	26%	5%	5%	19/19
Srigley	25%	44%	25%	6%	0%	16/17
Trevisol	38%	13%	31%	19%	0%	16/16
Celaya	22%	39%	11%	6%	0%	14/18
Bradshaw	24%	29%	24%	12%	6%	16/17

	% mid year or above Grade Level	% Early -On Grade Level	% one Grade Level below	% two Grade Levels below	% three or more Grade Levels below	Total students completed
Grade Level Data	39%	17%	39%	6%	0%	83/86
2 nd grade	32	14	32	5		
Subgroup Data						
AA	6%	19%	63%	13%		16/18
White	47%	16%	33%	5%		58/64
BQ						TBD
Class Data						
Vollbracht	28%	17%	56%	0%	0%	18/18
Gross	47%	12%	29%	12%	0%	17/17
Palmer	44%	13%	44%	0%	0%	16/16
Stranzin	29.00%	24.00%	35.00%	12.00%	0	17/18
Ellis	47%	20%	27%	7%	0%	15/17

	% mid year or above Grade Level	% Early -On Grade Level	% one Grade Level below	% two Grade Levels below	% three or more Grade Levels below	Total students completed
Grade Level Data	19%	17%	63%	1%		80/84
First Grade	15	14	51	1		
Subgroup Data						
AA	10%	5%	86%	0%	0%	21/22
White	23%	19%	56%	2%	0%	52/56
BQ						TBD
Class Data						
Dorestant- Josa	0%	14%	86%	0%	0%	14/18
House	13%	13%	73%	0%	0%	15/15
Keane	33%	11%	56%	0%	0%	18/18
Morgan	28%	28%	44%	0%	0%	18/18
Petrún	13%	19%	63%	6%		16/16

21-22	% mid year or above Grade Level	% Early -On Grade Level	% one Grade Level below	% two Grade Levels below	% three or more Grade Levels below	Total students completed
Grade Level Data	27%	26%	38%	4%	5%	77/88
Fourth	21	20	29	3	4	
Subgroup Data						
AA	14%	14%	64%	0%	7%	14/17
White	31%	31%	32%	3%	3%	59/67
BQ	0%	0%	50%	15%	20%	17/20
Class Data						
Hanlon	33%	38%	39%	0%	0%	21/21
Zwemer	35%	15%	30%	5%	15%	20/22
Cade	20%	20%	55%	5%	0%	20/21
Cobb	19%	31%	38%	6%	6%	16/21

21-22	% mid year or above Grade Level	% Early -On Grade Level	% one Grade Level below	% two Grade Levels below	% three or more Grade Levels below	Total students
Grade Level Data	23%	22%	31%	19%	5%	
Fifth	18	17	25	15	4	78/81
Subgroup Data						
AA	14%	14%	21%	36%	14%	14/16
White	24%	26%	33%	16%	2%	58/60
BQ	0%	0%	25%	60%	15%	20
Class Data						
Watkins	20%	30%	25%	20%	5%	20/20
Koetzner	37%	11%	21%	16%	0%	16/19
Trahan	27%	14%	21%	9%	9%	22/22
Williams	5%	33%	29%	29%	5%	21/21

[illegible]



For the students listed on your chart, group the students by lowest performing standard.

What plans do you have for these students?



**DIGGING DOWN
TO BRING ALL
STUDENTS UP**



2021 FSA DATA

Measures	2017-18 Scores	2018-19 Scores	2020-21 Scores	2021-22 GOALS
ELA Proficiency	66	75	74	
ELA Learning Gains	57	66	60	
ELA Bottom Quartile Gains	40	60	57	
Math Proficiency	73	77	76	
Math Learning Gains	72	70	73	
Math Bottom Quartile Gains	53	57	55	
Science Proficiency	64	76	68	
Total Score	425	481	463	
School Grade	B	A	A	A

STEAM DESIGNATION

% of Students Scoring 3+ on Science State Assessment			% of Economically Disadvantaged Students Scoring 3+ on Science State Assessment			% of African American Students Scoring 3+ on Science State Assessments		
18-19	20-21	Change	18-19	20-21	Change	18-19	20-21	Change
76	68	-12	63	68?	+5	55	8	-47

% of Students Scoring 3+ on Mathematics State Assessment			% of Economically Disadvantaged Students Scoring 3+ on Mathematics State Assessment			% of African American Students Scoring 3+ on Mathematics State Assessments		
18-19	20-21	Change	18-19	20-21	Change	18-19	20-21	Change
77	76	-1	62	65	+3	58	50	-8

STEAM DESIGNATION GOALS

Measures	2020-21 Scores	2021-22 Goals
Science Proficiency AA	8	55
Science Proficiency ED	68	76
Math Proficiency AA	50	58
Math Proficiency ED	65	73

Rosewood Magnet School

Tier 1 ELA Data Meeting

8/31/21

- Grade level ELA iReady Data Review- noticings, subgroups, comparisons from prior year
- Grade level goals
- Connections to our 3 S.I.P. goals

Tier 2/3 ELA Data Meeting

8/31/21

- Based on iReady percentiles, are there students who may need a different placement during our school wide Rti time. What data do you have to support this?
- How will students in Tier 2 be grouped across the grade level?
 - What are the skill needs?
 - Who will be the instructor?
 - What research-based curriculum will meet student deficits?
 - Progress monitoring- who and what