



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



Quarter of the School Year: 4

School: Rosewood Magnet

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 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.

These assurances have been reviewed and verified on: 6/3/2022 _____ 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?)

Teachers and staff continued to provide rigorous instruction connected to standards and the implementation of the African American history teachings into the 4th quarter. Students' instructional needs were met through continual data analysis and regrouping of small group instruction focused on specific needs. Though the discipline data was reviewed weekly with the leadership team, moving forward we would like to establish a discipline committee comprised of members from each grade level to help problem solve and support our African American students. In addition, next year we will have a behavior tech on campus who will help guide the committee and staff in supporting all our students with positive behavior interventions and Tier 1 daily support.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/2/2022

School: Rosewood Magnet

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	4
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	4/7/22, 4/11/22, 4/20/22, 5/12/22
Summary of Observation(s):	Teachers were observed incorporating text, following curriculum maps and engaging students to ensure adherence to the integration of the African American History teachings outlined in the map.

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						K-3 student reviews were connected to our weekly MTSS meetings on Wednesdays. Students’ individual interventions were reviewed and adjusted based on data. On April 26 th we reviewed iReady data for 3 rd grade students. We adjusted instruction support for students who scored below the iReady cutoff score of 534.					
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
Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)
0	0		4	4	18%	2	2	10%	4	4	17%

**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 <u>Discipline</u> :	4/7/22,4/14/22,4/22/22,4/28/22,5/5/22,5/12/22,5/19/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	The leadership team meets and reviews behavior data each week. Using the A,B,C,D's we problem solve around trends in discipline. A=Attendance, B=Behaviors, C=Curriculum, and D=Data. We also continued with problem solving through the individual problem solving process.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	4/7/22,4/14/22,4/22/22,4/28/22,5/5/22,5/12/22,5/19/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Small groups were adjusted in Rti and teachers continued to deliver instruction connected to student needs. Lunch bunch groups in 5 th grade were connected to academics and enrichment using Lexia and Legends of Learning.

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 4
Select one:	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> 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:	4/7/22, 5/12/22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, what modifications will be made to address the achievement gap?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	We continued to provide small group instruction during school wide Rti time based on the data focused around BQ students and Learning Gains. The SIP will be reviewed and revised during summer leadership planning and pre-planning in August.

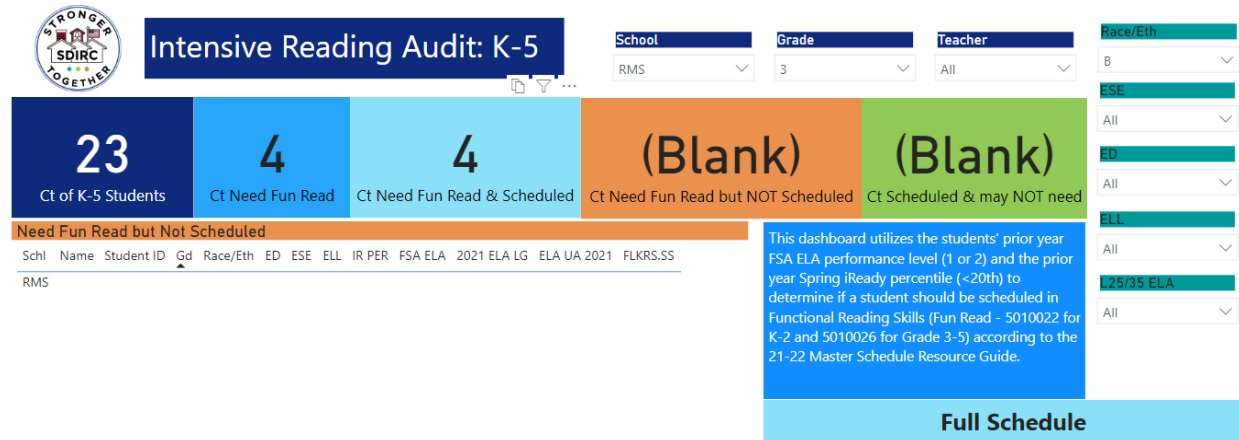
Strategy AAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		There were no extra curricular activities for the 4 th quarter.
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
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(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 AAP 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:	39
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
25%/0%	75%/100%
(Optional) Additional information:	Interviews were conducted during school hours and after employees were off for the summer leaving only a core groups of administrators on campus to complete this recent round of interviews. We did have an African American team member on the previous interviews throughout the school year. The percentages would be 25% and 75% for those interviews during the school year. We conducted 9 interviews during the year because of resignations and moves during the 2021-22 school year.

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
- **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



- **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

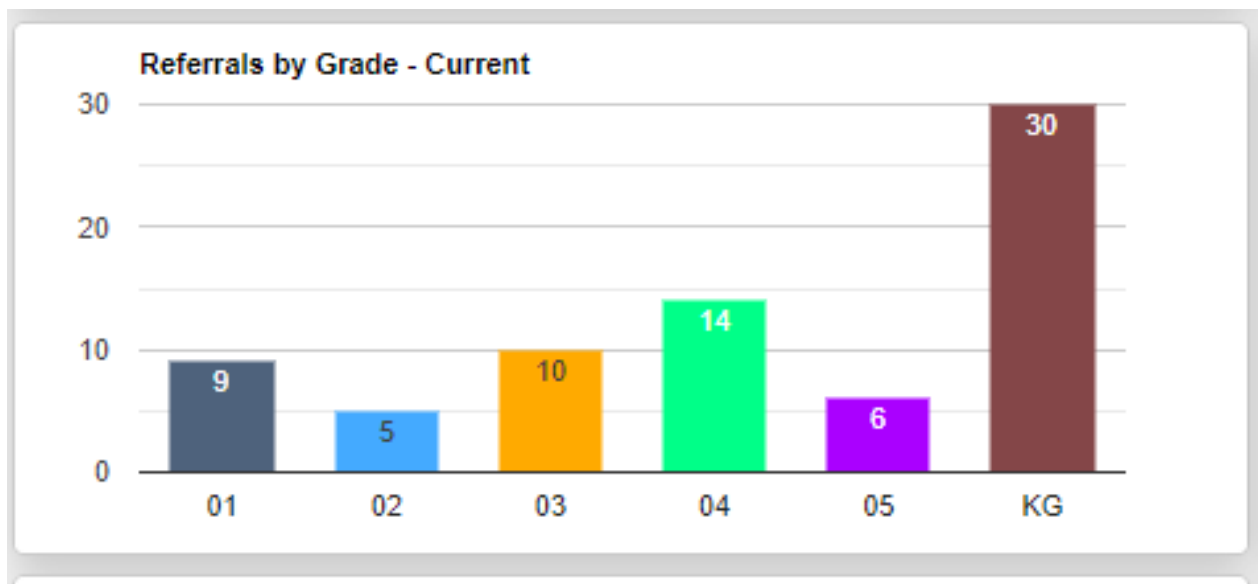
Grade Chair Data Sheet 5-5-2022

Attendance

- Perfect Attendance Teacher Date

Behavior

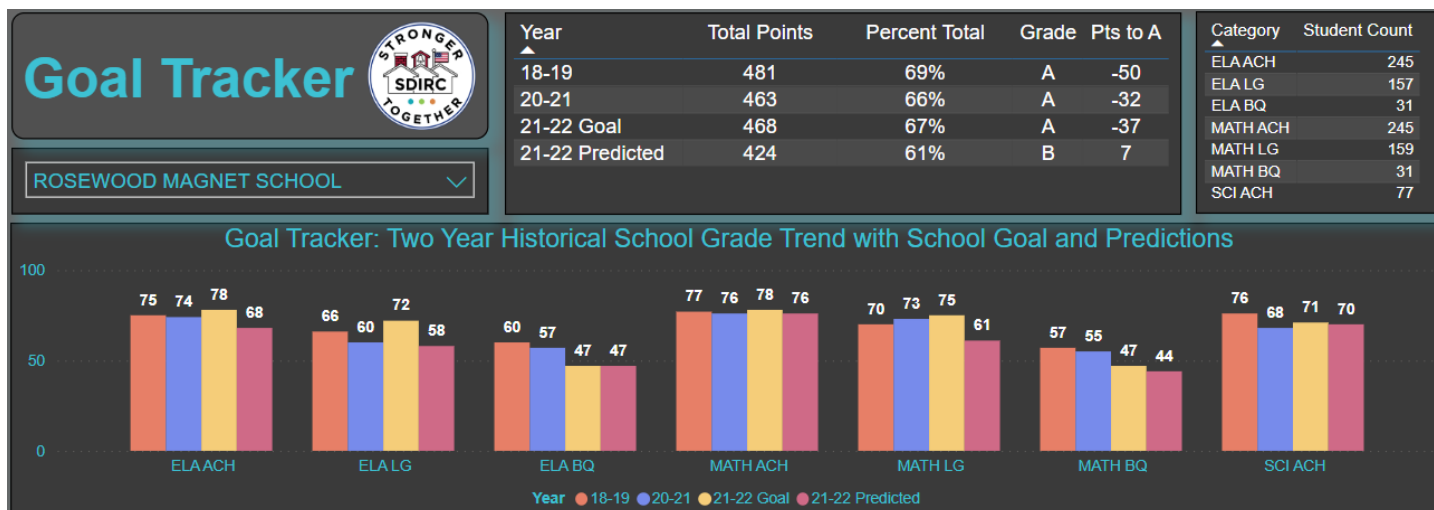
- EOY Check In-Discipline Data Review
- Panther Trusted Adult Support



Curriculum

- Evaluations
- Testing Updates
- Phase 3-Teacher/student schedules updates
- Cardiac Emergency Team May 13th

Data



Next steps-

Action	Leader	Date
STEAM	All	Today
Phase 3 Check Up	All	Ongoing
Grade Level Reminders	GC	Today

Dates to Remember

May 9th and 10th-FSA Math grades 3-5, Superhero Day

May 13th Glow Social

May 16th and 17th-FSA Science grade 5

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- **Strategy AAAP 2.4 (ALL SCHOOLS):** Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.
 - **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.
 - **Connect Calls and communication via team meetings**

Last Week!	May 22, 2022 5:29 pm
K Round Up Reminder	May 17, 2022 4:30 pm
5th FSA Science	May 15, 2022 5:30 pm
FSA	May 8, 2022 6:00 pm
FSA 4/5 grade	May 2, 2022 6:00 pm
Sunday Updates FSA May 3-4	May 1, 2022 5:11 pm
Teacher Updates	Apr 29, 2022 6:00 pm
Sunday Updates	Apr 24, 2022 6:00 pm
Tuesday Updates!	Apr 19, 2022 5:13 pm
iReady Updates	Apr 18, 2022 6:00 pm
Sunday Updates 4-18-2022	Apr 17, 2022 5:00 pm
Sunday PTA Ice Cream	Apr 10, 2022 4:48 pm
FSA Shout out	Apr 4, 2022 6:00 pm
FSA Updates	Apr 3, 2022 5:13 pm

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