

AAAP Quarter 3



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 3

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 3/28/2022 Verified by Adam Faust

Reflection

After reviewing data from our most recent impact review and ongoing leadership meetings, we are continuing to adjust our instructional groupings and levels of support for our African American students. Teachers and staff will continue monitoring engagement in extracurricular activities, daily attendance and instructional data. Adjustments will be made as needs arise.

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)

1/25/2022, 2/16/2022, 3/11/2022

Summary of observation(s):

We continue to follow the pacing guides and use the resources connected to the required instruction tool. The fourth grade team had students research famous African Americans and their contributions to society. Each student then presented to other classmates as a resident expert and displayed their findings on a section outside the classroom. These are just a sample of what our team is doing. 1st grade researched famous African Americans and their contributions to making the world a better place, posting summaries outside their classroom.

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:

1/13/2022, 1/20/2022, 3/3/2022

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
		%	4	4	18 %	2	2	10 %	4	4	17 %

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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:

1/20/22, 2/10/22, 2/24/22, 3/10/22, 3/17/22

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

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

ACHIEVEMENT

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

1/20/22, 2/10/22, 2/24/22, 3/10/22, 3/17/22

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

Moving into the final nine weeks are focusing on supporting our Panthers with adjustments in RtI grouping, extra support during specials for students identified as needing support, and mentoring.

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 3

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 providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan:

1/25/2022

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

No

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If no, what modifications will be made to address the achievement gap? We will continue to adjust small groups of students in tiered interventions to close the school gap. We meet regularly with teachers to review data connected to all of our students. This process will be on going through the end of the year during tier 2 and 3 data reviews.

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews):

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/28/2022

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
0	121	0 %

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

We will continue to reach out to students through the following methods to encourage participation in extracurricular activities; in person invitation, phone calls, e-mails and follow ups. We have only added the track team and the eco rangers during the final nine weeks, with a total of 51 students in which 16 of those students are African American which equals a percentage of 31% for these two activities.

(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:

- 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.
 - Photos of student work

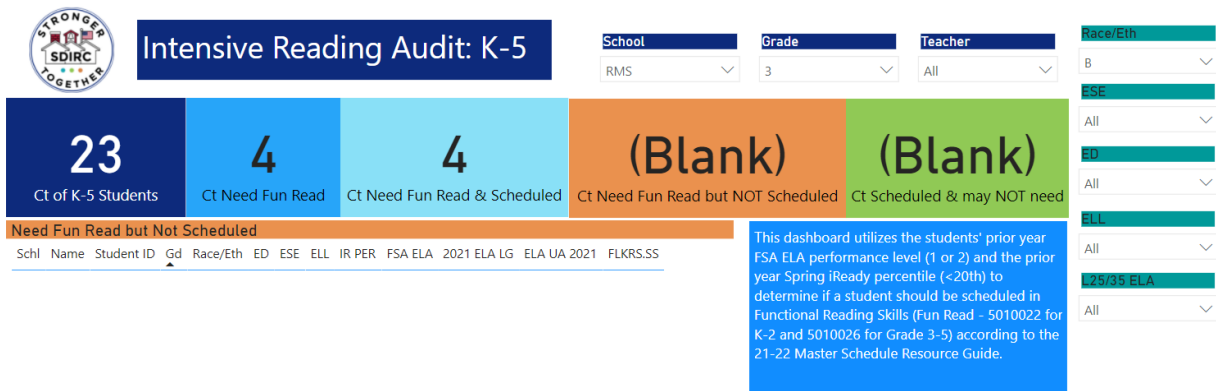




- **Strategy AAAP 1.2 (ELEMENTARY ONLY):** Ensure that African American students who show a substantial deficiency in reading in grades K-3 receive targeted reading intervention as defined by the District's Reading Plan.

- Power Bi Dashboard

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- **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 Impact Review
- **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

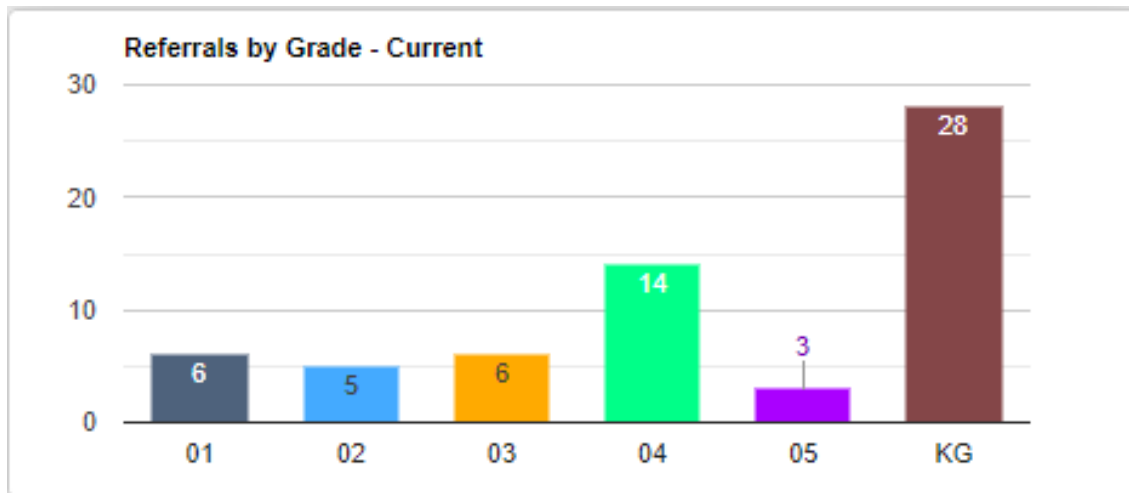
Leadership Data Sheet 3-10-2022

Attendance

- Testing date reminders to families via social media, dojo, etc..
 - 4th/5th Grade Math Diagnostic March 14th and 15th

Behavior

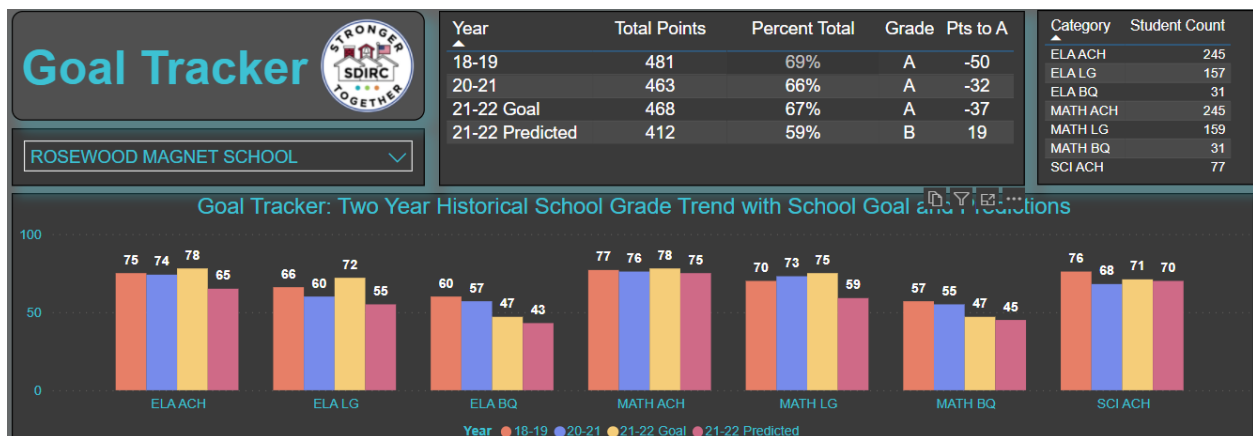
- Lambing/Williams Support
- Groups

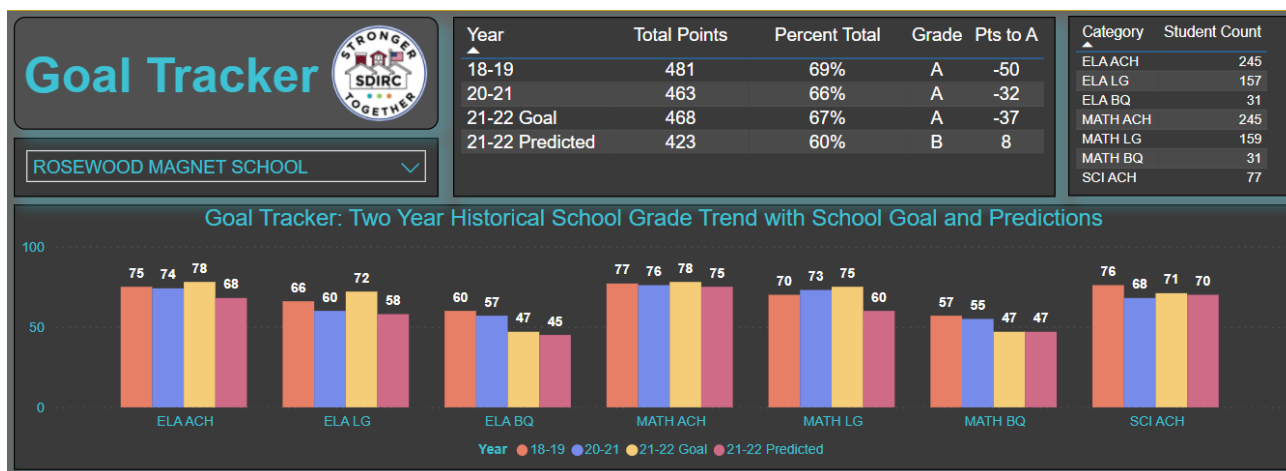


Curriculum

- Impact/Amplify Checks-Faust/Norris
- BQ student check/All

Data





Next steps-

Action	Leader	Date
Evaluations-weekly goal	Admin	Ongoing-April 21
Visibility Spring Forward	All	Ongoing
Transition plan Lambing	All	Ongoing
BQ Check Up-4/4 April	All	March 18 th
Writing Plan-Daily	All	Ongoing
Boosterthon Promo	All	Ongoing

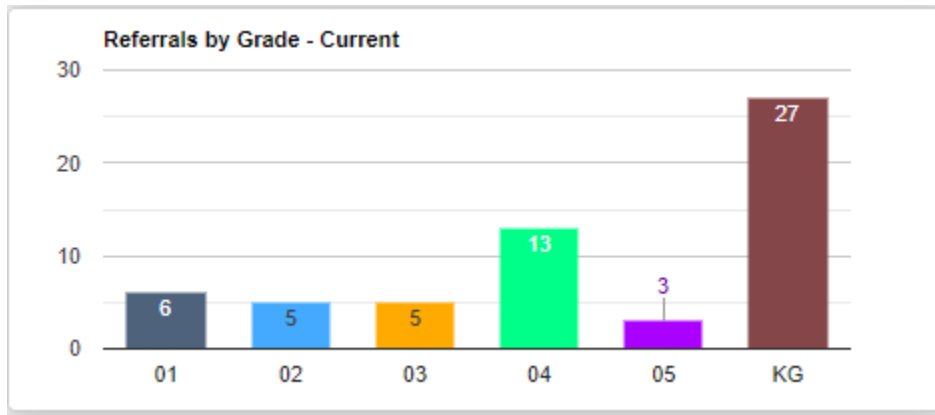
Leadership Data Sheet 2-24-2022

Attendance

- Monthly Celebration-Announcements and Café' 28th 319/71= 248

Behavior

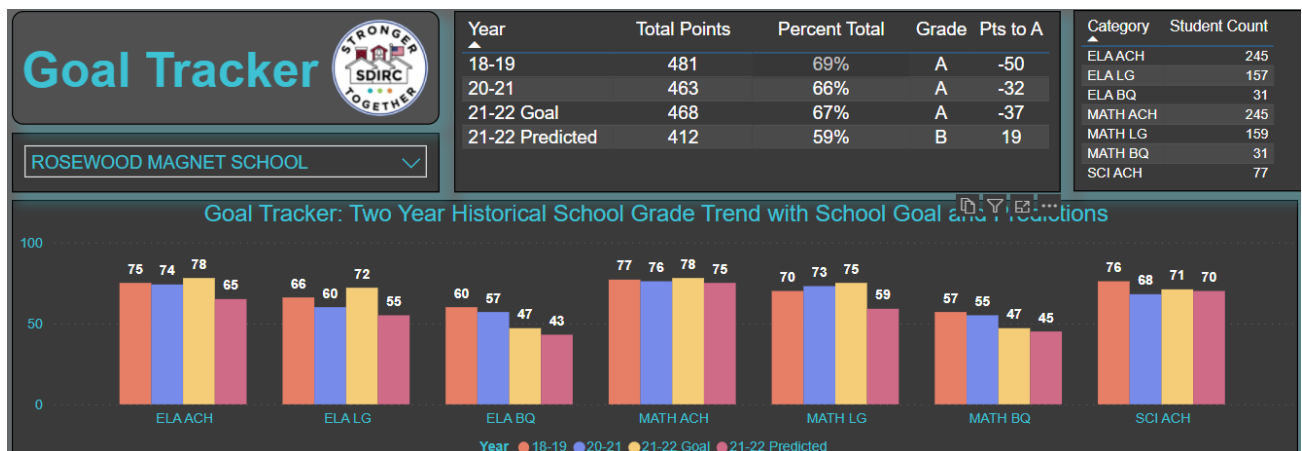
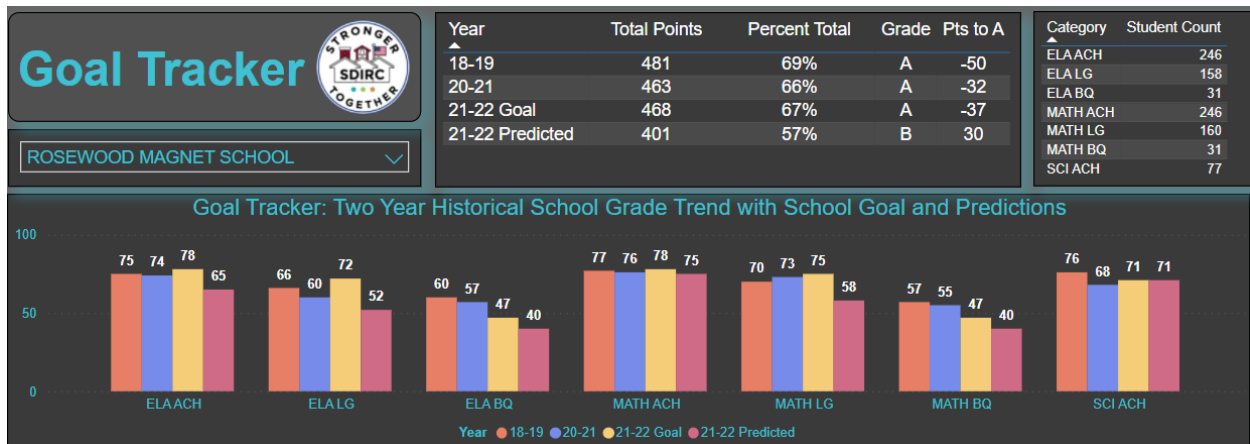
- No Change
- Routine reminders



Curriculum

- Impact/Amplify Checks-Faust/Norris
- BQ student check/All

Data



Next steps-

Action	Leader	Date
Evaluations-weekly goal	Admin	Ongoing-April 21
Mid-Quarter Reports	Teachers/Admin	Friday
Transition Plan + 1-Kristine Clark	All	Ongoing
Black History	All	February
Writing Plan	All	Ongoing
QTP- Radios, Canvas,3rd Graders, Teachers-summer, parent resource room	All	Ongoing

- **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**