



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Rosewood Magnet

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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 2022-2023 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 October 17, 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?)

Moving into Phase two of the School Improvement Plan we will continue to monitor students through weekly MTSS meetings, biweekly grade chair meetings and leadership meetings. We have made gains in the Power Bi Scheduling app with our data and will continue to use this to guide planning and instruction. We have three half day meetings planned for November to dive deeper into student work and instructional planning. African American students will be a continued priority along with all our other students. Teacher training will continue in the second semester connected to our SIP plan and we will be implementing our A2 tutoring in 3rd, 4th and 5th grade.



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Date of Summary: October 12, 2022

School: Rosewood Magnet

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 teachings are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	9
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9-6-22, 9-8-22, 9-12-22, 9-13-22, 9-20-22, 9-22-22, 10-10-22, 10-13-22 Impact Review 10-4-22
Summary of Observation(s):	During instructional learning walks we use the look for tool connected to district approved standards-based instruction to ensure we are connected 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, 2022)	9-6-22, 9-8-22, 9-12-22, 9-13-22, 9-20-22, 9-22-22, 10-10-22, 10-13-22 Impact Review 10-4-22, 10-20-22 Data Review iReady
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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	0	9%	1	0	5%	1	0	4	0	0	0

***Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – 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, 2022)	
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.



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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> :	8-3-22, 8-29-22, 9-12-22, 9-26-22, 10-10-22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Discipline is looked at during every leadership, grade chair and BIP reviews with the team. The success coach, school counselor and administration work to problem solve around trends with students. Point sheets, plans and supports are constantly being reviewed and adjusted to ensure student success.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	8-3-22, 8-29-22, 9-1-22, 9-12-22, 9-26-22, 10-10-22, 10-20-22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Academics are looked at each time we meet as a team. We also have data chats monthly to adjust instruction and supports for our student. 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)

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, 2022)	9-1-2022, 10-4-2022
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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No*	* If no, what modifications will be made to address the achievement gap? We will add an action step to look specifically at the achievement gaps between African American students and their peers.
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	We will be adding an action step to our SIP to address the achievement gap. This will be done by reviewing data connected to unit, amplify and iReady assessments to ensure we are monitoring and adjusting groups in RtI and instructional delivery.	

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): 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:		
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 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	
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.**
 - **Photos of student work, dates of learning walks in plan**
- **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 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**
- **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**