AAAP 2022-2023

African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

School: Rosewood Magnet School

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:
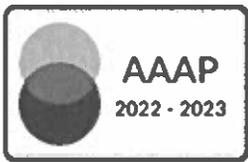
- Action steps included within the 2022-2023 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American 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 January 4, 2023. _AF 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?)

The second phase of our school year was filled with opportunities to grow and support all of our students and team members. Highlights included Moonshot Academy and Rosewood University getting started along with continued professional development for our teachers. We also were the number one elementary school having the highest daily attendance for the whole first quarter! We never dropped below 95% and we will continue to create atmospheres where students and teachers feel connected and welcome and want to come to excel. Data chats for the entire team will begin the second week of January and we will individualize these for our teachers.

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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Quarter of the School Year: 2

Date of Summary: January 4, 2023

School: Rosewood Magnet School District of Indian River County

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	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	10/10/22, 11/7/22, 12/12/22
Summary of Observation(s):	Curriculum and Instruction team members continue to come support our school development and connection to established alignment to curriculum maps on a regular basis. During these walks the SIP plan is reviewed, and evidence is looked for connected to our goals and areas for growth.

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)	

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	1	.09%	1	1	.06%	1	1	.04%	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:	

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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)	
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>	10/10/22, 10/17/22, 10/18/22, 10/25/22, 11/1/22, 11/7/22, 11/8/22 11/15/22, 11/28/22, 12/6/22, 12/12/22, 12/13/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	The RMS leadership team continues to use the data to implement and follow up with interventions for students who are struggling with behavior. The plan for students not meeting expectations includes support from the following team members, School Success Coach, School Counselor, School Principal and Assistant Principal and teachers and staff. RMS has implemented changes in before and after school routines, check in and out procedures, and follow ups with parents and guardians as needed. In addition, the school counselor and school success coach conduct small-group sessions for students with specific behavior concerns.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	10/10/22, 10/17/22, 10/18/22, 10/25/22, 11/1/22, 11/7/22, 11/8/22 11/15/22, 11/28/22, 12/6/22, 12/12/22, 12/13/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	The RMS leadership team continues to use the data to implement and follow up with interventions for students who are struggling with academics. The plan for students not meeting expectations includes support from the following team members, School Success Coach, School Counselor, School Principal and Assistant Principal and teachers and staff. RMS has implemented changes in RtI groups, instructional schedules, coaching cycles for teachers to help improve instruction, extended day tutoring and Big Brothers and Big Sisters. Professional development focuses on student engagement of all students. Rosewood University and Moonshot Academy

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	have been established and will continue during second semester 2023 for identified students. This provides additional instruction during the day, before and after school.

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)*	12/12/2022, 12/13/2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐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):	RMS will continue to implement the steps along with layering in individual data chats with teachers in January. These chats will enable us to dive deeper into the planning and adjusting of instruction and supports for our students. Extended learning opportunities will provide additional instruction for identified students.	

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:	12/12/2022, 12/13/2022

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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 (%)
22	113	19%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	We will continue to use e-mail, phone calls, social media and the FOCUS portal to engage and connect with our students and families to encourage and engage them in extracurricular activities. The PTA is an additional resource to connect with families and communicate the availability of extracurricular activities. The PBIS Rewards Program is used by teachers to message parents.	
(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:	5
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	5
(OPTIONAL) Additional information:	

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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**