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

Quarter of the School Year: 3

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 March 28, 2023: _____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 third semester we continued to meet, plan, and implement our SIP. Power Bi school grade data shows us moving towards our goal of an A with -16 point threshold. We will be focusing on preparing all of our students for the end of the year FAST assessments and creating a positive urgency for teachers, staff and students around the importance of our finish. Attitude and effort will continue to be the key to success and our extended learning opportunities will continue for another 4 weeks before state testing starts. The staff will also continue to receive PD, plan and reflect on our systems as we finish the last quarter.

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: 3

Date of Summary: March 28, 2023

School: Rosewood Magnet School

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	10
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	1/12/23, 1/24/23, 1/26/23, 2/7/23, 2/16/23, 2/23/23, 3/2/23, 3/6/23, 3/8/23, 3/15/23
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)	1/17/23, 1/24/23, 1/31/23, 2/7/23, 2/14/23, 2/28/23, 3/7/23, 3/14/23, 3/21/23

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	.08	1	1	.11	1	1	.05	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>:	1/10/23, 1/23/23, 2/6/23, 2/7/23, 2/21/23, 2/22/23, 3/6/23, 3/7/23
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>:	1/10/23, 1/23/23, 2/6/23, 2/7/23, 2/21/23, 2/22/23, 3/6/23, 3/7/23
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.

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Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2022)*	1/12/23 Impact Review, 1/10/23, 1/23/23, 2/6/23, 2/7/23, 2/21/23, 2/22/23, 3/6/23, 3/7/23- Leadership/grade chair meetings

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):	During collaborative planning, teachers will create a criterion for success so students know expectations and can monitor their progress. Teachers will also meet to review data and set goals with students for the last nine weeks.

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:	3/27/2023

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 (%)
32	113	28%

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	The communication systems we will continue to use include the following: Focus Portal, e-mail, social media, phone calls and our PBIS school wide app. Out PTA is also helping communicate using their social media pages and e-mail connection.
(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.

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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:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
25%	75%
(OPTIONAL) Additional information:	We had one applicant for the position apply in February.

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