African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: OSLO MIDDLE SCHOOL

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 17, 2023: ____ CK_____ (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 the next steps based upon work accomplished?)

During the 1st quarter the plan to break each grade level in teams was implemented, with a focus on academic, behavior and attendance concerns. Bi-weekly meetings were established for teams with separate meetings for team leaders where using specific data we would review for problem solving interventions. Forms were created to track data as well as problem solve (grade-level team risk profile/problem solving worksheet). Our administrative team created a plan with an intentional focus for all 4 quarters of this year (2023-2024). 1st quarter, focusing on monitoring and collecting data, identifying bubble, bottom quartile and other students in need of support. 2nd quarter, establishing small group support during lunch (lunch bunch) and elective times. 3rd quarter, pushing for teachers to pull small groups during their planning times, and 4th quarter, bootcamps. We are making changes to our MTSS process by having a specific team which will focus on behavior concerns (MTSS B). MTSS A meetings will be held every Monday with a focus on academics so that we can accurately target and support the students needed. Collaborative planning continues to be a priority for

our school. Every Thursday, with district support our teachers plan lessons, review assessment data, identify students in need of extra support as well as enrichment.

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

Date of Summary: November 17, 2023

School: Oslo Middle 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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	ADMIN – 8/22, 8/29, 9/12, 9/19, 9/26, 10/3, 10/17, 10/24, 11/7 SLT – 8/8, 8/29, 9/5 10/10, 11/7
Summary of Observation(s):	ELA: "How did Katherine Johnson and the other women(black) who worked with her at NASA impact the space race?" Critical Thinking: Famous African American inventors, Unit 1 Lesson 4: "Back to the Future". World History: Egyptian culture and its influences upon the modern world.

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, 2023)*	

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 (%)*

*Data should be retrieved from the Power BI ES Leadership Compliance – 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.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
Quarter 4: 03.20.2024 – 05.31.2024: Completion of Reflection & Quarterly Data Due 06.07.2024

African American Achievement Plan 2023-2024
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Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2023)*	8/9/2023 9/5/2023 9/11/2023 9/12/2023 9/18/2023 9/19/2023 9/26/2023 10/9/2023 10/10/2023
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	7 sixth grade students, 24 seventh grade students, and 23 eighth grade students populated as having two or more EWI. • Student Data discussed with Dept. Chairs and Grade-Level Team Leaders during monthly leadership meetings. • Grade-Level Team Leaders problem-solved during monthly meeting with team based on ODR count, 2 or more Core F's, and < 90% days attended. • Bi-weekly AA student data shared and discussed during Administration Meeting. Administrators also completed fidelity checks for active interventions. • Dept. Chairs share and discussed PM 1/i-Ready data sub-group data to identify those students who are in need of academic intervention. ○ Targeted Tutoring. Math and Reading Coach made phone-calls home to encourage student attendance. Tutoring offered every Tuesday and Thursday. •

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.	
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 (%)
21%	**35%**

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023   Page **4** of 7
Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024
Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
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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.	
Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline:</u>	Biweekly RTI"B" meetings, PBIS meetings, Weekly MTSS Meetings, Monthly SLT Meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline:</u>	Teachers provide Tier 1 and Tier 2 support in the classroom. Tier 2 and 3 support provided by Coaches, Deans, Guidance Counselors, Administration. Some examples include weekly check ins, respite passes, classroom management support, mental health referrals, goal setting, parent consultations, restorative justice practices, and more as students' needs. Grade levels and grade teams meet to discuss expectations.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement:</u>	Admin/coaches weekly meeting every Tuesday, MTSS meetings every Monday.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement:</u>	Instructional Coaches and Deans provide administration with updates on current coaching cycles and teacher support. During this time our team analyzes achievements disparities by teacher utilizing the most current data (iReady growth data, PM1 , Standards Mastery, Formative Assessment data). Based on this data, groups have been devised for pull out and push-in. T.A. schedules have been formulated to provide the needed support. Support facilitators and Coaches are conducting pull out and push in support for needed students (based on data). After school tutoring and lunch bunches are implemented for extra support. We have several teachers who will be strategically targeting students for the 4th quarter t conduct pull out from electives to close the achievement gap.

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 (%)
34%	**31%**

African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

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, 2023)*		
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):	In conjunction with AAAP Strategy 2.1 action steps, we continue to have after school clubs and enrichment programs including: Gardening Club, Yearbook Club, Student Council, Debate Club, Drama Club, and National Junior Honor Society. Transportation is available for all those who participate in after-school programs and tutoring on Tuesdays and Thursdays each week so that students can receive the support needed to be successful academically. Teachers will be starting the 4th quarter push to help close the achievement gap by strategically targeting students for small group instruction.	

Strategy AAAP 3.1 (ALL SCHOOLS}: 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:	10/12/23	
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 (%)
18	211	8%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Advertise extracurricular clubs; around campus, Connect Ed phone calls, and social media. Continue to invite and strategically target students for extracurricular activities.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	n/a	

Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

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Quarter 3: 01.08.2024 – 03.19.2024: Completion of Reflection & Quarterly Data Due 03.29.2024
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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:	n/a
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0
(OPTIONAL) Additional information:	

Essay Prompt

Research Option 1: An Argumentative Essay

Was animal testing necessary during the Space Race?

Research and discover what the Soviets and the Americans were trying to understand when they sent animals into space. Was animal testing necessary? Was it fair or moral to send animals into space for research purposes? Could the scientists have found the answers they were looking for without sacrificing animals? If so, how?

Research Option 2: An Informative Essay

How did Katherine Johnson and the other women who worked with her at NASA impact the Space Race?

Write an informative essay about Katherine Johnson and the other key women who worked at NASA during the Space Race era. Who were the other key women who worked with Katherine Johnson and what roles did they play? What barriers did they face? How was the Space Race impacted by their work?

Essay Text

The Space Race Collection

Notes

The reason i think it wasn't fair to put a animal inside a spaceship is because, it causes them to be scared and panicked. The Chief Designers failed to properly create the spaceship to keep the animal safe. And here's why: When they sent Laika into the sky, she started to pant, her heartbeat started racing, she was scared.

ELA: Recently, we concluded our Space Race unit in language arts. The end-of-unit performance task was an expository essay. Students wrote essays explaining how Katherine Johnson and the women who worked with her at NASA impacted the Space Race, and what barriers did they face as black women. Below is an example of a student essay.

In 1955 the U.S. and the Soviet Union was competing in the space race. They were racing to see who would get to space first and to put the first man on the moon. They needed someone intelligent to make the correct calculations for the flight path, they needed mathematicians or otherwise known as, computers. This is where Katherine Johnson enters the equation. But she wasn't alone. Dorothy Vague and Mary Jackson were wonderful mathematicians that made a big impact on the space race. They faced many barriers and challenges. Although it was hard, they managed to never give up, inspire thousands, and make history.

Katherine Johnson was a mathematician who spent her time working on making calculations during the space race. The text states "*She began calculating the flight plan , or the trajectory path, for the rocket to put the first American in space in 1961.*" ("*Who is Katherine Johnson" By NASA*) This proves, without the work of Katherine Johnson, or if she would've had an error in her math, tragedy would occur. Johnson had to be precise and careful with her math. If she made a mistake it would not only have America look bad, but also might have cost the lives of the brave astronauts in the rocket. Just like Katherine Johnson, other women began to rise.

Dorothy Vaughan, the first black supervisor in 1949, served an important role in the space race. The author explains "*NACA engineers came to value her group of computers and often requested them specifically for difficult projects*"("*The Women of Hidden Figures*"By Jessica McBirney) This shows, as a supervisor, she would be trusted for big projects, answer whatever question her peers may have held, often be asked for recommendations on whom NACA should hire, and watch over her peers, such as Mary Jackson. Mary Jackson worked directly under Dorothy for two years serving as a computer. Jackson then became an engineer and got the opportunity to work on one of NACA's super high speed wind tunnels. She worked as an engineer for 20 years until she reached the highest level of the engineering department. As a black female, it was not easy.

All women mentioned were all black females, and at that time, they faced gender and racial barriers. According to the passage, "*Getting a highschool education was not easy for an African-American student in the 1930's*"("*The Women of Hidden Figures*" By Jessica McBirney) Furthermore, getting a simple education was not as easy for Katherine Johnson to accomplish as a black student. Johnson had to move to a whole new city in order to keep learning. Mary Jackson had to complete several graduate-level courses in order to become the engineer she wanted to be. The problem was these courses were held in a segregated high school. Therefore, she had to get special city government permission in order to go to these classes. Dorothy Vague worked in a separate office and used a seperate bathroom then her white peers. Before becoming an official supervisor, she still played the role of a supervisor, despite not getting paid more.

Katherine Johnson, Dorothy Vague and Mary Jackson were wonderful mathematicians that made a big impact on the space race. They faced many barriers but always overcame them. They worked as computers to put the first man on the moon. Due to their passion and their hard work, they inspired many others, despite what you look like or even what you believe in, to never give up on your dreams.
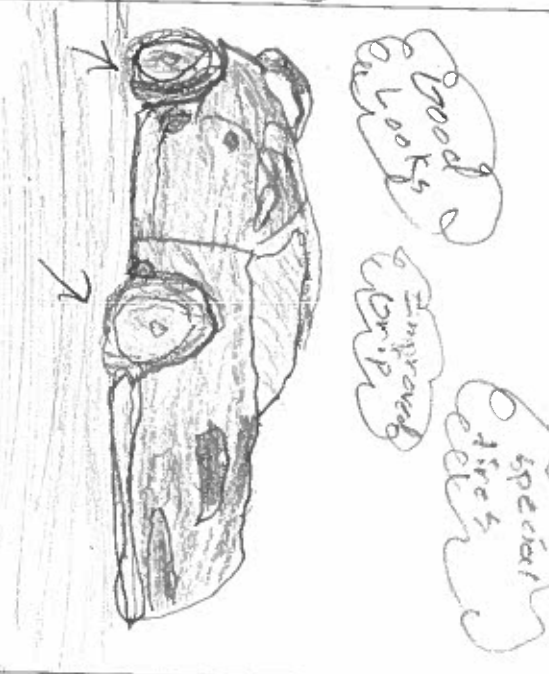
Back to the Future Poster

Your Task: Take one of the following early inventions from the civilization of Mesopotamia (wheel, writing, sailboat, potter's wheel, cart, water pump, chariot, bronze, plow, calendar/time, fictional writing [epics], and irrigation) and research how it was developed and used. Draw a picture of what it looked like back then, how it looks now, and how you think it will look in the future 100 years from now.

Past	**Present**	**Future**
Invention Name	Invention Name	Invention Name
The weel — Carts	The weel — Car	The weel — Levitating Car

Past:
Travaling around
Carrying objects
wheel

Present:
good looks
Improved grip
special tires
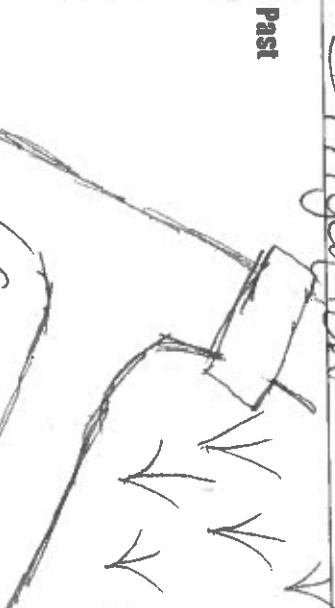
Future:
Flying
Futurey looks

Future Object Description:

A Flying car being able to go anywhere you may seek with reaching speed going 155mph and incredible stopping air tunnels inside the weels.

Back to the Future Poster

Your Task: Take one of the following early inventions from the civilization of Mesopotamia (wheel, writing, sailboat, potter's wheel, cart, water pump, chariot, bronze, plow, calendar/time, fictional writing [epics], and irrigation) and research how it was developed and used. Draw a picture of what it looked like back then, how it looks now, and how you think it will look in the future 100 years from now.

Invention Name

Past

Irrigation

Originally invented in 6000 BC, irrigation helped prevent flooding and supplied water to the plants that need it.

Invention Name

Irrigation

Present

Now, we use more modern technology, like sprinklers!

Invention Name

Irrigation

Future

←Greenhouse

Warning! do NOT break glass!

GREENHOUSE

Future Object Description: In the future, plants may not need water at all, as technology advances, so could plants!

OSLO MIDDLE SCHOOL

GRADE-LEVEL TEAM RISK ROFILE PROBLEM SOLVING WORKSHEET

GRADE LEVEL:	Eighth		TEAM:	PANTHERS
GRADE LEVEL TEAM CHAIR:		Click or tap here to enter text.		
DATE:	October 31, 2023		QUARTER:	Quarter 2

OFFICE DISCIPLINE REFERRALS								
		AUGUST & SEPTEMBER			IF TARGETED, WHAT WAS THE PREDICTED OUTCOME FOR THE CURRENT MONTH:			
		ODR	STUDENTS	% POP	ODR	STUDENTS	% POP	
		79	39	28%	70	30	23%	

OCTOBER			NOVEMBER			DOES THE DATA REFLECT THAT THE DESIRED OUTCOME WAS MET?	
ODR	STUDENTS	% POP	ODR	STUDENTS	% POP	NO – THE DATA DOES NOT REFLECT THAT WE MET OUR GOAL.	
83	32	24%					

DECEMBER			JANUARY			IF YES, PLEASE STATE THE CURRENT ACTION PLACE IMPLEMENTED:
ODR	STUDENTS	% POP	ODR	STUDENTS	% POP	STUDENTS WHO WERE IDENTIFIED AS HAVING 4 OR MORE ODR'S IN AUG/SEP WERE REFERRED TO THE MTSS RTI-B TEAM. STUDENTS WHO WERE INDENTIFIED AS HAVING LESS THAN 4 ODR'S IN AUG/SEP WERE 'ADOPTED' BY A TEAM TEACHER TO CHECK-IN/OUT WITH EVERY MORNING PRIOR TO FIRST PERIOD AND ALSO TWICE DURING 8TH GRADE LUNCH IN THE CAFÉ EACH WEEK.

FEBRUARY			MARCH			IF NO, PLEASE IDENTIFY ANY BARRIERS IMPENDING THE ACHIEVEMENT OF THE DESIRED OUTCOME:
ODR	STUDENTS	% POP	ODR	STUDENTS	% POP	

APRIL			MAY			
ODR	STUDENTS	% POP	ODR	STUDENTS	% POP	Click or tap here to enter text.

IF CHOSEN TO TARGET, PLEASE STATE THE DESIRED OUTCOME FOR NEXT MONTH:		
OFFICE DISCIPLINE REFERRALS	STUDENTS	PERCENT POPULATION
70	28	20%

IF THE DESIRED OUTCOME WAS <u>NOT</u> MET, PLEASE CONTINUTE TO THE NEXT PAGE FOR PROBLEM-SOLVING

OFFICE DISCIPLINE REFERRALS

AUGUST / SEPTEMBER

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP
27	14	43%	13	8	36%

OCTOBER

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP
33	13	41%	23	7	32%

NOVEMBER

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

DECEMBER

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

JANUARY

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

FEBRUARY

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

MARCH

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

APRIL

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

MAY

BLACK / AA			SWD		
ODR	STDNTS	% POP	ODR	STDNTS	% POP

2023-2024

OSLO MIDDLE SCHOOL

PROBLEM-SOLVING:

DOES THE DATA REFLECT THE PROBLEM IS OCCURING FOR A SUB-GROUP OF THE GRADE LEVEL POPULATION?
SUB-GROUP:
A SUB-GROUP WILL BE DEFINED AS A SUB-POPULATION OF STUDENTS NOT EXCEEDING 10% OF THE TOTAL GRADE LEVEL STUDENT COUNT.

13 OF 32 (41%) STUDENTS WHO RECEIVED AN ODR IN OCTOBER WERE AFRICAN-AMERICAN STUDENTS.

7 OF THE 32 (22%) STUDENTS WERE ESE.

2 OF THE 32 (6%) STUDENTS WERE AFRICAN-AMERICAN AND ESE.

IDENTIFY AND STATE ANY RESEARCH-BASED INTERVENTIONS OR STRATEGIES THAT COULD BE USED TO SUPPORT MEETING THE DESIRED OUTCOME:

RESOURCES:

❀	What Works Clearing House	❀	PBIS.ORG
❀	Intervention Central	❀	Intense Intervention
❀	The Behavioral Doctor	❀	Evidence Based Intervention Network

- CHECK-IN CHECK-OUT WITH TEACHER TEAM MEMBER
- AFTER TEACHER WRITE ODR FOR ANY AA STUDENT ON TEAM – AN EMAIL WILL BE SENT TO TEAM TEACHERS SO THAT THEY MAY CHECK-IN WITH THE STUDENT AS THEY CONTINUE THROUGH THE SCHOOL DAY.
- REFER 2 AA/ESE STUDENTS TO MTSS T3 TEAM FOR ASSISTANCE IN PROBLEM-SOLVING AND POSSIBLE BIP.
- 8 OF 13 AA STUDENTS WHO POPULATED IN AUG/SEP AND OCT DATA WERE REFERED TO MTSS RTI-B TEAM FOR ASSISTANCE.

ACTION-PLAN AND MONITORING FIDELITY:

	WHO	WHAT / HOW	WHEN
ACTION-PLAN	TEAM TEACHERS	TEAM TEACHERS WILL 'ADOPT' 8 STUDENTS FOR THE MONTH OF NOVEMBER FOR CHECK IN AND MENTOR DURING CAFÉ. INFORM TEAM TEACHERS WHEN SUBMITTING AN ODR FOR ANY AA STUDENT.	DAILY TWICE WEEKLY
	WHO	EVIDENCE COLLECTED	WHEN/FREQUENCY
FIDELITY	MARTIN	COMMUNICATION RECORDS COMPARE TO ODR COUNT LOG OF DAILY CHECK-IN	END OF EACH WEEK