



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 9/21/2020

**School/Department:** Osceola Magnet

**Action Step  
(number and  
description):** 2.5 Develop a plan for Monitoring and Reducing ODR's

**Evidence of Progress  
Monitoring  
(Please include  
narrative/description  
of the action taken.  
Where applicable,  
please include all  
measurable data.)**

Met with the new school counselor to develop a plan to reduce ODR's. The first task on the list was to implement the highly successful level system and expectations. The level system provides consistency for the student, as well as for the teacher and staff in the class. Research proves that these students excel in environment that are consistent with rules and expectations. The level is evaluated by a daily data collection system breaking the school day down into 10 equal parts for earning their behavior number for the day. The data is broken down into a "yes" or a "no" for that time period, which provided the student a percentage of behavior daily.

**Results of Action  
Taken:**

Collected data is broke down into a "yes" or a "no" for that time period, which provided the student a percentage of behavior daily. This not only helps the students stay on track of their behavior, provides a visually track, gives parents a daily synopsis, but also provides a daily lesson of math with percentages for the students.

**Reflection:** The meeting resulted in a system that proved to be proactive.

## 2.5 Monitor that all Out-of-School Suspensions are approved by principal supervisors.

The proactive plan to decrease Office Discipline Referrals, began last year with our new school counselor Mr. Ellison. He was a Behavioral Intervention Specialist from Wabasso School; yet supported Mrs. Kastner's class from a distance with observations of her class on 5 different days. This was set in place to offer a neutral opinion of professional advice. With his background knowledge of the class he has worked closely with Mrs. Kastner dating back to last spring, with a plan to implement more consistency and structure with behaviors in her class. The idea was proposed, of implementing the same level system that was highly effective at Wabasso in this classroom. This plan was born in early spring to implement after spring break of the 2019 – 2020 school year. Due to Covid-19 they were unable to implement this game plan until now. Luck would have it; Mr. Ellison came on board here at Osceola Magnet School and the plan of success for the decrease of Office Discipline Referrals were of top priority for preplanning this school year.

The first task on the list was to implement the highly successful level system and expectations of Wabasso School. The level system and expectations were printed on a 24" by 36" poster for visuals. The level system consists of three levels; that have different rewards and allowances for earned time for the students. The level system provides consistency for the student, as well as for the teacher and staff in the class. Research proves that these students excel in environment that are consistent with rules and expectations. The level is evaluated by a daily data collection system breaking the school day down into 10 equal parts for earning their behavior number for the day. The data is broken down into a "yes" or a "no" for that time period, which provided the student a percentage of behavior daily. This not only helps the students stay on track of their behavior, provides a visually track, gives parents a daily synopsis, but also provides a daily lesson of math with percentages for the students. The expectations are consistence with the 5 I statements of Wabasso.

I will be ready to learn

I will have safe hands and feet

I will follow directions

I will use an inside voice

I will use kind word

Three weeks before the first day of school a team approach of support was implemented with the ESE specialist, Behavioral Analyst team, school counselor, principal, and teacher all met for a walk through and to plan for success. It was decided at this time to move the classroom from the front of the campus to the back to help keep these student's dignity intact when emotional breaks from class are needed. We also designed a quiet corner in the room next door to allow the student to have a safe and confidential place to have an emotional break with staff if needed.

The Final stage of the plan decreasing the ODR's included supporting Mrs. Kastner with the correct staff with the appropriate education, training, and support that truly understands behavior modification as well as data collection. The Teacher assistant Mr. Russo has a background in educational and behavior as well as the Behavior technician Mrs. O has a history of working in a self-contained class

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with behaviors. Our final strategy is communication; we are all in constant contact daily about success allowing room for evolving when needed yet stating consistency with the plan until a problem arises. With this wholistic approach to decreasing ODR's I believe we are headed for success.

## **The 5 I's**

I will be ready to learn.

I will have safe hands  
and feet.

I will follow directions.

I will use an inside voice.

I will use kind words.

# **Major Incident**

Profanity

Restraint

Elopement

Fighting

Weapons

Property

Destruction

Hitting and Harming  
Staff and/or  
another Student

**Level 3:** 80% or  
above

**I get:** Fieldtrips,  
Friday Movie,  
Pool, Recess,  
Treasure Box &

# Game of choice on the Computer.

**Level 2: 70-79%**

**I get: Recess** (5 minutes  
off for each "NO"), **Treasure**

# Box & Game of Choice on Computer.

**Level 1: 69% and  
below**



# I get: Computers for iReady.

**\*\*\*If a Major Incident occurs, I  
have to get 90%-100% the next  
day to move up to level 2.\*\*\***