

# AAAP Quarter 1



## School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



### Oslo Middle School - Quarter 1

Reviewed on 10/28/2021 Verified by Dr. Eddie Robinson

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

### Quarter 1 Reflection

Observational data including impact reviews indicate a significant increase in standards-based instruction, standards-aligned tasks, student-centered work, and positive Climate and culture. There is evidence of slight increases differentiation, but a continued need for improvements in this area. In addition, effective monitoring has become an area of concern in that we expect to see more monitoring for engagement and proficiency rather than simply monitoring for compliance. Next steps include focus on developing teachers' skillset with monitoring, with particular focus on questioning techniques. Part of the focus to help guide teachers in this direction has included and will continue to include engagement, formative assessment and feedback PD.

#### Strategy 1.1

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.

Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)	9/9 & 9/10

Summary of observation(s):  
09/09 7th grade Civics- Civil Rights lesson 09/10 7th grade Civeics- Civil Rights lesson

#### Strategy 1.2

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.

Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3:

#### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
	%		%		%		%

#### Strategy 1.3

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.

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**Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:**

Every Monday MTSS meeting at 9am

**Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:**

Tier 2 students are being provided interventions including, 1 on 1 support, check in check out for behaviors as well as academics. Tier 3 students are getting more targeted support.

## Strategy 1.4

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)**

African American	White, Non-Hispanic
8	30

## Strategy 2.1

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 Discipline:**

Every Friday leadership meetings at 8:30 am

**Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:**

Aslo at monthly PBIS meetings.

### ACHIEVEMENT

**Date(s) of Problem-Solving Session(s) for Achievement:**

Weekly on Fridays 8:30AM, minimum of 3x per month

**Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:**

Achievement disparities are addressed through teacher data chats, explicit planning for BQ students and those falling behind, coaching cycles to support teachers addressing these needs, Multi-cultural coordinator conducting pull out and push in support of needy students (data-based) , after school and during school (morning, lunch) tutoring Behavior disparities are addressed through tier 1 and 2 supports in the classroom by teachers, tier 2 and 3 supports by success coach, multicultural coordinator, ASPIRE teacher, guidance counselors, and administration. This includes CICO, respite pass usage, class management support for identified teachers, TA support for heavy ESE classrooms and behavior concerns, Restorative justice practices, goal setting with students, counseling, parent consultations and collaboration with peer counseling, social skills, mental health referrals, and more (according to individual student needs).

## Strategy 2.2

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)**

African American	White, Non-Hispanic
18	15

## Strategy 2.3

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

**Reported Out-of-School Suspensions for Quarter 1**

**Select One:**

☐

No out-of-school suspensions were assigned during this time frame.

☒

All out-of-school suspensions were pre-approved by a principal supervisor.

## Strategy 2.4

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:**

9/14/2021

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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes
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 addition to the supports outlined in Strategy AAAP 2.1, after school Clubs and Enrichment Programs include: O Academic Games O Achievers in Action O Book Club O Students Who Code O National Junior Honor Society O Student Council O S.W.A.T O Yearbook Club Transportation is available for those who participate in afterschool programs and tutoring Tues, Wed, and Thurs. each week, so that students can receive the support needed to be academically successful.	

## Strategy 3.1

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.				
Student Demographics				
African American	Hispanic	Non-Hispanic	White	Other
23.4 %	26.1 %	0 %	42.20 %	8.3 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/8/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):			6-8 25 students	

## Strategy 4.3

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:	15
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
33.33	66.66
(Optional) Additional information:	