



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



**Quarter of the School Year: 4**

**School: Oslo Middle School**

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 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.

These assurances have been reviewed and verified on: 6/2/2022           *ER*           (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?)

Observational data including impact reviews indicated a significant increase in standards-based instruction, standards-aligned tasks, student-centered work, and positive Climate and culture. There was evidence of slight increases in effective monitoring and engagement/participation, but that continued to be a point of concentration, as well as differentiation.

Next steps include focus on developing teachers’ skillset with differentiation. Differentiation with effective monitoring will be a focus of coaching cycles and professional developments.



**School District of Indian River County**  
**African American Achievement Plan 2021 – 2022**  
**Quarterly Summary of Implementation of Strategies/Action Steps**



**Quarter of the School Year: 4**

**Date of Summary: 6/2/2022**

**School: Oslo Middle School**

**Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3**

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	8
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	2/7, 2/8, 2/11, 2/15, 2/17, 2/22, 2/23, 2/24
Summary of Observation(s):	World Cultures – African American heroes and culture, Civics – Civil Rights Movement and Constitutional Amendments. American History – African American Leaders

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						N/A					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)

**\*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.**

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:	Every Monday
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Students with EWS data are monitored closely through the MTSS process. Appropriate Tier 2 & 3 intervention are developed as necessary. Detailed data-tracking and close communication with parents/guardians and on-campus staff to support the 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.

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 (%)

**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> :	Every Friday afternoon PBIS meetings & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Tier 1 and 2 support in classroom by teachers, tier 2 and 3 support by success coach, multicultural coordinator, ASPIRE teacher, guidance counselor, and administration. This includes Check-in/Check-out respite pass usage; class management support is provided. Restorative justice practices, goal setting with students counseling, parent consultations and collaboration with peer counseling. social skills, mental health referrals and more as student needs.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Every Friday morning admin/coaches meeting & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	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 (mornings, lunch) tutoring.

**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 (#)
38	49

**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 4
Select one:	<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input checked="" type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

**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:	4/8/2022
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, what modifications will be made to address the achievement gap?

<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District &amp; School Level Reviews):</p>	<p>In addition to the supports outlined in Strategy AAAP 2.1, after school Clubs and Enrichment Programs include:</p> <ul style="list-style-type: none"> <li>Book Club</li> <li>Students Who Code</li> <li>National Junior Honor Society</li> <li>Student Council</li> <li>Girls with Pearls</li> <li>Dance Team</li> <li>Yearbook Club</li> </ul> <p>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.</p>
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**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.**

<p>Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:</p>	<p>4/8/2022</p>	
<p><b>Total Count of African American Students Participating in One or More Extracurricular Activities</b></p>	<p><b>Total Count of African American Students Enrolled (#)</b></p>	<p><b>Total Percent of African American Students Participating in One or more Extracurricular Activities</b></p>
<p>55</p>	<p>205</p>	<p>26.8%</p>
<p>Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:</p>	<p>school’s website and social media pages (Facebook and Twitter); Post more flyers around school; Talk about the importance of sports at parent nights; Invite former and current pro athletes to talk about how sports help them (Albert Wilson); Transportation is available for those who participate in after school sports.</p>	
<p><b>(SECONDARY ONLY)</b> Number of Students Participating in the African American Student Council (All Grade Levels)</p>	<p>22</p>	

*\*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.**

<p>Number of Interviews Conducted by the Interview Committee:</p>	<p>0</p>	
<p>Percentage of Interviewers on Interview Committee by Race</p>		
<p><b>African American (%)</b></p>	<p><b>White, Non-Hispanic (%)</b></p>	
<p>0</p>	<p>0</p>	
<p>(Optional) Additional information:</p>	<p><b>No interviews conducted this quarter for any positions</b></p>	