African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Oslo Middle 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 October 20, 2022: _____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 next steps based upon work accomplished?)

During the 1st quarter we were worked hard on creating systems that will create change (MTSS, Collaborative Planning etc). For example, we have solidified our MTSS meeting procedures and agenda process. One change that we hope to make is to have specific dates and times where academic students are discussed and then behavior students are discussed instead of just one meeting, so that we can identify and target based on the EWS with the appropriate staff. Our next steps are to have structured grade level meetings to look at the data to track the EWS/ Discipline and create plans and implement strategies for identified students. In addition, during our established collaborative planning teachers will have begun to bring back formative assessments data samples to identify achievement disparities and plan for instruction.

African American Achievement Plan 2022 -2023

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Quarter of the School Year: 1

Date of Summary: October 20, 2022

School: OSLO MIDDLE

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	4
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	October 3rd – 7th
Summary of Observation(s):	Civics, Voting rights, Amendments

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)*	

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 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)*	**8/29, 9/5, 9/12, 9/19, 10/3, 10/10, 10/24**
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

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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)	
Black/African American (%)	White, Non-Hispanic (%)
19%	**48%**

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:	Weekly PBiS meetings & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	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 Achievement:	Every Tuesday morning admin/coaches meeting & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	Achievement disparities are addressed through teacher data chats, explicit planning for Bubble students, coaching cycles to support teachers addressing these needs, Title 1 Interventionist Specialist 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)	
Black/African American (%)	White, Non-Hispanic (%)

African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

36% ASPIRE	**36% ASPIRE**

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, 2022)*	10/19/22	
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 addition to the supports outlined in Strategy AAAP 2.1, after school Clubs and Enrichment Programs include: Book Club Students Who Code National Junior Honor Society Student Council Yearbook Club Gardening Club Drama Club Debate Club Girls with Pearls 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 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.

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Assurances of Implementation of Strategies/Action Steps

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		
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 (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(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.*

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:	6
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
40%	60%
(OPTIONAL) Additional information:	

HR Recommendation Approval (Instructional)

[redacted] Completed By: User - [redacted] Sent On: 8/2/2022 3:06pm CT
Sent By: KinsleyC Completed: 9/7/2022 9:23am CT

For Job ID: **7092 - Teacher, ELA (2022-2023) at Oslo Middle**

* Is this a transfer within the District? If no, input MIKE.Smeltzer@indianriverschools.org in the outgoing manager's email address box.	No
Effective date of transfer:	
* Location:	Oslo Middle
* Outgoing hiring manager's email address:	MIKE.Smeltzer@indianriverschools.org
Does outgoing hiring manager agree with the effective date of transfer?	
* Currently employed in the District?	
* Personnel Recommendations location (info for Josie):	
* Does candidate meet certification requirements?	Yes
* Make offer to candidate?	Yes

Notes: (Viewable by other Frontline users in the workflow)

Certification: the applicant is eligible for a temporary license in English 6-12. SOE on file with DOE. Pending verification of employment and results of fingerprint file before it can be issued.
Can start once cleared AF

Show: Telephone references (TOTAL OF 3 FOR EXTERNAL CANDIDATES, 1 FOR INTERNAL CANDIDATES)

[redacted]

* Did candidate accept position?	Yes
* Date accepted/declined:	08/02/2022
Orientation date & time:	08/03/2022 12:30 pm
* Employment start date:	08/04/2022
* Eligible for Hire?	Yes
* Date eligible for hire:	08/11/2022
* Start date verification:	08/12/2022
* Board Agenda date:	08/29/2022
* Date input in Focus:	08/12/2022

For ALL applicants, please provide the information below for each category.

* Number of American Indian/Alaskan Native applicants:	0
* Number of Asian applicants:	0
* Number of Black applicants:	2
* Number of Hawaiian Native/Pacific Islander applicants:	0
* Number of White applicants:	1
* Number of Hispanic/Latino applicants:	0

List of applicants interviewed, including their Race/Ethnicity:

[redacted] - Black
[redacted] Black

HR Recommendation Approval (Instructional)

For: [redacted] Completed By: User - [redacted] Sent On: 8/2/2022 3:06pm CT
Sent By: KinsleyC Completed: 9/7/2022 9:23am CT

For Job ID: **7092 - Teacher, ELA (2022-2023) at Oslo Middle**

* List of Interview Committee Members, including their Race/Ethnicity:	Craig Kinsley - White, Joanna Roux - White, Kenneth Brown - Black, Anitra Cummings - Black, Jeremy Szpaichler - White
* Date of interview:	08/02/2022

Please upload all Interview documents. (Interview questions, notes from all team members, selection forms, etc.)

[redacted]

24th Amendment

Summary of Amendment:

This amendment is important to me because…

Picture

26th Amendment

Summary of Amendment:

This amendment is important to me because…

Picture

Vocab

Define the terms below.

Civil Rights Act of 1964-

Civil Rights Act of 1968-

Equal Rights Amendment-

Voting Rights Act of 1965-

Suffrage

Minority & Voting Amendments

Created by:

13TH AMENDMENT

Summary of Amendment:

This amendment is important to me because…

Picture

14TH AMENDMENT

Summary of Amendment:

This amendment is important to me because…

Picture

15TH AMENDMENT

Summary of Amendment:

This amendment is important to me because…

Picture

19TH AMENDMENT

Summary of Amendment:

This amendment is important to me because…

Picture

MTSS Agenda
October 3, 2022

Presentation: HEP Representative: [redacted]

Student Problem Solving:

Attendance: (5 or more including NS): Guidance will send home attendance letters monthly

Students to discuss this week:

- [redacted] 6
- [redacted] (HEP) 6
- [redacted] 6
- [redacted] 6
- [redacted] 6
- [redacted] 6
- [redacted] 7
- [redacted] 7
- [redacted] 7 (Parent request an evaluation)
- [redacted] (HEP) 8 (IEP request)
- [redacted] 8 (IEP request)
- [redacted] 8 (Teacher Request)
- [redacted] 8
- [redacted] 8
- [redacted] 8 (BP request by parent)
- [redacted] 8 (Need to put a plan in place)

Students in need of a Tier 2 Behavior Plan:

- [redacted] 7
- [redacted] 7

Next Steps:

Name	ID	Grade
[redacted]	[redacted]	7

- Review in two weeks: September 13, 2021
- Next Steps: Need all completed RFA's
- Make sure the Intensive Math teacher is focusing on areas of concerns
- Math Interventions to begin the week of September 13, 2021

- Progress Monitoring: Mrs. [redacted] (Math Coach)
- Formative Assessment
- Suggestion: Easy CBM Lite Assessment (using the Math probe)
- iReady toolbox (Teacher)
- Mrs [redacted] will follow up with the parent
- Interventions and Progress Monitoring
- CBM: 3rd 94%
- CBM: 4th 100%, 100% 81%, 100%
- CBM: 5th Proficient
- iReady D1: Grade 5, D2: Grade 5, D3: Grade 4
- Interventions: Ms. [redacted] (Math)
- Worksheets: Steps 1-3
- Filled out: Worksheets Tier 1-3 (September 27, 2021)
- Continue to monitor students and wait until we receive the iReady Diagnostic Test 2
- Ms [redacted] will speak with the student regarding Math concerns
- Progress monitoring with Ms. [redacted] completed
- Grades were because of lack of effort and missing assignments
- Mrs. [redacted] will follow up with parents and recommend a PTC with Intensive Math teacher
- Recommended subject area tutoring for Math (Feed the Lambs)
- Recommended a parent-teacher conference with Mr [redacted]
- Waiting on iReady Diagnostic results (Mid 6th grade Reading/Grade 4 Math Unit 2 55%, Unit 5 71%, Unit 6 27%)
- Areas of Concern in Math: Algebra and Algebraic Thinking, Geometry, Measurement and Data
- Review next week or once data has been received
- Possible 504
- Attentional package (IQ screener, KBIT...)
- Continue to monitor until new FSA data
- 2021-2022 FSA ELA L3
- 2021-2022 FSA MA L2
- Move to new school year 2022-2023
- 8/15/22 – Student showed learning gain on FSA (2021-2022), Revisit in October after PM1 scores are released.
- After reviewing the data collected team determined student does not qualify due to student showing improvement in testing scores and recommend that student continue after school tutoring.

[redacted] [redacted] 8

- Parent wants an IEP
- Team recommends moving forward to Tier 3
- [redacted] will do a behavior observation on student
- RFA's to be sent out by Mrs. [redacted] (9/20/2021): Received from Mr [redacted] and Ms. [redacted]

- Filled out: Worksheets Tier 1-3 (started 9/20/2021)
- Schedule a parent teacher conference: 9/28/2021 @ 2:45-3:15
- Add the General Education Intervention Pre-Referral
- Parent Invite: October 11, 2021 (Mrs [redacted] will send the letter)
- Parent was invited to today's meeting: No Show
- Review: October 25, 2021
- Follow-up with [redacted]
- Parent consent for (FBA/BIP)
- Target Behaviors:
- Physical Aggression
- Task Refusal/Non-Compliance
- Consent from parent to proceed with FBA
- Classroom Observation
- Mrs. [redacted] will do one-on-one counseling with the student
- Assign Ripple Effects (Focus on Classroom behaviors)
- LRE process started
- MTSS Consent formed emailed to parent on 11/29/21
- Mrs. [redacted] will call parent ask about the paperwork
- Spoke with the parent on 12/13/2021
- Signed Parent Consent Form on January 29, 2022
- Ms. [redacted] will follow up with parent regarding permission to be tested for Gifted
- Continue to monitor the behavior
- Parent has signed release to be tested for Gifted
- Student did not qualify for Gifted
- Meeting will be held to review testing and BIP
- Team is recommending a 504
- Meeting Thursday to review Gifted evaluation
- Homeschool for the rest of the school year
- 8/15/22 – Ms [redacted] will review gifted results with parent.
- Continue check-in/check-out with Ms [redacted]
- Begin Academic support with Ms. [redacted]
- Review in 2 weeks (8/29/22)

- Next Steps: Point Sheet
- Check-In/Check-Out
- Refer student to Mental Health Counselor: Suncoast
- Mrs. Ferraro will reach out to parent to see if parent wants a referral for counseling for student 10/11/2021
- Mrs. [redacted] will reach out to mom to see if student is going to counseling.
- Ms. [redacted] will gather three weeks of behavior data and a classroom observation
- Add Ripple Effects with Ms. [redacted]
- Started Academic Check-In with Ms. [redacted] because student was out due to COVID
- Move from Tier 2 to Tier 3

- Get parent signature to sign for the FBA/BIP
- [redacted] will update on November 15 (November 12 behavior evaluation with student at 2:45 pm) Parent was a NO SHOW
- Continue to monitor behavior due to two months of no referrals
- Review in two weeks
- Received Informed Consent for BIP: 5/16/2022
- 8/15/2022 – Continue Check and Connect with Ms. Spivey.
- Review in two weeks (8/29/22)
- Ms. [redacted] will forward data to be reviewed on 9/6.
- Assign Ripple Effects
- Weekly Check-In/Check-Out with counselor

[redacted] [redacted] 6

- Move to Tier 3
- Behavior issues
- Student has a 504
- Review on November 15, 2021
- Considering student for EBD
- Met with student during MTSS
- MTSS team will meet again with student on December 13, 2021
- Parent has a meeting on Thursday, December 2, 2021 with Ms. [redacted] at 9:00 a.m.
- Parent did an intake with Legacy
- Student is failing all classes
- VBE ASD?
- Eligibility meeting/IEP meeting to be scheduled by Resource Specialist
- Point sheet
- One on one with Ms. [redacted]/Ms. [redacted]
- Student was staffed on January 24, 2022
- LRE review 5/19/2022 at 9:30 am

[redacted] [redacted] 8

- Parent requesting an IEP
- L1 Math FSA
- L2 Reading FSA
- iReady
- Math D1 Grade 1 D2 Grade 5
- Reading D1 Grade 1 D2 Grade K
- Emotional Behavioral issues
- Point sheet the last two weeks
- Academic issues
- Progress Monitoring to begin January 2022
- Focus on Reading ([redacted]
- Email Mrs [redacted] 2/28/2022
- RFA's sent 2/28/2022

- Contact parent to see if the student has a diagnosis
- Met with the student today as a team 4/4/2022
- Mental health referral mentioned today to dad (parent stated that he is unsure) 4/4/2022
- Possible Point sheet (Ms. [redacted] will offer)
- Ripple Effects (Mrs[redacted]ill offer) student agreed
- Recommended: Mr.[redacted] to assist the student to class (per admin…there will be no adult escort)

[redacted] [redacted] 7

- Send out RFA's (Mrs.[redacted] will send out) completed
- FBA[redacted]
- Consent for FBA
- Referred for counseling by ALTOSS
- Parent to follow-up with mental health services
- Parent declined MH services referral in January 2022 through school
- Student already is doing CI/CO with Ms. Spivey
- Move student to Tier 3 Behavior Plan (FBA)
- Mentor:[redacted]
- Classroom observation completed by[redacted](done 4/4/2022)
- Qtr. 4 grades 3 F's
- Consent for testing 4/25/2022
- OHI consent form
- FBA consent
- Steps 1-3 completed
- 8/15/22 – Ms.[redacted]will invite[redacted]to the 8/22/22 meeting to train and give guidance on developing the BIP
- Moved to Tier 3
- 9/26 -[redacted]will assign Ripple Effects to be complete with Spivey
- Family has not completed and returned AIMS form.
- [redacted]and[redacted] will complete the BIP that was started by[redacted]

[redacted] [redacted] 8

- Mental Health Referral
- Check-In/Check-Out with Ms.[redacted]
- Point Sheets
- Assign Ripple Effects (Refused)
- Counseling with School Counselor
- Monitor behavior (Tier 2)
- Student has been skipping classes
- Grades are not good
- Continue to monitor and keep in the loop

[redacted] [redacted] 8

- Attendance issue: Contact [redacted] regarding Truancy issue
- Behavior issue
- Meeting with Admin on February 9, 2022
- Case Review Meeting February 14, 2022

[redacted] [redacted] 7

- Parent is requesting additional services
- Diagnosis: ADHD/ODD
- Low grades
- iReady Reading Diag. 1 Grade LV 6 Diag. 2Grade LV 5, Diag, 3 G 5, Diag. 4 G 6 (mid)
- iReady Math Diag. 1 Grade LV 2, Diag. 2 Grade LV 2, Diag. 3 Grade LV 3
- Mrs. [redacted] will send out RFA's to Math teacher
- Reading: Extra time, directions repeated
- Math: Seat change, directions repeated
- Possible 504: email D. Irish to schedule a meeting
- Mrs. [redacted] ill speak with parent about options for a 504 or IEP (OHI)
- 8/15/22 – Ms. [redacted] contacted Ms. [redacted] who will make monthly contacts with the student to monitor and assist with academics.
- Mrs. [redacted] will contact the family regarding mental health support.
- Ms [redacted] will contact the family to explain the MTSS process and possibly obtain consent for testing.
- Mom is now requesting 504 instead of IEP.
- Mrs [redacted] will send out data collection \ accommodations checklist.
- Review on 9/16
- 9/19 - Self injury assessment on 9/16 resulted in mom transporting the student to New Horizons. Gifted team will meet on 9/23 (EP).
- Mr. [redacted] is working on the 504 plan.

[redacted] [redacted] 7

- Attendance issues 37 days absent
- Attendance contract
- Attendance Interventions already in place
- Parent has been informed that there's nothing that can be done until student starts coming to school.
- 8/15/22 - Ms. [redacted] will monitor attendance and academics
- Revisit at the end of qtr. 1.

[redacted] [redacted] 7

- Teacher referral: [redacted]
- 3 office referrals
- Currently failing Science (quarter 4)
- CI/CO with Ms [redacted]
- 8-15-22 – Continue Check and Connect with Spivey
- Ms. [redacted] will monitor academics

- Revisit at the end of qtr. 1
- Student's schedule was changed on 8/18/22
- Turning in Point Sheets daily
- Continue to monitor academics and behavior and revisit every two weeks 9/19

[redacted] [redacted] 7

- Parent is requesting an IEP
- Currently has a 504 plan
- FSA Scores: Rd 3 Ma 1 SCI 4
- iReady scores: on grade level
- Ms. [redacted] will reach out to parent
- Reconvene with District Resource Specialist
- Possibly: Add Respite pass to 504 plan
- Possibly: CI/CO with Ms. [redacted]
- Student seems to be doing well review in 4 weeks (September 12, 2022)
- 9/19 - Student is failing classes due to missing assignments, Hart will contact mom to let her know that in order to determine a need for IEP student needs to use 504 accommodations and submit assignments.
- Notified parent that student do not qualify for services due to students FSA scores
- Encouraged parent to set up parent teacher conferences with students teachers
- Sent parent information regarding counseling resources provide within the community at [redacted]

[redacted] [redacted] 7

- Parents are requesting Gifted services for student
- Tested: IQ screener (KBIT 2) done on 10/20/2017 and the composite was a 114, and he got a level 4 for Math and ELA, and a L5 in Science.
- Most recent IQ screener done in 2020
- Dx: ADHD
- Complete another High Achieving Referral
- Mrs. [redacted] to complete KBIT
- Send to parent and to at least two teachers
- Notification of Gifted Screening initiated: 5/16/2022
- Ms. [redacted] will conduct the retesting for Gifted Services
- 8/15/22 – Mrs. [redacted] will send out Notification of Gifted Screening to family, administer KBIT, send out RFAs and Checklist, and request Vision and Hearing screenings from Nurse Bailey.
- 9/19 - Mrs. [redacted] will send out a second checklist to teachers.
- Notified parent that student did not qualify for gifted services (refer to KBIT-2 scores)

[redacted] [redacted] 8

- Parent thinks student has Dyslexia
- Currently taking 7th-grade FLVS courses
- Student will be 15 in December

- 8/15/22 – Mrs. [redacted] will contact the family to update on MTSS status.
- Reading interventions [redacted] and progress monitoring [redacted] to begin by 8/22.
- Revisit 8/29/22
-

[redacted] [redacted] 7

- Parent is requesting ESE services
- FSA Rd L2 Ma L2 (5th grade scores)
- iReady scores: Diag 3 Reading grade early 6, Diag 2 and 1 grade 5
- iReady scores: Diag 3 Math grade 2, Diag 1 grade 5, Diag 2 grade
- Will carry over to school year 2022-2023 to collect 6 weeks of data
- 8/15/22 – Mrs. [redacted] will send out RFAs.
- Reading interventions [redacted]) and progress monitoring [redacted] to begin by 8/22.
- Revisit 8/29/22
- Continue progress monitoring with Ms. [redacted]
- Review on 9/26
- RFA completed by Ms. [redacted]
- Student was involved in a fight off campus at South County Park which begin as a school related incident with another student
- Diagnosed: ADD/ODD/PD/DMRD
- 9/19 - Team reviewed data and recommended 504 for student. [redacted] will contact family.

[redacted] [redacted] 7

- Parent request for ESE services
- Dx: ODD
- Possible OHI
- Will carry over to school year 2022-2023 to collect 6 weeks of data
- 8/15/22 – Mrs. [redacted] will send out RFAs.
- Reading interventions [redacted]) and progress monitoring (Reese) to begin by 8/22.
- Revisit 8/29/22
- 9/19 - Not progressing well with Progress Monitoring.
- Schedule changed 9/16 to enroll in ART.

[redacted] [redacted] 7

- Parent is requesting Gifted services
- Resource Specialist to initiate parent permission for Gifted services
- 8/15/22 – Mrs [redacted] will send out Notification of Gifted Screening to family, administer KBIT, send out RFAs and Checklist, and request Vision and Hearing screenings from Nurse [redacted]
- Parent is requesting a 504 plan because of chronic headaches.
- Mr. [redacted] (504 resource specialist) sent an email to students teachers requesting data collection for interventions given and a meeting will be scheduled later to determine next steps by 8/31
- ELA L2 MA L1

- Mr [redacted] will schedule a meeting with parent to discuss accommodations for student
- 9/19 Remove from list. Granted 504

[redacted] [redacted] 8

- Homeschool for the rest of the school year

[redacted] [redacted] 6

- 8/15/22 – Postponed until 8/22/22, pending completion of Elementary forms 3 and 4 (Mrs [redacted] will contact previous school).

[redacted] [redacted] 8

- 8/15/22 – Mrs [redacted] will call the family to update on MTSS status.
- Reading interventions (L. Smith) and progress monitoring (Reese) to begin by 8/22.
- Revisit 8/29/22
- Did not complete Week 1 progress monitoring.
- Continue attempts to monitor.
- Progressing well in progress monitoring, continue monitoring, ALTOSS re-entry to be completed. [redacted] would like to consider Alternate Placement.
- 9/26 - Is cooperating more with progress monitoring. Student is receiving counseling, and is enrolled with DATA.
- Referral to Mr. [redacted] to obtain diagnosis. [redacted]
- RFAs sent out to teachers – [redacted]
- OHI forms/ Family contact [redacted]
- Revisit in 2 weeks.

[redacted] [redacted] 7

- ASD student having social emotional issues in the classroom.
- [redacted] will issue Respite pass to student.
- Monitor students behavior
- 9/19 - [redacted] will continue to monitor and be available for respite

[redacted] [redacted] 6

- Mrs [redacted] will send out accommodation checklist to teachers. Review on 9/16.
- 9/26/22 - 2 Teachers returned checklists [redacted], showing the need for verbal encouragement, repeated/clarify directions, preferential seating.
- Ferraro will forward information to Mr. [redacted]
- Remove from list.

[redacted] [redacted] 7

- Academic and Behavior Concern
- All F's PE D
- Retianed in 6th grade should be in the 8th grade.
- Home schooled 9/20/21 until 4/6/22
- 20-21 SY attended 24 out of 59 days of school

- Student was promoted due to attending summer school course recovery
- Ms. [redacted] Classroom monitoring 9/6/22 (ELA class: Vicente)
- Ms. [redacted] CI/CO and point sheet
- Tier 2 Behavior Plan upon collection of data
- 9/26 - [redacted] will add Ripple Effects for the student.

[redacted] 6

- 9/19 Student takes medications for seizure activity.
- Student seems to lack focus and has a problem retaining information [redacted]
- IQ screener to rule out intellectual disability - [redacted]
- Teachers will receive RFA's - [redacted]
- Contact Mr [redacted] for medical 504 based on seizure data.
- Review on 10/3/22

[redacted]

- 9/19 [redacted] made mental health referral. Mon signed and returned.
- [redacted] will meet with student for check and connect twice weekly.

[redacted]

- 9/19 Has not returned MHR – failing 5 classes (5F's, 1D, and 1B)
- [redacted] will meet with student for check and connect twice weekly.
- 10/10/2022: MTSS Team emailed parent regarding concerns

[redacted]

- Having major behavior concerns in the classrooms.
- New observation to be completed by Mr. [redacted]
- MTSS team needs to update BIP.
- School team to begin LRE process.
- 9/26/22 - Classroom observation was completed. Another is scheduled.
- Mrs. Cummings is calling home regarding absences.
- [redacted] will add her Ripple effects to be used during time that she is out of class.
- Review 10/10
- Ferraro will contact parent to set up conferences
- Start the LRE process
- Move to Tier 2

[redacted]

- Steps 1-4 are not completed from elementary (Citrus) [redacted] will reach out to Citrus to ask them to finish the process so that we can staff the student
- Progress Monitoring - Reese
- Review in two weeks 10/10

[redacted]

- Student has several missing assignments in her classes. Team suggests tutoring with [redacted] and [redacted]
- Review in 2 weeks.

[redacted]

- 9/26 - Mom is requesting 504 due to foot pain, she has also requested tha the student be removed from PE.
- [redacted] is processing a schedule change
- 504 request is being elevated to District level.

[redacted]

- Parent/Doctor requests 504
- Teacher input forms sent to teachers to determine needed accommodations – [redacted]
- Team recommended a 504
- Parent was notified
- Mr [redacted] also notified of request

[redacted]

- 9/26/22 - Respite pass requested
- Consent forms sent home
- Weekly check in / check out - [redacted]
- Academic Support in Math - [redacted]

[redacted]

- 9/26/22 - IEP to be updated to add behavior goals
- MDR
- FBA/BIP: started
- Behavior Contract initiated and shared with student and guardian.
- MTSS suggests a possible safety plan for student when he returns to school.

[redacted]

- New student enrolled 9/13/2022
- ESE student: Need FBA/BIP
- Possible placement in VE Unit?

[redacted]

- Parent is requesting an evaluation (Student is having some memory and spelling issues)
- Parent took student to have a Neuro Psych Examination done (too expensive)
- Parent Teacher Conference: 10/24/2022 at 2:45

OMS
Oslo Middle School

PowerBI with Jody Houston
8/24/22
3:00-4:00

	Employee Name	Employee ID
1.	[redacted]	[redacted]
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16		
17.		
18.		
19.		
20.		

TEACHER DASHBOARD NOTE SHEET

Skill	Notes
What is **Power BI**?	
Accessing Power BI and **Adding** Apps	
Navigation Bars	
View Function from **Top Toolbar**	
Using **Slicers**	
Selecting **Multiple Elements**	
Drill Down Tools	

✓ Acronyms

Slicers/Column Headers

Ct	Count
ADA	Average Daily Attendance
Abs Cat	Absenteeism Category
• Adequate	>95% Attendance
• Severe	90% - 95% Attendance
• Chronic	<90% Attendance
Prim Except	Primary Exceptionality (ESE)
Typ Goal	Typical Goal
Window	Testing Window (1, 2 or 3)

Race/Ethnicity Codes

AI	American Indian or Alaskan Native
A	Asian
B	Black or African American
H	Hispanic
P	Native Hawaiian or Other Pacific Islander
NR	Not Reported
O	Other
W	White

DIBELS

Overall	Composite Score
LNF	Letter Naming Fluency
PSF	Phoneme Segmentation Fluency
NWF	Non-Sense Word Fluency
WRF	Whole-word Reading Fluency
ORF-WC	Oral Reading Fluency - Words Correct

Power BI – Teacher COURSE 101

Overview of Grade Level App: **Target Dashboard**

Department of Accountability & Research

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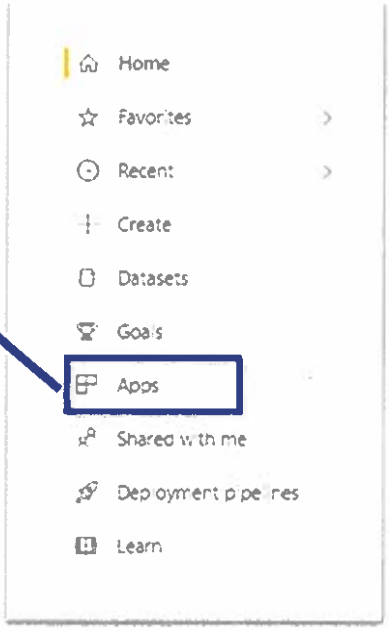
✓ Adding Apps

To Note: You will "see" many other apps, including those you do not have permissions to view. If you download an app that you have not been given permissions to view, you won't be able to access any of the dashboards contained within that app.

Directions:

1. From the Power BI home screen, from the left-hand side navigation menu, please find and select **Apps**.



2. Select '**Get apps**' in the upper right-hand corner.

(**Note:** If you do not have any apps yet, your **Get apps** button may be on the bottom. If you cannot see it, hold the ctrl button, and hit the minus sign to shrink your screen until you can see the button.)

✓ Navigation Bars

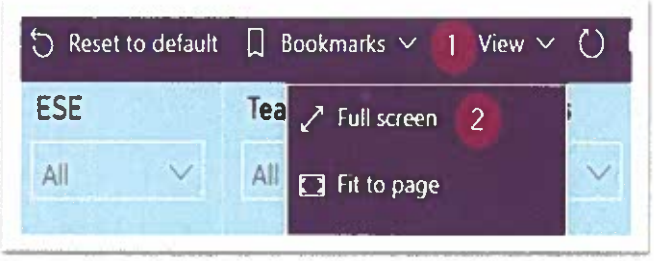
This is where you select the dashboard you would like to view. It is located on the left side of the dashboard.

At the **top of your dashboard** is another way to **navigate** from one page to the other. If you click on the tab, it will turn **BLACK,** and now you are viewing that dashboard.

✓ View Function on Top Toolbar

Would you like the Power BI Screen to be **larger**?

Go to **1) View** in the top right corner ⟶ choose 2) **Full screen** and you will have a larger view while still being able to use your slicers.



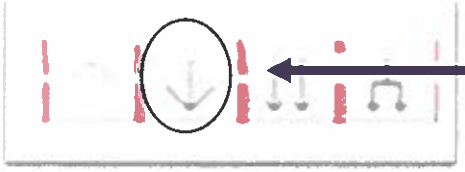
You can navigate between dashboards using the yellow navigation bar.

Press **ESCAPE** to return to the default view.

✓ Drill Down Tools

Once inside the report, **hover your mouse over** the data table inside the app (the example below would be the UA Wt. Average) and you may see what are called **"Drill Down Tools"**

Since there is a finite amount of space on a dashboard, this tool will allow you to view demographic information without using the slicers.

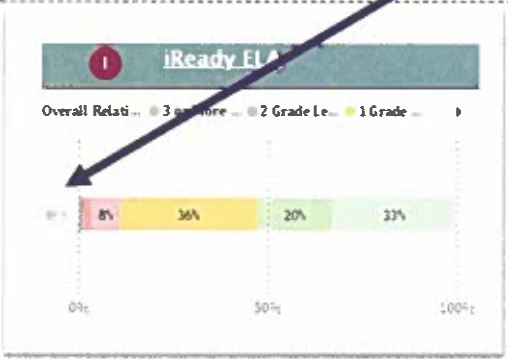


Clicking of the **Down Arrow** – this will turn the **"Drill Mode On"**

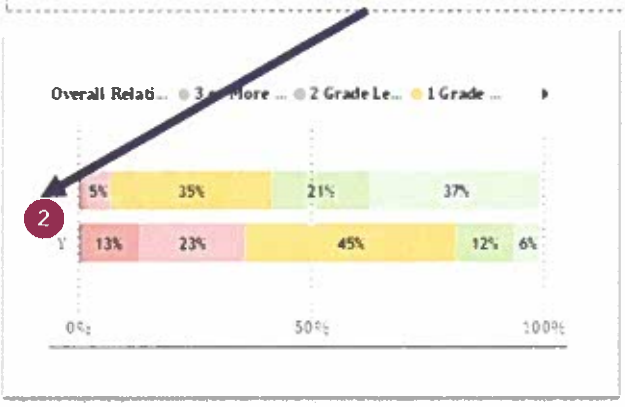
Now you can....

Click of the **Down Arrow** or **Double Down Arrows**

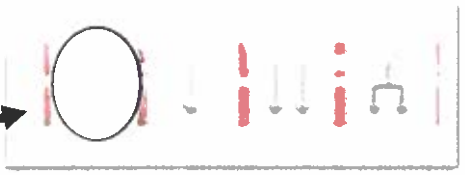
(1) This displays the iReady performance of your class



(2) By clicking on the **Down Arrow** or **Double Down Arrows** – this will drill down into comparison groups within your data. Below is comparing **(Yes)** ESE to **(No)** ESE



If at any time – you want to return to the overall school level, Click on the **Up Arrow** or **"Drill Up"** – This will take you up one level of data.

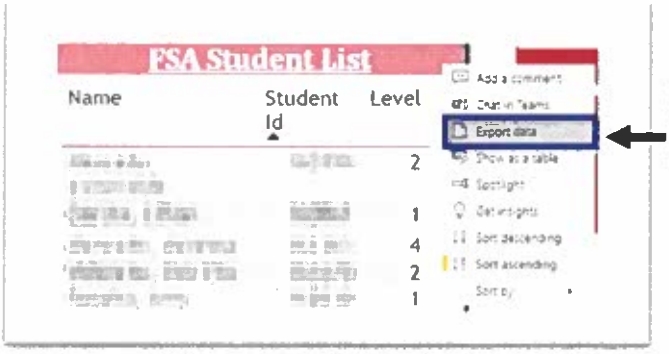


✓ Exporting Data – Excel Sheets

1. Once inside the report, **hover your mouse over** the data table inside the app (the example below would be the FSA Student List) and you will see . . . **(ellipsis)** – click on the **ellipsis** to expand the menu.

IMPORTANT

PLEASE NOTE: Make sure you are in the **active table** you wish to export data from in order to ensure the correct the data is exported to Excel.

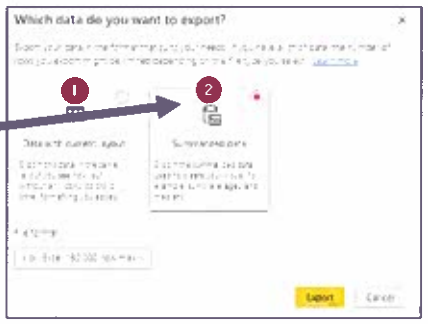


From the dropdown menu, select **Export data**.

2. Most reports are set to default to (1) **Data with Current Layout** or (2) **Summarized Data.**

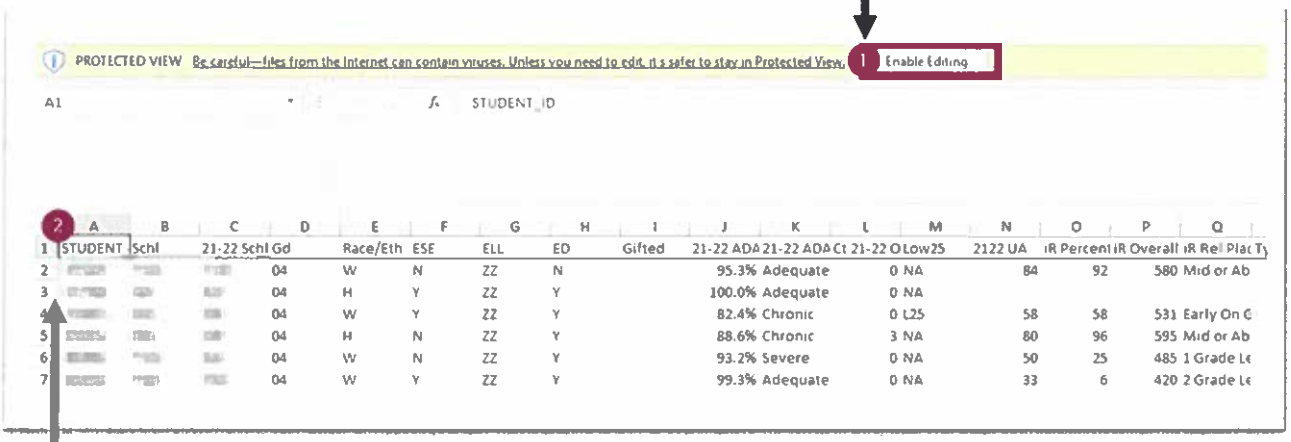
Option (2) (Summarized Data) is **strongly recommended**

When you choose (2) **Summarized Data**, the excel sheet will look like what you see on the next page.



(1) If you choose **Data with Current Layout**, the Excel sheet will look like what you see below.

First – (1) click on **Enable**



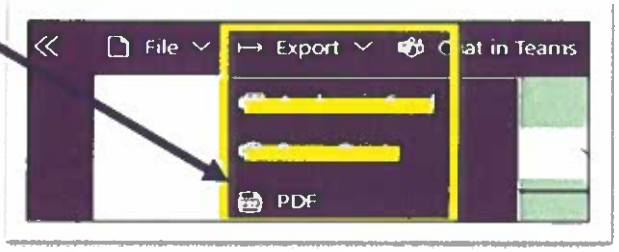
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
1	STUDENT	Schl	21-22 Schl	Gd	Race/Eth	ESE	ELL	ED	Gifted	21-22 ADA	21-22 ADA Ct	21-22 O	Low25	2122 UA	iR Percent	iR Overall	iR Rel Plac Ty
2				04	W	N	ZZ	N		95.3%	Adequate	0	NA	84	92	580	Mid or Ab
3				04	H	Y	ZZ	Y		100.0%	Adequate	0	NA				
4				04	W	Y	ZZ	Y		82.4%	Chronic	0	L25	58	58	531	Early On C
5				04	H	N	ZZ	Y		88.6%	Chronic	3	NA	80	96	595	Mid or Ab
6				04	W	N	ZZ	Y		93.2%	Severe	0	NA	50	25	485	1 Grade Le
7				04	W	Y	ZZ	Y		99.3%	Adequate	0	NA	33	6	420	2 Grade Le

Second – (2) Format the Excel sheet

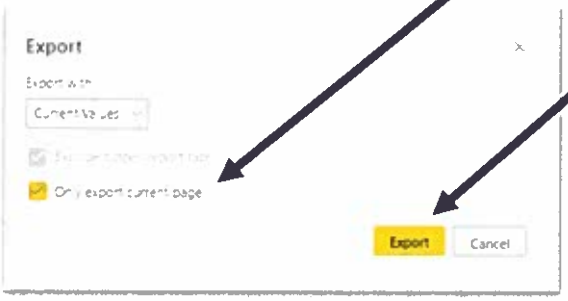
✓ Export Data – PDF for Parent Page

1) To print the **Parent Notes**– Click on **Export** at the top of the dashboard.

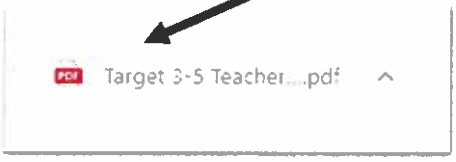
2) Click on **PDF**



3) Choose **Only export current page** - then click **Export**



4) A **PDF** screenshot of the **Parent Note** dashboard will be generated, and it will appear on the bottom left of your toolbar. Click to open and print.



✓ Contact Information for Power BI Questions

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Catherine Beck - Ext: 3061 – Project Manager and Data Analyst

Jody Houston - Ext: 3091 – Data Coach

Department of Accountability and Research