



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**School: Osceola Magnet 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 January 5, 2023: \_\_\_\_\_ JN \_\_\_\_\_ (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?)

The teachers and support staff will continue regularly monitoring progress and providing interventions to all students. We will also continue focusing teacher professional development on differentiation and support for differentiation during collaborative planning to meet all students' needs. All staff are participating in a monthly school based professional development focused around making students thinking visible. Moving forward we will make sure to highlight how these strategies will help close the achievement gap for all learners. Weekly reminders of required instruction will continue to be provided in weekly staff hi-lights and reminders to document the artifacts will continue to be included.



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Quarter of the School Year: 2

Date of Summary: January 5, 2023

School: Osceola Magnet School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	11/15/22; 12/15/22
Summary of Observation(s):	Continue embedding AA History teachings throughout curriculum as noted on district pacing guides. Continue reminding teachers of required instruction through staff's weekly Hi-Lights newsletter and providing resources to access resources for instruction.

<b>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.</b>												
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2022)										11/9/22; 11/30/22; 12/15/22; 12/20/22		
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>												
<b>Kindergarten</b>			<b>First</b>			<b>Second</b>			<b>Third</b>			
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	
0	0	0%	1	1	5%	1	1	7%	1	0	1%	

*\*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

<b>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.</b>	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American 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 (%)

**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 with leadership team beginning 10/11/22

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

Continue monitoring supervision during recess, modify cafeteria seating arrangements; monthly data review of VE- behavior unit implemented with admin and ESE team; chat and chews developed with school counselor; reteach of SET expectations after school holidays

#### Achievement

Date(s) of Problem-Solving Session(s) for Achievement: **11/9/22; 11/30/22; 12/15/22; 12/20/22**

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

Adjusted student intervention groupings based on updated iReady & Progress monitoring data (T2, T3, and A2 before school tutoring)  
Reviewed that new assessment and Progress Monitoring data is entered into Progress Monitoring spreadsheets, Power Bi, iReady and Unify

**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 (%)

**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.



## African American Achievement Plan 2022-2023

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Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2022)</i>	<b>Weekly during leadership meetings as well as: 11/9/22; 11/30/22; 12/15/22; 12/20/22</b>	
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?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Continue working towards achieving the goal is observing differentiation in 75% of classrooms as observed through weekly trend walks with leadership team(current weekly school based trend walks indicate differentiation is being observed in 65% of classrooms visited), monthly trend walks with curriculum and instruction and quarterly impact walks. Provide monthly PD to teachers focusing on differentiation and weekly embedded coaching during collaborative planning.	

<b>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.</b>			
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		10/21/22; 12/20/22	
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 (%)	
0	0	0	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		There are no current extracurricular activities being offered during this quarter.	
<b>(SECONDARY ONLY)</b> 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.

<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	0
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0



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(OPTIONAL) Additional information:

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## 1.1 Implementation

### Kindergarten Example of teachings

We have a lesson on George Washington Carver in Amplify. Here is a slide from the lesson.

# George Washington Carver



*He became so skillful at caring for these sick plants that people throughout the neighborhood began to call him the "plant doctor".*

### 5<sup>th</sup> Grade example of texts used by students for self-selected readings:



## 1.2 & 2.1

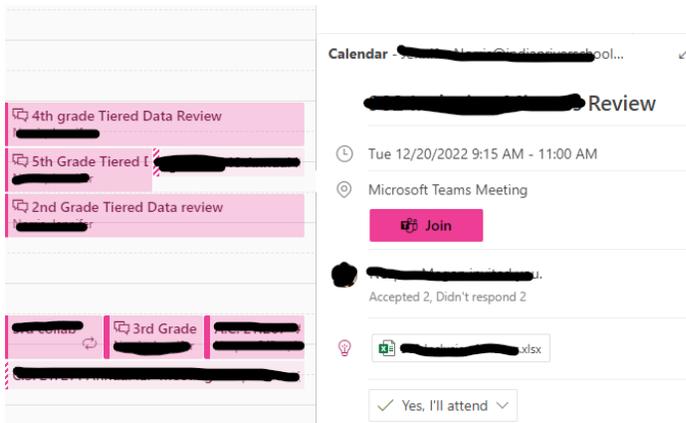
Agenda used during K-5 grade level data chats

NOTETAKER	The notetaker is responsible for capturing the group memory of the data meeting. Ideally, the meeting notes should capture important points and decisions. USE THE TIER 2 charts to update for changes throughout and add DATE at bottom below chart for changes.
TIMEKEEPER	The timekeeper is responsible for assisting the facilitator with keeping the meeting on schedule. Using the time frames on the agenda, the timekeeper alerts the group when the time allocated for a particular part of the meeting will soon elapse.
FACILITATOR	KIM VOLLBRACHT
VIDEO	NATALIE ERN

**AGENDA**

1. OBJECTIVES: (2 min)
  - a. Look at groupings and data to determine if effective grouping in place
  - b. Look at data measure to determine if effective monitoring
  - c. Look at IPST referral from the group or a change in group placement
  - d. Adding kids on after removal or moving around
2. ASSIGN ROLES (1 min)
3. Data charts per group: (Victoria, Biandis, Harvey, Bartus, House (3 groups) (3 min per group)
  - a. Look at group growth on trend
  - b. Look for outliers
  - c. Decide measuring correctly or change
  - d. Kids that fit or don't
4. IPST: (5 min)
  - a. Are there referrals from discussion (notetaker)
5. CHANGE Groupings: (5 min)
  - a. Is there a need to change or add?
6. CLOSING: (next steps) (5 min)

Sample outlook calendar schedule of tiered instruction data review & Discipline review



Discipline Monitoring sample of share out from weekly staff newsletter

