African American Achievement Plan 2022-2023
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Osceola Magnet

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 March 20, 2023: __JMN__ (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 leadership will continue reviewing school wide academic data to ensure gaps are closing and act upon data when needed. The leadership team will also continue reminding grade levels to document student artifacts of African American History teachings. As positions become available in Q4, our new school counselor will be apart of our interviewing team.

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

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School District of Indian River County

African American Achievement Plan 2022-2023
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STRONGER TOGETHER SDIRC

Quarter of the School Year: 3

Date of Summary: March 20, 2023

School: Osceola Magnet Elementary

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	3
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	1/19/23; 2/9/23; 3/8/23
Summary of Observation(s):	Continue implementing monthly walks and expected monthly student artifacts from grade levels

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)*	**1/11/23; 1/12/23; 1/24/23; 3/15/23**

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 (%)
0	0	0%	1	1	1%	1	1	1%	**0**	**0**	**0%**

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

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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 <u>Discipline</u>:	1/18/23; 2/22/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Continue providing student specific interventions, reteach expectations on T/W which are pattern days for increased behaviors through school announcements to ensure consistency; share discipline data at least every two weeks with staff
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	1/11/23; 1/12/23; 1/24/23; 3/15/23
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Reorganize tiered instruction groups K-5 based on Pm2 data; Identify specific students needed for reteach and support for Q4 based on Spring iReady

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.	
Date of Quarterly Review of School Improvement Plan: *(i.e.,*	1/27/23

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August 1, 2022)				
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):	Impact Review	Data chats scheduled with each teacher based on state assessments and forecasted scores	Admin Team	1/30/
	Impact Review	Tier 2 group data chats been revamped after data being reviewed for 6-8 weeks	Admin Team	3/17/
	Impact Review	Provide feedback to teachers visited during Impact Reviews.	Admin team	1/23/
	Impact Review	SIP Phase 3 draft completed and SAS reviewed with staff	Admin team	Q3-1/27/20? Q4- 3/27
	Impact Review	Grade 5 planning weekly to increase/maintain Science predicted score of 69% (last year's score was 71)	Grade 5 teachers and admin	Weekly i & continu Q4
	Impact Review	Continue to create Lesson Plans that all teachers are accountable to uphold and follow, looking at pacing, with ways to differentiate that are intentionally planned for and executed (as seen in walkthroughs to maintain or increase forecasted scores in ELA of 72% and 75% in Math)	Norris, Ern, K. Vollbracht (reading coach)	Weekly i & continu Q4
	Impact Review	During weekly planning, teachers should continue to look at next steps and enrichment activities to extend the learning of students who complete tasks accurately before others, across content areas	Norris, Ern, K. Vollbracht (reading coach)	Weekly i & continu Q4

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Impact Review	Teachers will intentionally plan for collaborative talk with a structure so all have opportunity to speak, in all subject areas, daily	Norris, Ern, K. Vollbracht (reading coach)	Weekly i... & continu... Q4
Impact Review	Teachers should give specific feedback (peer to peer or with teacher), while they are monitoring during work time (ex. with use of different colored marker, spoken specific suggestions/next steps) on a daily basis	Norris, Ern, K. Vollbracht (reading coach)	Weekly i... & continu... Q4

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	1/27/23	
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:	No extra curricular activities offered at this time	
(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.
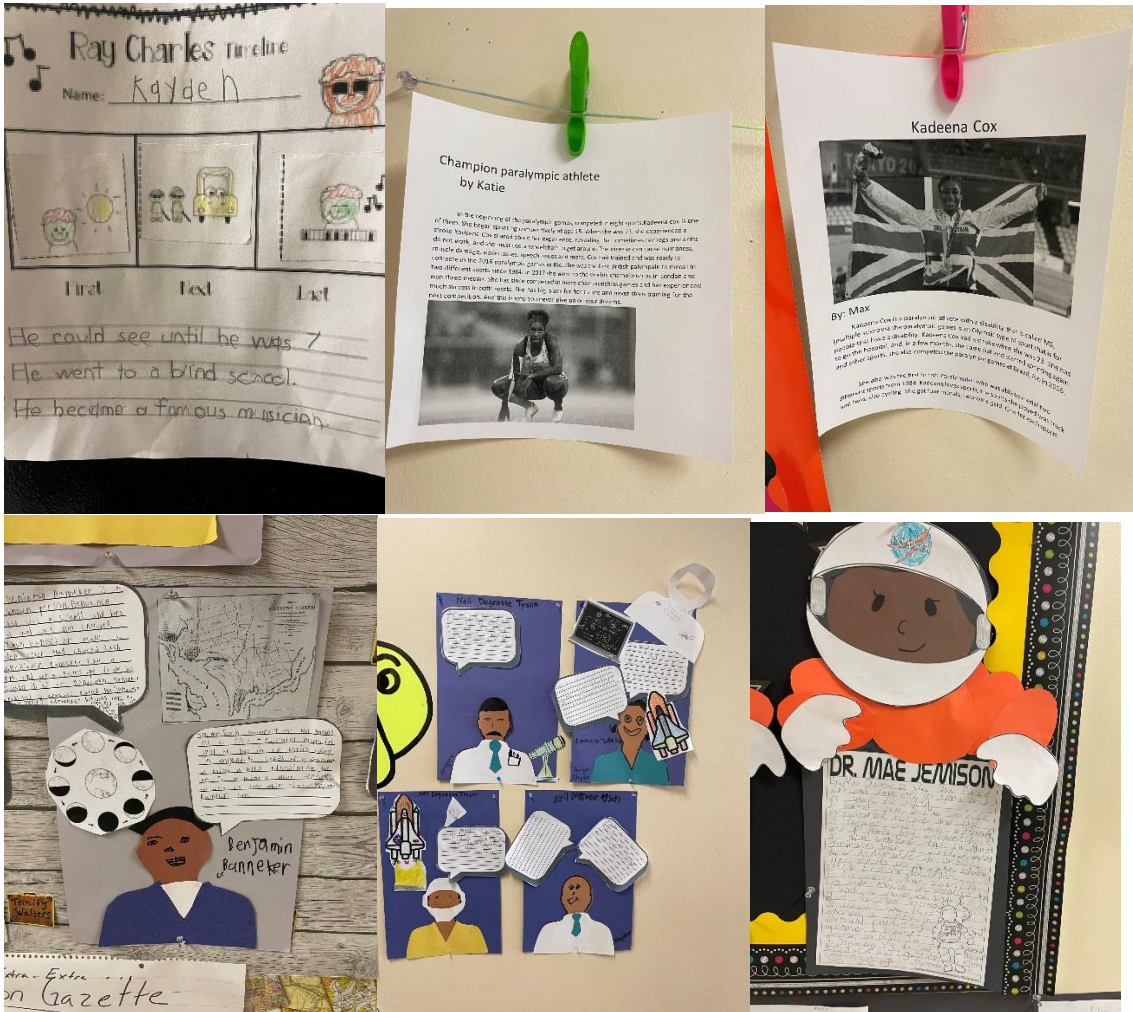
Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	100
(OPTIONAL) Additional information:	

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Strategy 1.1 Evidences

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Strategy 2.1 Evidences

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
TECHNOLOGY	JEN NORRIS
IPST/ESE NOTES	NATALIE ERN

1-11-23 Data Chat

AGENDA

1. OBJECTIVES: (2 min)
   a. data to determine if what RTI we had prior was effective
   b. Adding kids on after removal or moving around
2. ASSIGN ROLES (1 min)
3. RTI rearrange:
   a. RTI groups(chart) & teacher data review sheets
   b. Supplemental 1/Enrichment/Science FOCUS:
      i. Based on mid year comprehensive
4. CLOSING: (reread notes from notetaker for clarification) (5 min)

February 20–24, 2023 ⌄

Tue 21	Wed 22
	PBIS Team meeting Musi

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