



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 Click or tap to enter a date.: _____ (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 4th quarter we started our push to testing. Teachers and administrators used data to identify students who would benefit from during lunch or elective intervention support. We continued to make necessary changes to our systems that we spent time during 1st-3rd quarter creating. Next year, a change that we are still working on implementing is to make changes to our MTSS meeting and have specific times to discuss academic and behavior students to help problem solve instead of one meeting where all students are discussed with the appropriate staff. We continued to implement data chats through collaborative planning. Next year, teachers will be teamed at the middle school level and they will track discipline, attendance and academic data.



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Date of Summary: June 2, 2023

School: Oslo Middle School

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)	3/27, 4/4, 4/18, 5/8
Summary of Observation(s):	8 th grade ELA Liberty and Equality Unit 7 th Grade Civil Rights Amendments Review for EOC 8 th Grade US History Road to Civil War 7 th Grade ELA Raisin in Sun Unit

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)	3/27, 4/3, 4/10, 4/17, 4/24, 5/1
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Students are referred by grade level teams and then discussed during MTSS team meetings. In addition, the MTSS closely monitor students who have already been identified with EWS. After problem solving occurs, the



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team determines the appropriate Tier 2 &3 intervention. Detailed notes and data tracking are kept. See Artifact.

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 <u>Discipline</u> :	Bi-Weekly PBIS meetings & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Teachers provide Tier 1 and 2 support in classroom, Tier 2 and 3 support by success coach, ASPIRE teacher, guidance counselors, academic coach, 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. Grade level teams are meeting to discuss the grade level Expectations and the PBIS framework.

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> :	During the Friday morning admin/coaches meeting our instructional coach provides admin with an update about the academic achievement and presents pertinent data regarding FAST, iReady, Standards Mastery, and teacher formative data. Instructional coach updates on the intervention groups that are occurring during the 4 th quarter push. During the MTSS meetings, students are being progress monitored and academic goals and interventions are being established.



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

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 (%)
38%	34%

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)	Friday Morning Admin/Coaches Meeting	
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):	<p>During the 4th quarter our instructional coach helped teachers identify students who would benefit from extra interventions either during a planning period or during lunch. Teachers selected students and sent out invitations and called parents to gain parental support. In addition to the Strategy AAAP 2.1 action steps, we continue to have after school Clubs and Enrichment Programs which include: Book Club, National Junior Honor Society, Student Council, African American Student Council, Yearbook Club, Gardening Club, Drama Club, Debate Club, Girls with Pearls, 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>	

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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Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		5/24/23	
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 (%)	
50	201	24.9%	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Continue advertising of the extracurricular clubs. Continue to invite and strategically target students for extracurricular opportunities during our 4 th quarter push by calling parents and sending home personal invitations.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		19	

**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:	0- N /A
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0
(OPTIONAL) Additional information:	