



African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Oslo Middle School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 29, 2024: _____ K.B. _____ (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 3rd quarter, the grade level teams focused on academic, behavior and attendance concerns. Bi-weekly team meetings created a space for team leaders to use specific data to be used in creating team-based problem solving interventions. Using the grade-level team risk profile/problem solving worksheet, teams would put in place tier 1 and some tier 2 interventions for students with Academic, Attendance or Behavioral problems. Some of these interventions were more parent contacts, tutoring after school, each team member mentoring a few students, implementing a trusted adult safe space, etc. Our administrative team worked with an intentional focus in the 3rd quarter on Tier 1 instruction in the areas of Engagement, monitoring, and differentiation. This was done in conjunction with focusing supports for our bubble and bottom quartile students who are in need of support, i.e., small group interventions. Collaborative planning continues to be a priority for our school. Every Thursday, with district support our teachers plan lessons, review assessment data, identify students in need of extra support as well as enrichment. During this quarter there will be an



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intentional push to prepare students for upcoming state assessments. Interventions include; bootcamps, elective pull-outs, data chats, lunch bunches, afterschool tutoring, etc.).



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Date of Summary: March 22, 2024

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 standards are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	5
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	Admin.- 1/24, 2/5, 2/19, 3/5 SLT- 1/7, 2/6, 3/13
Summary of Observation(s):	13 TH , 14 TH and 15 TH Amendments were covered which highlighted voting rights and citizenship for slaves.

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, 2023)											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>

**Data should be retrieved from the Power BI ES Leadership Compliance – 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: (i.e., August 1, 2023)	1/8, 1/15, 1/22, 2/5, 2/12
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	19 sixth grade students, 19 seventh grade students, and 26 eighth grade students populated as having two or more EWI. <ul style="list-style-type: none">Student Data discussed with Dept. Chairs and Grade-Level Team Leaders during monthly leadership meetings.

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	<ul style="list-style-type: none"> Grade-Level Teams problem-solved during monthly meetings with team based on ODR count, 2 or more Core F's, and < 90% days attended and provided tier 2 supports to these and other students Dept. Chairs share and discussed I-Ready data sub-group data to identify those students who are in need of academic intervention. <p>Targeted Tutoring. Math and Reading Coach made phone-calls home to encourage student attendance. Tutoring offered every Tuesday and Thursday</p>
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Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

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 (%)
27%	37%

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> :	Biweekly RTI" B" meetings, PBIS meetings, Weekly MTSS Meetings, Monthly SLT Meetings - 1/9, 1/16, 1/30, 2/6 2/13,
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Teachers provide Tier 1 and Tier 2 support in the classroom. Tier 2 and 3 support provided by Coaches, Deans, Guidance Counselors, Administration. Some examples include weekly check ins, respite passes, classroom management support, mental health referrals, goal setting, parent consultations, restorative justice practices, and more as students' needs. Grade levels and grade teams meet to discuss expectations.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Admin/coaches weekly meeting every Tuesday, MTSS meetings every Monday. Also through Weekly Collaborative planning



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

Instructional Coaches and Deans provide administration with updates on current coaching cycles and teacher support. During this time our team analyzes achievements disparities by teacher utilizing the most current data (iReady growth data, PM1, Standards Mastery, Formative Assessment data). Based on this data, groups have been devised for pull out and push-in. T.A. schedules have been formulated to provide the needed support. Support facilitators and Coaches are conducting pull out and push in support for needed students (based on data). Differentiation and small group instruction has been implemented also.

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 (%)

17%

32%

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, 2023)

3/13/24

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 conjunction with AAAP Strategy 2.1 action steps, we continue to have after school clubs and enrichment programs including: Gardening Club, Yearbook Club, Student Council, Debate Club, Drama Club, and National Junior Honor Society. Transportation is available for all those who participate in after-school programs and tutoring on Tuesdays and Thursdays each week so that



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	students can receive the support needed to be successful academically.
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Strategy AAAP 3.1 (ALL SCHOOLS): 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:		1/26/24
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 (%)
52	222	23
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Advertise extracurricular clubs, academic clubs and sports; around campus, Connect Ed phone calls, and social media. Continue to invite and strategically target students for extracurricular activities
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		8

**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:	
Percentage of Interviewers on Interview Committee by Race	
Black/African American (50%)	White, Non-Hispanic (50%)
(OPTIONAL) Additional information:	

Black History Month

A Florida Focus

A CIVICS IN REAL LIFE SERIES: CIVICS CONNECTION SPOTLIGHT

Spotlight #1: Harry T. Moore

In the 1930s, before the emergence of Dr. Martin Luther King Jr. an often forgotten civil rights leader began work in the small town of Mims, in Brevard County Florida. Harry T. Moore, a school teacher and principal who would be fired for his activism, fought for civil rights around the state of Florida, ultimately laying the early groundwork for the modern Civil Rights Movement. In 1934 Harry T. Moore founded the Brevard County chapter of the [National Association for the Advancement of Colored People](#) (NAACP). As the executive secretary for the Florida NAACP, he wrote letters to protest unequal salaries for Black teachers, segregated public schools, and the [disenfranchisement](#) of Black voters. In 1945, Harry T. Moore, along with his wife Harriette, organized the Progressive Voters' League of Florida. For many years, Harry traveled the backroads of Florida building the NAACP membership and helping Blacks register to vote. His motto was "a voteless citizen is a voiceless citizen." The Moores registered over 116,000 Black voters in the Florida Democratic Party. This represented 31% of all eligible Black voters in the state, a figure that was 51% higher than any other southern state. Harry T. Moore also investigated [lynchings](#) that occurred around the state and was assisting with attempts to overturn convictions in the famous [Groveland Four](#) case prior to his death. On December 25, 1951, Harry and Harriette Moore were victims of a bombing by the Ku Klux Klan at their home in Mims, Florida. Harry died immediately and Harriette nine days later. No one was ever charged for the murders.

CONNECTION QUESTIONS

- How does Harry T. Moore exemplify a responsible citizen?
- How did his actions support the common good?
- How did the impact of the [15th amendment](#) influence the work of Harry T. Moore?



Lou Frey
Institute

Lesson: "I Have a Dream"

Essential Question: Why was Martin Luther King Jr.'s speech such a pivotal moment in American history?

Learning Objective: research notable figures in Black History and analyze how those individuals have had an impact on the course of history and present day.

WAR: What do you know about Martin Luther King Jr.?

WOW: View the Discovery Ed video below, then answer the questions: [Martin Luther King Jr](#) ↓ .

WIO: How are you feeling now about your understanding of Martin Luther King Jr.?

Holiday Kids: Martin Luther King, Jr. Day

Full Video | 24:24

