



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 9/21/2020

**School/Department:** Oslo Middle

**Action Step  
(number and  
description):** Action Step 1.36 - Articulation at Schools for Advanced Coursework - C&I, All  
Schools

**Evidence of Progress  
Monitoring  
(Please include  
narrative/description  
of the action taken.  
Where applicable,  
please include all  
measurable data.)**

Student data is closely analyzed for incoming 6th graders in order to identify a fit for advanced courses. Data reviewed includes core classes grades, FSA scores, Unit Assessment scores, and iReady data. Once placed in advanced courses, students are supported and monitored by teachers, instructional coaches, guidance, and/or administration. Students not currently enrolled in advanced courses are also advocated for if data and/or performance indicate advanced courses may be appropriate. Referrals or requests to place students in advanced courses may come from teachers, parents, or other stakeholders based on data review. The guidance department takes all information into consideration to make the best scheduling decisions for students to be successful.

**Results of Action  
Taken:**

At Oslo, we believe that having high expectations of ALL students is a big part of what will make us successful as a school. Encouragement of, and advocacy, for advanced courses is important in order to maintain high expectations for high achieving students in particular. Ensuring that all students continue to be challenged and are provided opportunity for growth is vital to our school-wide success and we are proud to offer these opportunities to students and families.

**Reflection:** [Click or tap here to enter text.](#)

## Shells, Christine

**From:** Schwager, Heide  
**Sent:** Monday, September 21, 2020 7:53 AM  
**To:** Shells, Christine; Ferraro, Ivonne; Kinsley, Craig  
**Subject:** diagnostic data in one email

My apologies again for all of the emails. I thought condensing it to one email might make things easier. Below is a list of the students who scored at 6th grade on the diagnostic along with their 4th grade FSA scores below. I just want to make you aware that being in a below grade level Intensive Reading class may not be the place for them- the decision will be yours. The one student who gives me pause is [REDACTED]

I have 2 students who still need to finish the diagnostic. Thank you, in advance, for your help and for putting up with the many emails. :) Heide

Student	Status	Placement
[REDACTED]	Completed 09/15/20	Late 6
[REDACTED]	Completed 09/16/20	Mid 6
[REDACTED]	Completed 09/10/20	Early 6
[REDACTED]	Completed 09/10/20	Early 6
[REDACTED]	Completed 09/15/20	Early 6
[REDACTED]	Completed 09/18/20	Early 6

[REDACTED] has been moved to critical thinking

[REDACTED] in 4th grade scored a 309 (missed a level 3 by 2 points)

[REDACTED] in 4th grade scored a 310 (missed a level 3 by 1 point)

[REDACTED] in 4th grade scored a 310 (missed a level 3 by 1 point) \*\* [REDACTED]

[REDACTED] in 4th grade scored a 303 (missed a level 3 by 8 points)

[REDACTED] in 4th grade scored a 310 (missed a level 3 by 1 point)

Heide Schwager NBCT, M. ED

6th Grade Reading

