

AAAP Quarter 2



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Osceola Magnet School

2021-2022 Quarter 2

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 1/5/2021 Verified by Chadwick Bacon

Quarter 2 Reflection

Despite the trials and tribulations with this school year we have made a concerted effort to ensure that all of the students at OMES are being monitored to ensure that they are successful both academically and social emotionally. We have worked diligently to not only maintain the momentum from last years AA success as associated by FSA scores but to monitor and put measures in place to increase.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe Implementation of African American History Teachings

4

Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021

10/14/2021, 10/27/2021, 11/09/2021, 12/6/2021

Summary of observation(s):

Develop and implement a curriculum matrix that integrates African American History teachings in grades K-5 that is included in the curriculum map. Conduct quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:

11/11/2021

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
1	1	100 %	2	2	100 %	5	5	100 %	3	3	%

*Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in

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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:

09/26/2021, 10/08/2021, 11/11/21, 12/09/2021

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

· 8:00am-8:10am o Calculate and discuss the overall percentage of test scores per teacher · 8:10am-8:15am o Cover the 2-3 lowest performing standards o Identify the standards in the highest reporting categories o Identify specific questions associated with highest reporting categories · 8:15am-8:30am o Chalk talk for specific questions identified as highest reporting categories o Brainstorm possible barriers and solutions · 8:30-8:40 o Brainstorm possible solutions o Develop a strategy to close the gaps

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)

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:

10/20/2021

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

Met with the school counselor to review ISS program and possible need for such program. At this time we have not had to use any ISS however had used brief time away for a small number of students in our EBD unit to cool down and reflect on behavior. Duration varies however in no scenario has it been more than 45minutes.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

9/20/2021, 11/11/2021

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

The Leadership Team as well Grade Chairs reviewed the SIP and specifically looked at how school resources are being allocated to address achievement gaps for African American students. Our area of focus for 2021-2022 is collaborative planning to meet the needs of all students. Based on 2020 student FSA sub group data, our AA students are performing on grade level and we want to maintain this trend.

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)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for

Select One:



No out-of-school suspensions were assigned during this time frame.



All out-of-school suspensions were pre-approved by a principal supervisor.

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:

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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	No
If no, what modifications will be made to address the achievement gap? We will continue to make the AA achievement Gap a main component of our monthly data chats. Just because it was not on this year's SIP does not mean we do not focus on it.	
Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): Look at the data from Impact Review/UA's/I-Ready, ect. with SIP Goals to help formulate goals and future outcomes for second nine weeks.	

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
2	119	1 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Extracurricular opportunities are shared schoolwide with all students and families. As they become available the information is DoJo'd to parents, flyers, and connected calls are sent out. We have another round of activities becoming available and will continue to encourage any and all students to participate.

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:	5
Percentage of Interviewers on Interview Committee by Race	
African American	White, Non-Hispanic
0	50

(Optional) Additional information:

1st Grade

	Reading/Writing	Science	Engineering	Social Studies	Math	Special Days
Aug 24	<u>Unit 0 Week 1-3</u> Start Smart	All About Me (photo page)		<i>Introduce rules and procedures</i> <i>Social Skills</i>		8/26 Early Release
Aug 31	<u>Unit 1 Week 1</u> At School	Science Process Scientists and their tools	What is an Engineer? Scientist vs. Engineer	People and Traditions	Chapter 1 Number to 10 Counting Learning about Zero Comparing/Ordering #s	
Sept 7	<u>Unit 1 Week 2</u> Where I Live	Science Process Scientists and their tools	Hat Design Challenge		Chapter 2 Number Bonds Making Number Bonds Making Number Stories	9/7 No school
Sept 14	<u>Unit 1 Week 3</u> Our Pets	Science Process Using the Five Senses		Special Holidays	Chapter 3 Add. within 10 + by counting all + by counting on	Elementary Open House
Sept 21	<u>Unit 1 Week 4</u> Let's Be Friends	Science Process recording and observing science		American Heroes <i>The Story of Ruby Bridges</i>	Completing number sentences Making + stories Solving picture problems	9/23 ER -
Sept 28	<u>Unit 1 Week 5</u> Let's Move	Science Process recording and observing science	Design an Apple Tower	<i>Johnny Appleseed</i>	Chapter 4 Sub. within 10 - by crossing out - by using number bonds	9/28 No school
Oct 5	<u>Unit 2 Week 1</u> Jobs Around Town	Science Process recording and observing science	Scientist/Inventor <i>George Washington Carver</i>	<i>Johnny Appleseed</i> Economics	- by counting back Making - stories Solving picture problems Fact Families	End of 1st Quarter 10/9
Oct 12	<u>Unit 2 Week 2</u> Buildings All Around	Properties of Matter		Sharing Stories	Chapter 5 Positions & Ordinal #s Naming Positions in Races, Lines and Rows	10/14 ER -
Oct 19	<u>Unit 2 Week 3</u> A Community in Nature	Properties of Matter			Chapter 6 #s to 20 Counting Comparing/Ordering	

	Reading/Writing	Science	Engineering	Social Studies	Math	Special Days
Oct 26	Unit 2 Week 4 Let's Help	Motion of Objects	Light and Sound Waves Design a boat	Columbus Day Where We Live	Chapter 6 #s to 20 Making number patterns	Elementary Conferences 10/29 10/30 No School - Conferences
Nov 2	Unit 2 Week 5 Follow the Map		Inventor & Patent Expert Lewis Howard Latimer	Map Elements	Chapter 7 +/- within 20 Add by counting on Add by making 10 Add by adding ones	11/2 - Emergency Day
Nov 9	Unit 3 Week 1 & 2 What Time Is It?			Veterans' Day	Subtract by counting back Subtract by - ones Subtracting from 10	11/11 No School
Nov 16	Unit 3 Week 3 & 4 Now and Then	Forces and Changes in Motion	Design a Drum to Communicate a Distance	Maps and Globes	Making Fact Families Adding 3 numbers	
Nov 23	No	School	11/23 -	11/27	THANKSGIVING	Break
Nov 30	Holiday stories			Where We Live	Chapter 9 #s to 40 Counting to 30 Counting to 40	12/3 Science Fair 12/5 Science Night 5-7pm
Dec 7	Assessment	Winter		Traditions Dr Maulana Karenga	Comparing/Ordering #s Finding how much more/less	12/12 Holiday Concert
Dec 14	Assessment	Winter			Making number patterns	12/15, 12/16 - 12/18, ER 12/18 Holiday Shirt Day End of 2 nd Q 12/18

	Winter Break No School 12/21 - 1/1				
	Reading/Writing	Science	Engineering	Social Studies	Math
					Special Days

Jan 4	<u>Unit 4 Week 1</u> Animal Features	Life Science living/non-living		Economics Goods and Services	Chapter 10 +/- Word Problems Solving Word Problems	1/4 Teacher Workday 1/5 Students Return
Jan 11	<u>Unit 4 Week 2</u> Animals Together	Life Science food, water, shelter, space	Animals as Engineers	Life of Dr. Martin Luther King, Jr.	Solving Word Problems	
Jan 18	<u>Unit 4 Week 3</u> In the Wild	Life Science habitats Helen Gichoni	Design a camouflage habitat	Economics Barter and Money	Chapter 11 #s to 120 Counting to 100	1/18 No School 1/22 - 1/25 Literacy Week
Jan 25	<u>Unit 4 Week 4</u> Insects!	Life Science habitats		Economics Banker Maggie L. Walker	Finding Place Value Partitioning Numbers Comparing/Ordering #s	1/27 ER
Feb 1	<u>Unit 4 Week 5</u> Working With Animals	Life Science habitats	Habitat Zoo	Economics Producers, sellers, buyers Black History Month	Finding More or Less Number Patterns Counting to 120	2/3 - 2/7 Conference Week
Feb 8	<u>Unit 5 Week 1</u> See It, Sort It	Life Science habitats		Economics Sarah Breedlove Walker aka Madame C.J. Walker	Chapter 12 +/- within 100 Making Families of +/- facts Simple Adding	Elementary Conferences 2/11 2/12 No School - Conferences
Feb 15	<u>Unit 5 Week 2</u> Up in the Sky	Life Science habitats		Economics Making Choices	Simple Subtracting Simple Adding	2/15 Emergency Day
Feb 22	<u>Unit 5 Week 3</u> Great Inventions Inventor: Garrett Morgan	Life Science habitats			Adding with Regrouping Subtracting with Regrouping	2/24 ER - 2/25 Digital Learning Day???
Mar 1	<u>Unit 5 Week 4</u> Sounds All Around	Earth and Space stars			Chapter 13 Length and Height Comparing length/height	3/2 Dr. Seuss Day
Mar 8	<u>Unit 5 Week 5</u> Build It!	Earth and Space gravity			Measuring Length Measuring Length/Height	3/12 End of 3rd Quarter

	Reading/Writing	Science	Engineering	Social Studies	Math	Special Days
Mar 15		Astronaut Mae Jemison		Good Citizens	Chapter 14 Time Time to Hour/Half Hour	3/17 ER - Metric Olympics
Mar 22	Spring Break No School					
Mar 29	<u>Unit 6 Week 1</u> Taking Action	Earth and Space sun	Investigations w/ sun	We are Citizens	Digital Clocks	
April 5	<u>Unit 6 Week 2</u> My Team	Earth and Space water, rocks and soil	Create a sun dial	People and Authority	Next, Before After Calendars	4/2 No school
April 12	<u>Unit 6 Week 3</u> Working Together	Earth and Space History of Earth	Construct a telescope	Good Citizens Help Teammates: Jackie Robinson & Pee Wee Reese	Chapter 15 Money Recognizing Coins	
April 19	<u>Unit 6 Week 4</u> Sharing Traditions			Symbols	Counting Money	4/21 ER -
April 26	<u>Unit 6 Week 5</u> Celebrate America!				Chapter 16 Data Making Lists, Tables, Picture Graphs	
May 3	Review week/testing week	Rice babies			Making and Reading Picture Graphs Tally Charts and Picture Graphs	FSA testing
May 10	Florida	Florida		Florida/Our Country Geography		FSA testing 5/10- 5/14 Teacher Appreciation
May 17	Florida	Florida		Florida/Our Country Mary McLeod Bethune		5/22 ER 5/27 Fly Up Day & 5 th Graduation 5/28 Last Day Students
May 24	End of Year	Early Release 5/25, Exams 5/26, 5/27 5/28				
May 31		No School 5/31, Teacher Workdays 6/1, 6/2				

2nd Grade

	Reading/Writing	Science	Social Studies	Math	Special Days
Aug. 10		All About Me	<i>Introduce rules and procedures</i> <i>Social Skills</i>	GM Ch. 3 Basic Facts	
Aug 17	<u>Unit 1 Week 1</u> Help! A Story of Friendship RL 1.1 Visualize/ Key Details Inflectional Endings Statements & questions Sentence Capitalization	Lesson 1: Jamerson	UNIT 1- Our World L1 Using Maps	GM Ch. 3 Basic Facts	
Aug 24	<u>Unit 1 Week 2</u> Big Red Lollipop RL 1.3 Visualize/ C, S, E Root Words Commands/ Exclamations Sentence Capitalization	Lesson 2: Jamerson	L2 Using Maps	GM Ch. 3 Basic Facts	African American Studies: Unity Plan: "Look At Me" "Will I Am" for Science
Aug 31	<u>Unit 1 Week 3</u> Not Norman RL 1.3 Ask/Answer ? / C,S,E Sentence Clues/ Subjects Letter Punctuation	Tools/Data Chapter 10	L3 Where We Live	GM Ch. 3 Basic Facts	9/7 No school
Sept 7	Cont. U1/W3	Scientific Process	Sept. 11 th	GM Ch. 1 Place Value	

Sept 14	<u>Unit 1 Week 4</u> Lola & Tiva: Unlikely Friendship RI 1.1 Key Details/ Text Features Root Words Predicates Commas in a Series	Science Tools			Place Value GM Ch.1 Number Concepts	
Sept 21	<u>Unit 1 Week 5</u> Families Working Together RI 1.1/ RI 2.5 Key Details/ Text Features Inflectional Endings Expanding/ Combining Sentences Quotation Marks	Lesson 3: Jamerson			GM Ch. 2 Numbers to 1000	
Sept 28	<u>Unit 2 Week 1</u> Sled Dogs Run RL 1.3/ RL 2.5 Prediction/ C,S,E Prefixes Nouns Commas in a Series	Lesson 4: Jamerson			GM Ch. 2 Numbers to 1000	
Oct 5	<u>Stellaluna</u> RL 2.4	Science Fair			GM Ch. 2 Numbers to 1000	

Oct 12	<u>Unit 2 Week 2</u> Wolf! Wolf! RL 2.5 Predictions/ Problem & Solution Suffixes Singular/ Plural Nouns Commas in a Series		UNIT 2 L1 Native Americans of South woodlands	GM CH. 4 2- Digit Addition with Regrouping	
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Oct 19	<u>Unit 2 Week 3</u> Turtle, Turtle, Watch Out! RI 1.2 Predictions/ Main Topic Details Suffixes Kinds of Nouns Capital Letters		L2 Native Americans of Northeast Woodlands L3 Native Americans of Plains	GM Ch. 4/6 2-Digit Addition with Regrouping 3-Digit Regrouping	
Oct 26	<u>Unit 2 Week 4</u> Baby Bears RI 1.2/ RI 2.5 Reread/ Main Topic Details/ Text Features Multiple Meaning Words More Plural nouns Abbreviations		L4 Native Americans of Southwest	GM Ch. 4/6 2-Digit Addition with Regrouping 3-Digit Regrouping	Pumpkin Project Due 10/29 Orange & Black Day
Nov 2	<u>Unit 2 Week 5</u> Beetles, Little Turtles RL 1.1/ RL 2.4 Reread/ Key Details/ Rhythm Multiple Meaning Words Possessive Nouns Apostrophes		L5 Native Americans of Pacific Northwest	GM Ch. 4/6 2-Digit Addition with Regrouping 3-Digit Regrouping	
Nov 9	<u>Unit 3 Week 1</u> I Fall Down RI 2.6/ RI 2.5 Reread/ Authors Purpose/ Text Features Similes Action Verbs Abbreviations		L6 Changing Communities	GM Ch. 4/6 2-Digit Addition with Regrouping 3-Digit Regrouping	
Nov 16	Thank You Sarah		Native American Project	GM Ch. 4/6 2-Digit Addition with Regrouping 3-Digit Regrouping	
Nov. 23	Break				
Nov 30	<u>Unit 3 Week 2</u>	Matter		GM Ch. 5/6	

	Mr. Putter & Tabby See the Stars RL 2.5 Reread/ Plot Sequence Compound Words Present-tense Verbs Commas in Series			2/3 Digit Subtraction	
Dec 7	Unit 3 Week 3 Biblioburro RI 2.8 Ask/Answer ?/ Authors Purpose Synonyms Past- Future Verbs Letter Punctuation	Matter		GM Ch. 5/6 2/3 Digit Subtraction	
Dec 14	Holiday Stories	Matter Fizzy Cow	Holidays Around the World African American Studies: Holiday Study: Kwanza	GM Ch. 5/6 2/3 Digit Subtraction	

	Reading/Writing	Science	Social Studies	Math	Special Days
Dec 21-1/3	Winter Break No School				
Jan 4	<u>Unit 3 Week 4</u> Wild Weather RI 1.1/ RI 1.2 Ask/Answer ?/ Main Idea/ Text Features Antonyms Verb Have Book Titles	Energy		GM Ch. 5/6 2/3 Digit Subtraction	
Jan 11	Cont. Unit 3 Week 4	Force/Motion		GM Ch. 5/6 2/3 Digit Subtraction	
Jan 18	<u>Unit 3 Week 5</u> Many Ways to Enjoy Music RI 1.2 Ask/Answer ?/ Main Idea Text Features Prefixes Combining Rearranging Sentences Punctuation	Force/Motion	African American Studies: Scholastic News: Martin Luther King Study	GM Ch. 5/6 2/3 Digit Subtraction	
Jan 25	Cont. U 3 Week 5		Unit 3 - A Land of Immigrants L1 Colonial America	GM Ch. 5/6 2/3 Digit Subtraction	

Feb 1	<u>Unit 4 Week 1</u> Rain Forests RI 1.3 Reread/ Compare/Contrast within text Compound words Linking verbs Capitalization compound words		L2 Coming to America	Think Math Ch. 6 Mixed (+/-) Word Problems	African American Studies: Black History Month: Who I Am books/Jackie Robinson George Washington Carver
Feb 8	<u>Unit 4 Week 2</u> Volcanoes RI 1.3 Reread Cause/Effect Sentence Clues Helping Verbs Quotation Marks		L3 Sharing Culture	Think Math Ch. 6 Mixed (+/-) Word Problems	
Feb 15	<u>Unit 4 Week 3</u> Dear Primo RI 1.3 Visualize/ Compare Contrast C, S, P Similes Irregular Verbs Book Titles		Presidents Reports	Think Math Ch. 6 Mixed (+/-) Word Problems	
Feb 22	<u>Cont. U4-W3</u>	Earth's Surface/Rocks		Think Math Ch. 6 Mixed (+/-) Word Problems	
Mar 1	<u>Unit 4 Week 4</u> How the Beetles Got Her Colors RL 1.2 Visualize/ Theme	Earth's Surface/Rocks		Measurement	

	Root Words Irregular Verbs Letter Punctuation				
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Mar 8	<u>Unit 4 Week 5</u> April Rain RL 1.2/ RL 2.4 Visualize/ Theme/ Repetition Similes Contractions Apostrophes Nature Poems	Weather		Measurement	
Mar 15	<u>Cloudy With a Chance of Meatballs</u>	Weather		GM Ch. 7 Time	
March 22	<u>SPRING BREAK</u>				
March 29	<u>Unit 5 Week 1</u> <u>Grace for President</u> RL 2.6 Summarize/ Point of View Suffixes Pronouns Quotation Marks		Unit 4 - Citizens & Government African American Studies: Mary McLeod Bethune/Rosa Parks/Martin Luther King	GM Ch.7 Time/Money	
April 5	<u>Unit 5 Week 2</u> One Upon A Baby Brother RL 2.6 Summarize/ Point of View Idioms Pronouns		Unit 4 - Citizens & Government	Money	

April 12	<u>Unit 5 Week 3</u> Brave Bessie RI 1.3 Summarize/ Sequence/ Text Features Synonyms Possessive Pronoun Capitalize Proper Nouns African American Studies: Story of the Week: Brave Bessie:		Unit 5- Economics	Geometry	
April 19	<u>Unit 5 Week 4</u> The Woodcutters Gift RL 1.3 Predictions/ Problem & Solution Homophones Contractions	Living/Non Living		Geometry	
April 26	<u>Unit 5 Week 4 Cont.</u>	Human Body		Fractions	
May 3	<u>Unit 5 Week 5</u> Time for Kids RI 1.3 Predictions/ Cause & Effect/ Text Features Multiple Meaning Words Pronoun-Verb Book Titles	Life Cycles		Fractions	Mothers Day Craft

May 10	<u>Novel Study</u>	Life cycles		Multiplication	
May 17				Getting Ready for 3 rd Grade	5/19 Early Release
May 24 th	End of Year	Beach Ball Steam Sidewalk Summer Scoot			

3rd Grade

Nature of Science & Engineering Practices				
Grade Level	Science	Engineering Challenge	Math	ELA
Third Grade	<p>The Practice of Science SC.3.N.1.1: SC.3.N.1.2: SC.3.N.1.3: SC.3.N.1.4: SC.3.N.1.5: SC.3.N.1.6: SC.3.N.1.7: The Role of Theories, Laws, Hypotheses, and Models SC.3.N.3.1: SC.3.N.3.2: SC.3.N.3.3:</p>	<p>Challenges: Creating Models Boom Town Communities</p>	<p>Place Value Addition Subtraction MAFS.3.NBT.1.1 MAFS.3.NBT.1.2 MAFS.3.OA.4.1 Interpret Multiplication Division MAFS.3.OA.1.1 MAFS.3.OA.1.2 MAFS.3.OA.1.4 MAFS.3.OA.2.6</p>	<p>Reading: Literary Text RL1.3, RL3.7, RL2.6, RL2.4, RL2.5 Reading: Informational Text RI1.3, RI3.7, RI2.6, RI2.4, RI2.5</p>
Third Grade	<p>Properties of Matter SC.3.P.8.1: SC.3.P.8.2: SC.3.P.8.3: Changes in Matter SC.3.P.9.1 Forms of Energy SC.3.P.10.1: SC.3.P.10.2: SC.3.P.10.3: SC.3.P.10.4: Energy Transfer and Transformations SC.3.P.11.1: SC.3.P.11.2</p>	<p>Challenges: Measuring Light Laser Light Maze Design Shadow Puppets Box Design & Build</p>	<p>Properties and Patterns MAFS.3.OA.2.5 MAFS.3.OA.4.9 Multiply and Divide within 100 MAFS.3.OA.1.3 MAFS.3.NBT.3 MAFS.3.OA.3.7 MAFS.3.OA.4.8 Partitions and Fractions MAFS.3.G.1.1 MAFS.3.G.1.2 MAFS.3.NF.1.1</p>	<p>Reading: Literary Text RL1.1, RL1.2, RL3.9 Reading: Informational Text RI1.1, RI1.2, RI3.8, RI3.9</p>
				<p>Other Integration African Americans and the Gold Rush – PBS Video Importance of African American Communities in America</p>
				<p>Wonders – “All Aboard – Elijah McCoy’s Stem Engine Unit 1, Week 4 Finding Lincoln – Unit 3, Week 2 CJ Walker and Jackie Robinson – Leveled Readers Jackie Robinson Video</p>

Earth/Space Science

Third Grade	<p>Earth Structures SC.3.E.5.1: SC.3.E.5.2: SC.3.E.5.3: SC.3.E.5.4: SC.3.E.5.5: Earth in Space and Time SC.3.E.6.1:</p>	<p>Challenges: Light Energy Solar Cooker Investigations Rocket Launch</p>	<p>Using Fractions MAFS.3.NF.1.2 MAFS.3.NF.1.3 MAFS.3.MD2.4 Area and Perimeter MAFS.3.MD.3.5 MAFS.3.MD3.6 MAFS.3.MD3.7 MAFS.3.MD4.8</p>	<p>Reading: Literary Text RL2.6, RL4.10, RL1.1, RL1.2, RL2.4, RL2.5 Reading: Informational Text RI2.5, RI2.6, RI1.1, RI1.2, RI1.3, RI2.4</p>	<p>Unit 4, Week 1 – Martin Luther King, Jr – leveled Reader and video – Study/Analysis of Author's Style of "I have a Dream" Speech Rosa Parks and Nelson Mandela – study of Important figures in history – Opinion Writing – Rosa Parks Video</p>
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Life Science

Third Grade	<p>Diversity and Evolution of Living Organisms SC.3.L.14.1: SC.3.L.14.2: Organization and Development of Living Organisms SC.3.L.15.1: SC.3.L.15.2: Interdependence SC.3.L.17.2: SC.3.L.17.1:</p>	<p>Challenges: Animal Classification Design a new animal Amazing plants (design plant maze) Animap (design zoo based on classification of animals)</p>	<p>Volume/ Time and Data MAFS.3.MD.1.1 MAFS.3.MD.1.2 MAFS.3.MD.2.3</p>	<p>Reading: Literary Text RL3.9, RL1.3, RL3.7 Reading: Informational Text RI3.9, RI3.7, RI3.8</p>	<p>African American Inventors and Engineers – McCoy, G.W. Carver, Jemison, Woods – Research based projects/Presentations</p>
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Osceola Magnet Elementary

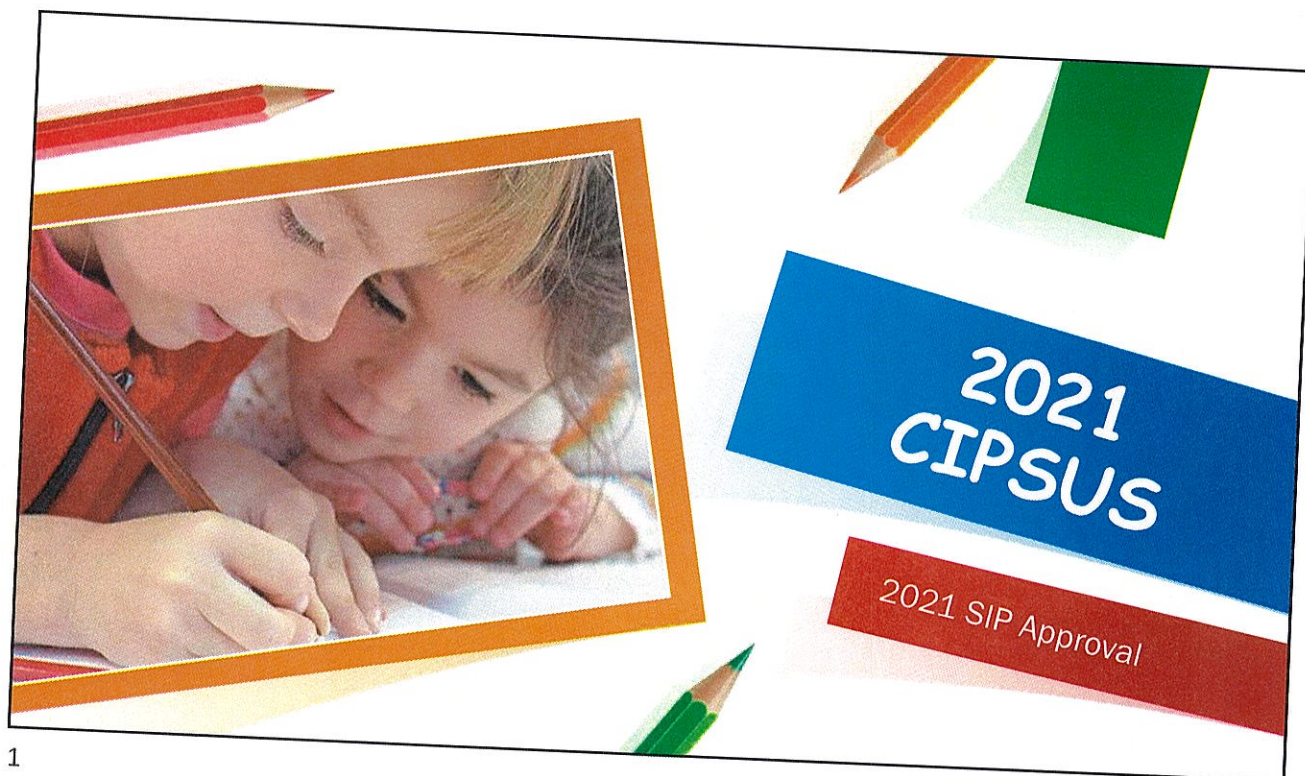
DATA CHAT

OCTOBER 8, 2021

Attendance

- Present
 - K through 5th grade during planning periods
 - Admin, Guidance, Intervention, Coach, LA Reps
- Absent
 - None
- Process
- 8:00am-8:10am
 - Calculate and discuss the overall percentage of test scores per teacher
- 8:10am-8:15am
 - Cover the 2-3 lowest performing standards
 - Identify the standards in the highest reporting categories
 - Identify specific questions associated with highest reporting categories
 - Look at EW indicators and align services with ethnicity
- 8:15am-8:30am
 - Chalk talk for specific questions identified as highest reporting categories
 - Brainstorm possible barriers and solutions
- 8:30-8:40
 - Brainstorm possible solutions
 - Develop a strategy to close the gaps

Teachers will effectively analyze and break down data to accurately reflect the need to support student achievement.



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Goal # 1 School Culture

Quarter 1

Data Findings

Based on our 2021 School Culture/Climate Survey, our lowest two areas were professional development and staff sense of belonging. In order to ensure that the data was cross referenced with another tool we implemented a staff survey Team Assessment at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team. This inventory indicated similar findings as that identified in the districts climate survey.

To improve staff sense of belonging, the leadership team will be adding monthly faculty meetings which will focus on building community, celebrations, and staff recognitions.

High Yield Strategy: Collaborative Planning

2

2

Goal # 1 School Culture

Quarter 1

Monitoring

High Yield Strategy: Collaborative Planning

Every week from the start of the schoolyear until the week of 10/18/21 In order to improve professional development, the leadership team will focus on the intentional planning to achieve the aforementioned goals during weekly leadership mtgs. We will be moving forward with a Math Book study that will increase a staff wide sense of belonging and at the same time improve our Math class teaching strategies thus leading to increased math scores.

In order to improve the staffs sense of belonging we will also have shout outs, sharing best practices, and prize giveaways associated with those recognized by their colleagues on our shout out board once a month during the faculty meetings. The names and accolades will then be shared with the school community each month at the faculty meetings.

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Goal # 1 School Culture

Quarter 1

Data Selection Rationale

High Yield Strategy: Collaborative Planning

Because of the social distancing protocols and limitations on social gatherings last school year, our staff did not have an opportunity to build community with each other and the new leadership team. Monthly staff meetings will hopefully improve this area. Our PD last year focused on Differentiated Instruction, and although the staff found it informative, they expressed it was not very helpful. By embedding PD weekly through collaborative planning, teachers will find the information they share with each other on the "how" of instruction more helpful and easy to implement immediately.

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Goal # 1

School Culture

Quarter 1

Expected Evidence

During the week of 10/18/21: To monitor if we are moving towards our desired goal of all staff feeling a sense of belonging and an improvement of PD we will Implement an additional staff survey titled Team Assessment. This survey will be the same one that was implemented at the beginning of the year welcome back meeting. This tool took an inventory of 5 key areas identified as the 5 Dysfunctions of a Team.

High Yield Strategy: Collaborative Planning

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Goal # 2

Academics

Quarter 1


Data Findings

Based on our 2021 FSA School Data, our Math bottom quartile subgroup decreased significantly from 52% proficiency to 29% proficiency. This 23% decrease affected our overall school grade immensely. In order to increase this area, we have intentionally designed our Math instructional blocks to encompass 90 minutes as opposed to the minimum required 60 minutes. This additional 30 minutes will allow for us to have Math RTI. To ensure that we are able to capitalize on the additional math time we will be having a math book study centering around a practical approach to teacher questioning strategies and physical class layout. On a monthly basis best practice will be highlighted at staff meetings, leadership will be attending math collaborative planning, and a math school improvement plan committee has been established.

High Yield Strategy: Collaborative Planning

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Goal # 2 Academics


Quarter 1

Monitoring

Every week from the start of the schoolyear until the week of 10/18/21 Leadership will be attending math collaborative planning, and a math school improvement plan committee that has been established. We will also be monitoring on a weekly basis the Math Unit Assessments along with iReady and Go Math Formative Assessments to get an understanding of the data trends that are occurring. Leadership will compare the data to previous years trends and establish a trendline. This trendline will indicate if we maintain the current direction established thus far or make changes as needed.

High Yield Strategy: Collaborative Planning

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Goal # 2 Academics

Quarter 1

Data Selection Rationale

The 2021 FSA data was used in order to try and establish a trend among math proficiency rates of our bottom quartile group using the Think Math Curriculum as a supplement. Overall our bottom quartile has not been making consistent gains or proficiency rates in Math. Our Math BQ data is as follows according to a 4-year historical lookback:

- 2018-63%
- 2019-52%
- 2020-No Data
- 2021-29%

Looking at the trend we have been decreasing Math BQ proficiency by an average of 11% a year. Although we did not have FSA in 2020 the 2021 results held true to a ~11% a year decline.

High Yield Strategy: Collaborative Planning

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Goal # 2


Academics

Quarter 1

Expected Evidence

Our goal, albeit lofty, is to increase our bottom quartile proficiency in Math from 29% to 63% thus returning Osceola Magnet back to the performance level of the year in which the downward trend began. We should see incremental growth at our weekly data trend reviews up to 10/18/21. During the week of 10/18/21 we will begin developing changes necessary to either support current strategies or pivot.

High Yield Strategy: Collaborative Planning



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Goal # 3

School Theme

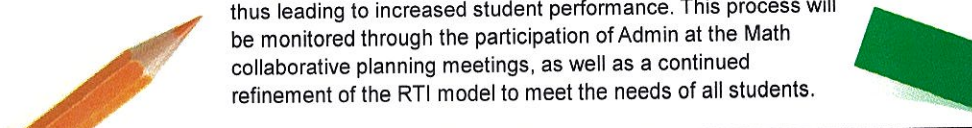
Quarter 1

Data Findings

Our staff, students, and community have embraced the rebranding of our school becoming a School of Mathematics and Engineering. This initiative was launched last year but halted abruptly in March 2020. Last fall we set a goal to achieve an 80% proficiency of our 5th grade students as measured by the FCAT. Although we did not achieve a 80% we did achieve a 74% which was the highest Science score in the district. We accomplished this through collaborative planning and a walk to RtI model which included a Science Enrichment. This fall we began refining the work of our integrated K-5 Vertical Plan which had embedded Engineering Design Challenges. In order to maintain our top scores in science, we will continue our work on refining our collaborative planning, walk to RtI Science enrichment, and K-5 Vertical Plan.

The second component of our school theme is Mathematics. Through the intentional process of developing an academic schedule that incorporates Math RTI blocks and the improvement of our Collaborative Planning Process as it specifically relates to Math we will continue to refine and improve student experiences thus leading to increased student performance. This process will be monitored through the participation of Admin at the Math collaborative planning meetings, as well as a continued refinement of the RTI model to meet the needs of all students.

High Yield Strategy: Collaborative Planning



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Goal # 3 School Theme

Quarter 1

Monitoring

Every week from the start of the schoolyear until the week of 9/27/21 Leadership will be attending Science collaborative planning, and a Science school improvement plan committee that has been established. We will also be monitoring on a weekly basis the Science and Math Unit Assessments along with iReady and Go Math Formative Assessments and Discovery Ed Formative Assessments to get an understanding of the data trends that are occurring. Leadership will compare the data to previous years trends and establish a trendline. This trendline will indicate if we maintain the current direction established thus far or make changes as needed.

High Yield Strategy: Collaborative Planning



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Goal # 3 School Theme


Quarter 1

Data Selection Rationale

The 2021 FSA data was used in order to try and establish a trend among math and science proficiency rates. Overall science has not been making consistent proficiency rates and Math Achievement has decreased by an average of 3% a year.

Math Overall Achievement	Science Overall Achievement
2018-82%	2018-71%
2019-79%	2019-68%
2020-No Data	2020-No Data
2021-73%	2021-74%

High Yield Strategy: Collaborative Planning



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Goal # 3 School Theme

Quarter 1

Expected Evidence

High Yield Strategy: Collaborative Planning

Our goal is to increase proficiency in Math from 73% to 80%. Our goal is to increase proficiency in Science from 74% to 80%. We should see incremental growth at our weekly data trend reviews up to 9/27/21. During the week of 9/27/21 we will begin developing changes necessary to either support current strategies or pivot.

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OSC Curriculum and Instruction Impact Review Summary Sheet #1

Strategies	Evident	Partial	Not Evident
Collaborative Planning	16/16	0/16	0/16
Standards Based Instruction and Tasks	16/16	0/16	0/16
Monitoring/Formative Assessment	5/16	8/16	3/16
Differentiation	6/16	7/16	3/16
Engagement and Participation	8/16	8/16	0/16
Classroom Environment	15/16	1/16	0/16

Noticing's

Collaborative planning and standards based instruction are clearly evident and practiced throughout the school.

Classrooms were inviting and welcoming.

Opportunities for growth in student engagement and monitoring with small tweaks.

RTI Enrichment groups in science.

Wonderings

Is there a way to add some engagement strategies with Amplify?

How did teachers decide to group students and work with small groups?

How will the school communicate the findings to the staff?

Share general findings with entire staff. Then break down data with specific teachers. Meet with teachers that need small tweaks and also meet seperately the glows of the teachers during impact review.

What are the next steps?

Look at the data from Impact Review/UA's/I-Ready, ect. with SIP Goals to help formulate goals and future outcomes for second nine weeks.