AAAP Quarter 3

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 3

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 3/30/2022 Verified by Chadwick Bacon

Reflection

We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards….we then re-teach and reassess those specific standards to determine mastery. This approach has been working well and we will continue to implement this strategy through the school year. We have strategically identified students in 3 rd – 5 th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students. We have been varying the teaching approaches to accommodate diverse learning styles and language proficiency and have been able to bridge cultural differences through effective communication. This has allowed us to show the students how differences among their peers and them make for better learning. Next Steps will be to continue working with the AA students that receive RTI in T2 or a T3 model and monitoring consistently for fidelity and rigor.

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	5
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)	1/7/22-1/26/22-2/8/22-2/28/22-3/10/22
Summary of observation(s): Observation resulted in AAA Matrix being seen as vertically integrated into plans that integrated the required teachings into the Social Studies instructional blocks. ·	

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:	

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	4	75 %

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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:	
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)	
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:	2/9/22
Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline: We completed a historical look back on this years discipline data. We have had 33 referals of which 17 were ODR's. Of the 17 ODR"s 47% were the result of 1 child that has been placed on a BIP/CICO and has a ESE TA assigned to. Additional steps are being taken to ensure future progress.	
ACHIEVEMENT	
Date(s) of Problem-Solving Session(s) for Achievement:	2/9/22, 3/16/22, 1/11/22
Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement: After the february data chat OMES has implemented an additional group for A2 utilizing Lexia to address the deficiency of our ELA BQ and Math BQ students. Through this process we were able to service an additional 14 students between 4 th and 5 th grade. We are monitoring through fidelity walks during our RTI blocks. We have been having consistent monthly RTI Data Chats, for K-5 and reviewing student trends and moving students out of RTI and also brining some students into RTI as well as having student matriculate into enrichment groups and supplemental Tier I groups during RTI. We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards….we then re-teach and reassess those specific standards to determine mastery. As of the return from the last Datacom we have strategically identified students in 3 rd – 5 th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.	

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 **Quarter 3**
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.**

AAAP Quarter 3

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:	2/9/2022
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

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): We have been holding unit assessment data chats in which we identify students that have been struggling with specific standards….we then re-teach and reassess those specific standards to determine mastery. This approach has been working well and we will continue to implement this strategy through the school year. We have strategically identified students in 3 rd – 5 th that are not receiving supports and have now shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students. We have been varying the teaching approaches to accommodate diverse learning styles and language proficiency and have been able to bridge cultural differences through effective communication. This has allowed us to show the students how differences among their peers and them make for better learning. Next Steps will be to continue working with the AA students that receive RTI in T2 or a T3 model and monitoring consistently for fidelity and rigor.

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/28/2022

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
24	85	28.2 %

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

We will continue to monitor the participation in all Extracurricular activities to ensure that an equal representation is evident as related to the student body of OMES. We will continue to ensure that we distribute informational materials across the community with information about upcoming opportunities to all students. We have questions as to why ALL clubs that have been added through the "Mass Add Log Record" process are not represented in the "Power BI Extracurricular Activities APP" on the district web page.

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

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

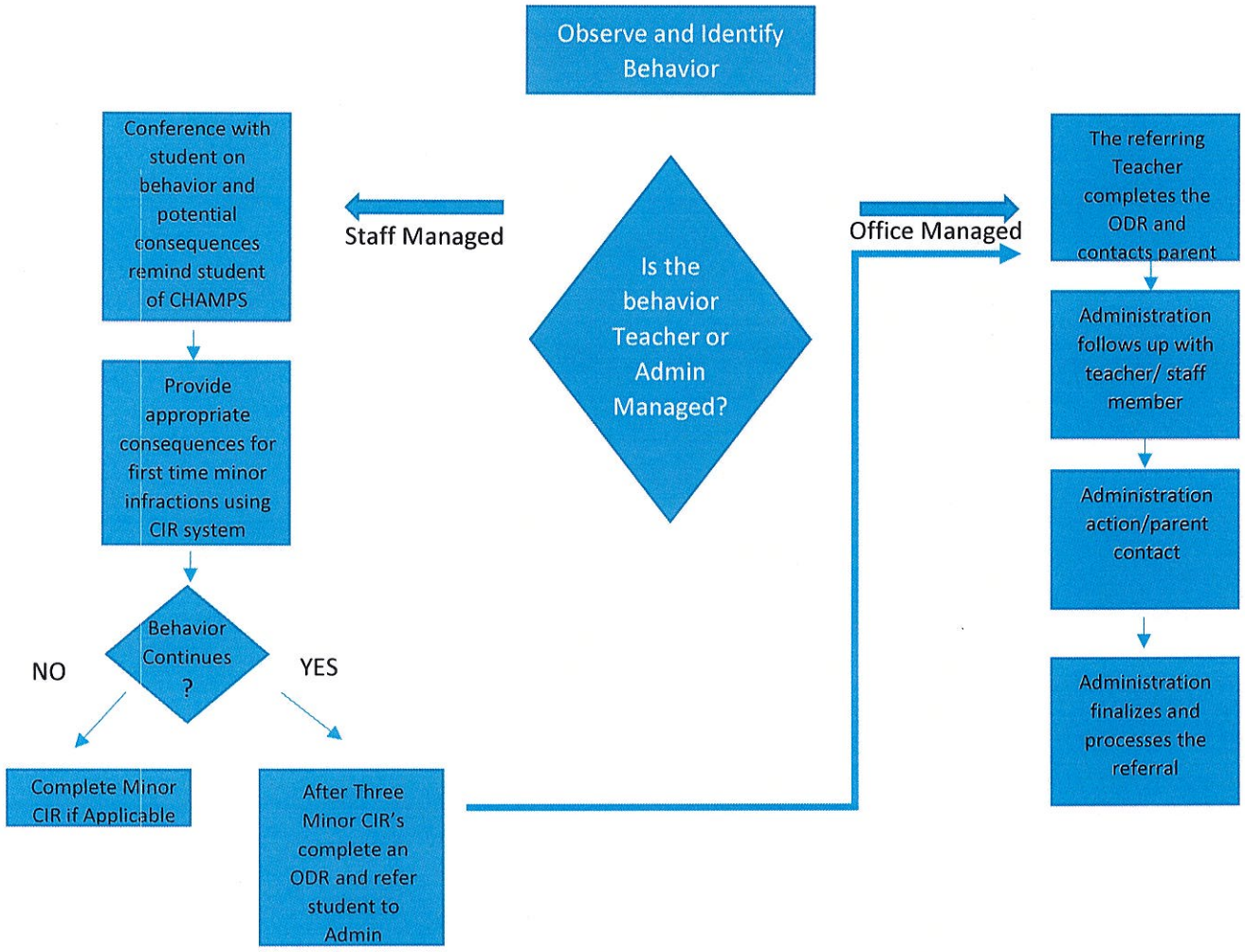
Number of Interviews Conducted by the Interview Committee:	0

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
0 %	0 %

(Optional) Additional information:

Osceola Elementary Discipline Flow Chart



Teacher/Staff Managed	VS.	Administration Managed
• Failure to be in one's assigned place • Inappropriate Language • Tardiness • Calling Out • Dress Code • Teasing • Inattentive Behavior • Invading Personal Space • Lying/Giving false information • Minor Disruption • Minor Aggression/Grabbing items • Pushing Past Someone • Unsafe or Rough Play • Misusing Property • Disrespectful Tone • Pattern of not completing Homework • Direct refusal of Authority		• Aggressive Physical Contact • Bullying • Harassment • Fighting • Property Destruction • Leaving School Property • Pattern of Aggression • Pattern of profane language • Credible Threats • Major/chronic refusal to follow school rules • Theft • Racial/Ethnic discrimination • Cheating • Inappropriate use of internet/computer

Osceola Magnet Elementary

DATA CHAT-RTI GROUPING

Attendance

- Present
  - K through 5th grade during planning periods
  - Admin, Guidance, Intervention, Coach, LA Reps
- Absent
  - None
- Process

Ensure Placement Definition is set to Beginning of year. This view is used right after diagnostic 1 to determine:

- Beginning of the Year Needs Assessment
- Initial Grouping
- Intervention Groups

The Placement Domains

- Identify any areas of weakness in the 6 foundational reading domains. Example student is struggling with Comprehension of Lit and Informational Text.

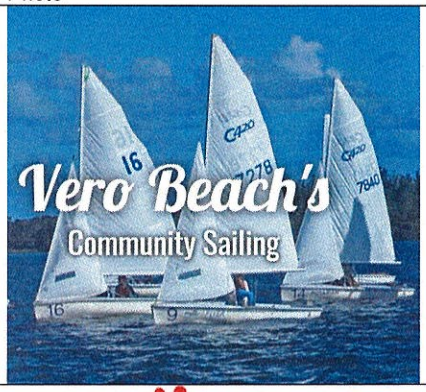
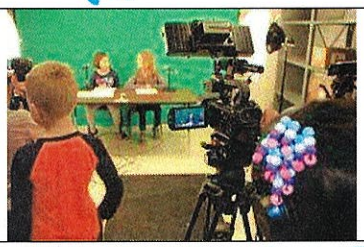
Approved RTI / Progress Monitoring Resources

- Compare what we have available here at OMES
- Choose resources
- Develop system to implement and monitor
- Schedule follow up

Establish frequency of Progress monitoring to occur

- 1 x a week for Tier III
- 1 x every 2 weeks for Tier II

OMES Extracurricular

Activity	Description	Photo
Youth Sailing	Afterschool instruction in the sport of sailing to kids of all backgrounds on our unique Indian River Lagoon engaging them in a safe, fun and social activity while challenging them to be responsible, confident and independent.	
Art Club	Afterschool club that encourages and supports appreciation and creation of fine art with emphasis on all forms of painting, collage and sculpture	
TV Studio	The skills and discipline required to plan, script, present and technically produce a televised broadcast can help students in other areas of learning, such as comprehension, literacy, computer graphics and math.	
Snag Golf	**SNAG Golf ('Starting New At Golf')** is the best first touch program to effectively teach the game of golf to people of all ages and ability levels. SNAG® Golf offers the versatility to learn and play in almost any environment you choose.	
Tinker CAD Club	The 3D Printing Club is a place for students to collaborate on creative design and engineering solutions.	
ORFF Ensemble	The Orff approach is a way of introducing and teaching children about music on a level that they can easily comprehend. Musical concepts are learned through activities children enjoy. Singing, chanting, dance, movement, drama and the playing of percussion instruments. Improvisation, composition and a child's natural sense of play are encouraged.	

OMES Extracurricular

ORCA Conservation	Ocean Research & Conservation Association partners with the school to teach students about the protection and restoration of aquatic ecosystems and the species through the development of innovative technologies and science based conservation action.	
Robotics Club	Sphero activities are STEAM-centric and designed to inspire student creativity. Navigate a maze. Program a painting. Mimic the solar system. Design a boat. Have a dance party…the only limit is the student's imaginations. Explore activities aligned to NGSS, CCSS, and various state standards to breathe new life into the school curriculum, use them as a collaboration tool, makerspaces, enrichment programs, and more.	
Girls on the Run	Running program that inspires **girls** to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates **running**.	Girls on the run
Gardening Club	After school garden clubs provide a great way for students to learn about gardening and gain hands-on experience growing their own food, and tasting the fruits (and vegetables!) of their labor.	

Name of Extracurricular:

Coach/Sponsor Information

Coach/Sponsor (1)
Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)
Assistant Coach/Sponsor (2)

Please add rows for additional coaches/sponsors.

Student Information

Student Last Name

[redacted]

Youth Sailing Foundation

External Organization
Enter seven (7) digit employee ID of head coach/sponsor

Enter name of assistant coach/sponsor (legal first and last name)
Enter name of assistant coach/sponsor (legal first and last name)

Student First Name	Student ID Number	RACE
[redacted]	[redacted]	W
		W
		W
		W
		W
		W
		W
		H
		ASIAN
		W
		W
		W
		W
		W
		W

Name of Extracurricular:

Coach/Sponsor Information

Coach/Sponsor (1)
Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)
Assistant Coach/Sponsor (2)

Please add rows for additional coaches/sponsors.

Student Information

Student Last Name

[redacted]

Video Production

[redacted]

Student First Name	Student ID Number	RACE
[redacted]	[redacted]	W
		W
		B
		W
		W
		W
		W
		W
		W

Name of Extracurricular:

Coach/Sponsor Information

Coach/Sponsor (1)
Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)
Assistant Coach/Sponsor (2)

Please add rows for additional coaches/sponsors.

Student Information

Student Last Name

[redacted]

Gardening Club

[redacted]

Enter name of assistant coach/sponsor (legal first and last name)
Enter name of assistant coach/sponsor (legal first and last name)

Student First Name	Student ID Number	RACE
[redacted]	[redacted]	W
		B
		W
		W
		W
		W
		W
		O
		W
		W
		W
		H
		H

Name of Extracurricular:

Music ORFF, STATE, Ukelele, Ensamble

Coach/Sponsor Information

Coach/Sponsor (1) [redacted]

Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)

Assistant Coach/Sponsor (2)

Please add rows for additional coaches/sponsors.

Student Information

Student Last Name	Student First Name	Student ID Number	Race
[redacted]	[redacted]	[redacted]	W
			W
			W
			W
			W
			W
			W
			W
			W
			W
			W
			H
			W
			W
			W
			W
			W
			W
			H

Student	Student ID	Grade	Reporter		Incident Da	Submission
[redacted]	[redacted]	05	[redacted]		########	########
		05			########	########
		05			########	########
		05			2/3/2022	########
		02			########	########
		KG			3/7/2022	########
		03			########	########
		KG			########	########
		KG			########	########
		KG			########	########
		KG			########	########
		KG			########	########
		KG			########	########
		KG			########	########
		KG			9/1/2021	########
		KG			########	########
		03			########	########
		03			2/3/2022	########

Processed	Teacher Co	Behavior C	Incident	Action(s)	Administra	Incident Ti	Location
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	10:45	Classroom
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	2:00	Classroom
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	1:00	Other
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	2:00	Classroom
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	10:00	Other
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	12:30	Playground
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	11:00	Playground
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	12:15	Playground
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	12:15	Playground
Processed	ODR	ODR - Requires Admini		-1	Bacon, Cha	2:00	Classroom
Processed	ODR	ODR - Requires Admini		-1	Bacon, Cha	2:00	Classroom
Processed	ODR	Continuation of Level 2		Parent Sha	Bacon, Cha	12:30	Hallway / Corridor
Processed	ODR	Inappropriate Behavio		Check and	Bacon, Cha	12:15	Playground
Processed	ODR	ODR - Requires Admini		-21	Bacon, Cha	1:30	Classroom
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	2:30	Hallway / Corridor
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	12:00	Office
Processed	ODR	ODR - Requires Admini		ODR - Offic	Bacon, Cha	2:00	Classroom

Student Name	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.1	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.2	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.3	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.4	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.5	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.6	Assessments Math 01.DISTRICT.2122.MATH.04. UNIT.7	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.1	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.2	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.3	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.4	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.5	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.6	Assessments Math 01.DISTRICT.2122.MATH.05. UNIT.7
[redacted]								40	80	80	89	92	79	100
								20	70	30	33	42	64	20
	54	70	80	82	90	91	69							
								80	80	100	100	92	79	100
								60	60	60	44	67	50	50
								100	80					
	69	80	100	91	80	82	85							
								10	13					
	85	80	100	91	100	91	85							
								50	40	50	44	83	36	70
	85	90	80	91	70	91	85							
	54	40	80	45	90	91	77							
								50	90	50	33	50	50	30
									70	50	56	92	29	50
	23	80	90	82	80	73	54							
	38	60	60	55	50	73	69							

Student Name	[redacted]												
Assessments Language Arts 01.DISTRICT.2122.ELA.04.UNIT.2					90	50	80		60	70			
Assessments Language Arts 01.DISTRICT.2122.ELA.04.UNIT.5					80	80	70		100	90	90		
Assessments Language Arts 01.DISTRICT.2122.ELA.05.UNIT.1	67	92	67	58				67				42	92
Assessments Language Arts 01.DISTRICT.2122.ELA.05.UNIT.5	33	100	50	83				83				83	67
Assessments Language Arts 01.DISTRICT.ELA.04.2122.UNIT.1					50	50	70		40	60	50		
Assessments Language Arts 01.DISTRICT.ELA.04.2122.UNIT.3					100	57	57		100	100	57		
Assessments Language Arts 01.DISTRICT.ELA.04.2122.UNIT.4					60	100	90		90	50	100		
Assessments Language Arts 01.DISTRICT.ELA.05.2122.UNIT.2	67	89	67	89				67				78	44
Assessments Language Arts 01.DISTRICT.ELA.05.2122.UNIT.3	67	50	17	50				17				100	83
Assessments Language Arts 01.DISTRICT.ELA.05.2122.UNIT.4	58	100	50	58				58				75	67