

AAAP Quarter 2



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



Oslo Middle 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 1/4/2022 Verified by Eddie Robinson

Quarter 2 Reflection

Observational data including impact reviews indicate a significant increase in standards-based instruction, standards-aligned tasks, student-centered work, and positive Climate and culture. There is evidence of slight increases differentiation, but a continued need for improvements in this area. In addition, effective monitoring has become an area of concern in that we expect to see more monitoring for engagement and proficiency rather than simply monitoring for compliance. Next steps include focus on developing teachers' skillset with monitoring, with particular focus on questioning techniques. Part of the focus to help guide teachers in this direction has included and will continue to include engagement, formative assessment and feedback PD.

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 | 9/9,9/10,11/29 and 11/30 |
| Summary of observation(s): 09/09 7th grade Cives-Civil Rights Lesson 09/10 7th grade Cives-Civil Rights Lesson 11/19 7th grade Civics- Voting rights 11/30 7th grade Civics- Voting rights | |

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 |
| | | % | | | % | | | % | | | % |

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

Strategy 1.3

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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:
Every Monday

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

Students with EWS data are monitored closely through the MTSS process. Appropriate Tier 2 and 3 interventions are put in place, monitored, and adjusted as necessary. Detailed data-tracking and close communication with parents/guardians and on-campus stakeholders who support students is a vital part of the support process for these 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 |
|------------------|---------------------|
| 18 | 32 |

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: Every Friday Leadership meetings at 8:30 am

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
Also Monthly at the PBIS meeting

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: Every Friday Leadership meetings at 8:30 am

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

Achievement disparities are addressed through teacher data chats, explicit planning for BQ students and those falling behind, coaching cycles to support teachers addressing these needs, Multi-cultural coordinator conducting pull out and push in support of needy students (data-based), after school and during school (morning, lunch) tutoring Behavior disparities are addressed through tier 1 and 2 supports in the classroom by teachers, tier 2 and 3 supports by success coach, multicultural coordinator, ASPIRE teacher, guidance counselors, and administration. This includes CICO, respite pass usage, class management support for identified teachers, TA support for heavy ESE classrooms and behavior concerns, Restorative justice practices, goal setting with students, counseling, parent consultations and collaboration with peer counseling, social skills, mental health referrals, and more (according to individual student needs).

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 |
|------------------|---------------------|
| 24 | 26 |

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 2

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

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providing interventions related to achievement gaps for African American students.

Date of Quarterly Review of School Improvement Plan: 1/3/2022

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): In addition to the supports outlined in Strategy AAAP 2.1, after school Clubs and Enrichment Programs include: ☐ Achievers in Action ☐ Book Club ☐ Students Who Code ☐ National Junior Honor Society ☐ Student Council ☐ S.W.A.T ☐ Yearbook Club 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.

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: 1/3/2022

| Total Count of African American Students Participating in Extracurriculars (#) | Total Count of African American Students Enrolled (#) | Percentage of African American Students Participating in Extracurriculars (%) |
|--|---|---|
| 66 | 276 | 24 % |

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 25

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

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: | 15 |
| Percentage of Interviewers on Interview Committee by Race | |
| African American | White, Non-Hispanic |
| 33.33 | 66.66 |

(Optional) Additional information:



OMS
Oslo Middle School
Mr. Eddie Robinson - Principal

MTSS AGENDA

Student Problem Solving

Attendance Issues:

Students to discuss this week:

Students in need of Tier 2 Behavior Plan:

Students in need of Tier 3 Interventions:

Parent requests for evaluations:

504 Plans:

Next Steps:

Student Academic Monitoring:

You Can't Hide That Wildcat Pride

480 20th Avenue S.W. Vero Beach FL 32962 772-564-3980

PBIS Tier 1 Team Meeting Agenda

Date: Monday Time: 3-3:30

1. Business –

- a. Celebrations (3 minutes)**
- b. Agenda Review (2 minutes)**
- c. Hat, Hoodie Day starts the month of November each Friday. Admin approval.**
- d. Fund raisers for PBIS.**
- e. Badges should be worn daily by (Adults and students).**

2. Wrap Up – Information shared from PBIS Coach Leadership

- a. Average referrals per day per month: How many ODRs? Do we have a problem?**
- b. Average referrals per day per month: How many ODRs? Do we have**
- c. Referrals by time: When are the problem behaviors occurring?**
- d. Referrals by student: Who needs to be referred to Secondary
Preventions/interventions?**
 - a. Targeted group prevention/interventions**
 - b. CICO**
 - c. Student Assistance Team should be wearing badges daily (Adults and students).**
 - d. Average attendance/ incentives to increase daily attendance. (Ex: Free
slides day, free electronics day etc.)**

3. Referrals by problem behavior: What problem behaviors are the most common? What is/are the smallest change(s) we could make that would improve student behavior?

**Be on the lookout for refresher information on Active Shooter protocols from
Kinsley.**

- a. Document all one – to- one interactions with students and or their families in
the Student Documentation tab on Focus.**
- b. If you have any PBIS questions or concerns, please contact Ms. Spivey**

Coaches/Leadership MEETING (Fridays 8:30-9:30)

PBiS student and teacher support (Spivey & Reese)

- Referral Data
- Targeted Student Behavioral support
- Targeted student Academic Support
- CRT Teacher support

Instructional Coaches (Roux & Byrd)

- Bottom Quartile
- Differentiation (SWD)
- Data (Core Courses)

Administration

- Progress of School-wide Systems
- Walkthrough Observations and feedback
- Recent Problem Solving concerns
- SIP progress review

