



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



**Quarter of the School Year: 4**

**School: Osceola Magnet**

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 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.

These assurances have been reviewed and verified on: 5/31/2022 \_\_\_\_\_ CB \_\_\_\_\_ (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?)

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 3rd – 5th that are not receiving supports and had shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students. This resulted in the following predicted proficiencies of ELA:

Achievement of Black Students:

ELA 3<sup>rd</sup> 57%\_ELA 4<sup>th</sup> 92.86%\_ELA 5<sup>th</sup> 82%

LG of Black Students: ELA 4<sup>th</sup> 86%\_ELA 5<sup>th</sup> 65%

BQ of Black Students: ELA 4<sup>th</sup> 100%\_ELA 5<sup>th</sup> 67%

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 monitor the FSA results as they come in to gain an understanding the definitive outcome of our efforts and what changes may need to be implemented for the 22-23 schoolyear.



**School District of Indian River County**  
**African American Achievement Plan 2021 – 2022**  
**Quarterly Summary of Implementation of Strategies/Action Steps**



**Quarter of the School Year: 4**

**Date of Summary: 5/31/2022**

**School: Osceola Magnet**

**Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3**

<b>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.</b>	
Number of Walk-throughs to Observe Implementation of African American History Teachings	3 for the final Q 4 timeframe
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	3/8/21 4/5/21 5/3/21
Summary of Observation(s):	<p>Observation resulted in AAA Matrix being seen as vertically integrated into plans that integrated the required teachings into the Social Studies instructional blocks.</p> <p>We need to continue to vary teaching strategies associated specifically to:</p> <ul style="list-style-type: none"> <li>Assign students research projects that focus on issues or concepts that apply to their own community or cultural group</li> </ul> <p>Bridge cultural differences through effective communication</p>

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						2/23/22, 3/30/22, and 4/11/22					
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
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	(%)
0	0	100%	2	2	100%	5	5	100%	5	5	100%

**\*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.**

<b>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.</b>	
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:	
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<b>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.</b>	
<b>Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)</b>	
<b>African American (%)</b>	<b>White, Non-Hispanic (%)</b>

<b>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.</b>	
<b>Discipline</b>	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	2/9/22, 3/24/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	We determined that behavioral concerns were increasing specifically with 4 <sup>th</sup> and 5 <sup>th</sup> grade. We created a behavior contract and met with the entire 4 <sup>th</sup> and 5 <sup>th</sup> grade team.
<b>Achievement</b>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	2/23/22, 3/30/22, 4/11/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We have strategically identified students in 3rd – 5th that are not receiving supports and had shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.

<b>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.</b>	
<b>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)</b>	
<b>African American (#)</b>	<b>White, Non-Hispanic (#)</b>

<b>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.</b>	
Reported Out-of-School Suspensions for:	Quarter 4
Select one:	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.

<b>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.</b>	
Date of Quarterly Review of School Improvement Plan:	2/23/22_3/30/22_4/11/22
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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):	We have strategically identified students in 3rd – 5th that are not receiving supports and had shifted our reading coach from a pure coaching model to a hybrid model in which she works with a large number of students.
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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:		2/23/22, 3/30/22, and 4/11/22
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 communicate all opportunities via Website, Facebook, Class DoJo, Connect Ed Calls. We will continue to use these as a means to communicate student extracurricular opportunities.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

*\*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:	12 interviews for the 21_22 school year for the 4 openings that transpired since the full staffing of the school to start the 21_22 schoolyear.
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
33%	33%
(Optional) Additional information:	The other 33% is Hispanic/other ethnicities.



1

## Goal # 1 School Culture

Quarter 1

Data Findings

High Yield Strategy: Collaborative Planning

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.

2

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## 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.

3

3

## 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.

4

4

## 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 school year 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 5<sup>th</sup> 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

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.

High Yield Strategy: Collaborative Planning

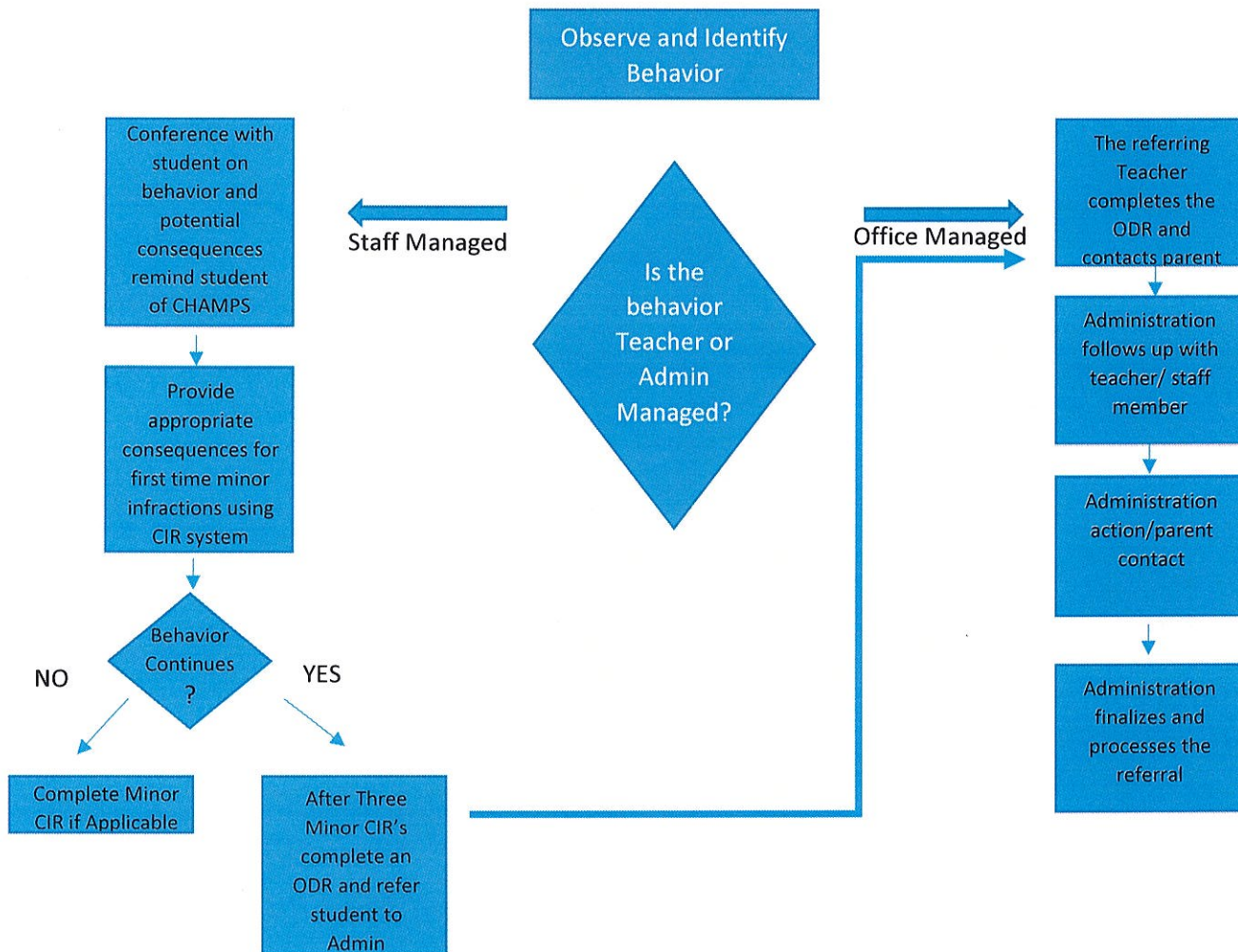
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# Osceola Elementary Discipline Flow Chart



Teacher/Staff Managed	VS.	Administration Managed
<ul style="list-style-type: none"> <li>• Failure to be in one's assigned place</li> <li>• Inappropriate Language</li> <li>• Tardiness</li> <li>• Calling Out</li> <li>• Dress Code</li> <li>• Teasing</li> <li>• Inattentive Behavior</li> <li>• Invading Personal Space</li> <li>• Lying/Giving false information</li> <li>• Minor Disruption</li> <li>• Minor Aggression/Grabbing items</li> <li>• Pushing Past Someone</li> <li>• Unsafe or Rough Play</li> <li>• Misusing Property</li> <li>• Disrespectful Tone</li> <li>• Pattern of not completing Homework</li> <li>• Direct refusal of Authority</li> </ul>		<ul style="list-style-type: none"> <li>• Aggressive Physical Contact</li> <li>• Bullying</li> <li>• Harassment</li> <li>• Fighting</li> <li>• Property Destruction</li> <li>• Leaving School Property</li> <li>• Pattern of Aggression</li> <li>• Pattern of profane language</li> <li>• Credible Threats</li> <li>• Major/chronic refusal to follow school rules</li> <li>• Theft</li> <li>• Racial/Ethnic discrimination</li> <li>• Cheating</li> <li>• Inappropriate use of internet/computer</li> </ul>

# Osceola Magnet Elementary

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## DATA CHAT-RTI GROUPING

SEPTEMBER 31, 2021

### Attendance

- Present
  - K through 5<sup>th</sup> 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

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

4th Grade AA BQ	D	Placement	SWD	AA	ELA Unit 1	ELA Unit 2	ELA Unit 3	ELA Unit 4	ELA Unit 5	ELA Unit Avg	FSA ELA Predicted Prof	2021_FSA ELA	2021_FSA ELA
				1			83	89	15	62	3	275	1
	1		1	1	45	9	50	67	62	47	1	282	1
	1		1	1	55	45	17	33	46	39	1	283	1
				1			67	33	85	62	3	296	2
				1			50	67	54	57	2	297	2
	1			1			50	67	62	60	3	298	2
		V		1			50	67	62			299	2

Student Name	ID	Placement	SWD	AA	Math Unit 1	Math Unit 2	Math Unit 3	Math Unit 4	Math Unit 5	Math Unit 6	Math Unit Avg	FSA Math Predicted Prof	2021_FSA Math	2021_FSA Math
					33	30	50	0	45	33	32	1	268	1
		V		1									278	1
	1			1		70	70		64	100	76	3	284	1
	1			1	75	70	50	70	55	67	65	2	288	2
	1		1	1		40	40		73	50	51	1	289	2
				1		40	40		64	50	45	1	290	2
				1	33	40	60	20	64	50	48	1	291	2
	1			1		30	40		73	50	65	2	293	2
				1		70	60		64	67				

Student Name	E D	Placement	SWD	AA	ELA Unit 1	ELA Unit 2	ELA Unit 3	ELA Unit 4	ELA Unit 5	ELA Unit 6	ELA Unit Avg	ELA FSA Pred Prof	2021_FSA ELA	2021_FSA ELA
	1			1	60	80	60	57	83	50	65	3	312	3
	1	T		1									314	3
	1		1	1	40	80	60	57	50	80	61	2	311	3
	1	V		1									303	2
	1			1	70	70	20	57	67	50	56	2	315	3
	1			1			50	71	58	30	52	1	303	2
	1		1	1	60		70	71	58	70	66	3	282	1

[illegible]

# 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	<b>SNAG Golf</b> ('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 <b>girls</b> to be joyful, healthy and confident using a fun, experience-based curriculum which creatively integrates <b>running</b> .	
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:**

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**Coach/Sponsor Information**

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Coach/Sponsor (1)

Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)

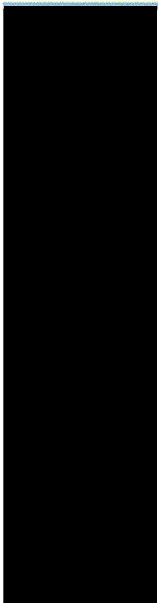
Assistant Coach/Sponsor (2)

Please add rows for additional coaches/sponsors.

**Student Information**

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Student Last Name



*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)*

[illegible]

**Name of Extracurricular:**

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**Coach/Sponsor Information**

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Coach/Sponsor (1)

Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)

Assistant Coach/Sponsor (2)

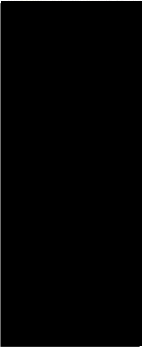
Please add rows for additional coaches/sponsors.

**Student Information**

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Student Last Name

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Video Production

[REDACTED]

Student First Name	Student ID Number	RACE
[REDACTED]	[REDACTED]	W
		W
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		W

**Name of Extracurricular:**

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**Coach/Sponsor Information**

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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**

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Student Last Name

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Gardening Club

Kathy Cathcart



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
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*Music ORFF, STATE, Ukelele, Ensemble*

### Coach/Sponsor Information

**Coach/Sponsor (1)**

Janine Jones

Coach/Sponsor (1) Employee ID

Assistant Coach/Sponsor (2)

Assistant Coach/Sponsor (2)

**Please add rows for additional coaches/sponsors.**

## Student Information

[illegible]

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2nd Grade RTI/Enrichment	TEACHER	AA	ESE	Intervention	Supplemental Tier 1 - Osowski	Supplemental Tier 1 - Testa	Enrichment- VanAuken
	Kachaylo	No			X		
	Testa	No					X
	Vanauken	Yes			X		
	Osowski	No					X
	Osowski	Yes	X	Kachaylo			
	Kachaylo	Yes				X	
	Osowski	No				X	
	Jensen	No		Thomas			
	Osowski	No					
	Vanauken	No			X		
	Kachaylo	No			X		
	Vanauken	No					
	Osowski	Yes			X		
	Osowski	No		Jensen			
	Jensen	No					X
	Jensen	No		Thomas			
	Jensen	No					
	Vanauken	No				X	
	Osowski	No		Kachaylo			
	Testa	No					X
	Kachaylo	No					
	Vanauken	No		Thomas			
	Testa	No		Thomas			
	Vanauken	No		Jensen			
	Testa	No					X
	Jensen	No				X	
	Vanauken	No					
	Vanauken	No					X
	Testa	Yes			X		
	Kachaylo	No				X	
	Testa	No					X
	Jensen	No			X		
	Vanauken	No				X	
	Jensen	Yes					X
	Vanauken	No					
	Kachaylo	No				X	
	Testa	No		Jensen			X

	Jensen	No					X	
	Vanauken	Yes		Thomas				
	Kachaylo	No						X
	Jensen	Yes	X	Kachaylo				
	Testa	Yes					X	
	Kachaylo	No					X	
	Testa	No						
	Kachaylo	No				X		
	Vanauken	No						X
	Testa	No						X
	Kachaylo	No				X		
	Testa	No						X
	Osowski	No				X		
	Vanauken	Yes		Thomas				
	Jensen	No				X		
	Jensen	No				X		
	Osowski	No					X	
	Testa	No		Jensen				
	Osowski	No					X	
	Jensen	No				X		
	Testa	No				X		
	Testa	No					X	
	Osowski	No		Kachaylo				
	Kachaylo	No					X	
	Osowski	No						X
	Vanauken	No						X
	Vanauken	No						X
	Testa	Yes					X	
	Jensen	No				X		
	Kachaylo	Yes	X	Kachaylo				
	Jensen	No					X	
	Osowski	No	X	Kachaylo				
	Kachaylo	No					X	
	Osowski	No						X
	Vanauken	No						
	Kachaylo	Yes						
	Vanauken	No				X		
	Kachaylo	Yes					X	
	Vanauken	No				X		
	Osowski	No				X		
	Jensen	Yes				X		
	Jensen	No						X

	Jensen	Yes					X		
	Testa, Elizabeth	No						X	
	Kachaylo	No							X
	Kachaylo	No							X
	Vanauken	Yes				X			
	Jensen	No				X			
	Jensen	No							X
	Kachaylo	Yes				X			
	Vanauken	No		Thomas					
	Testa	Yes				X			
	Osowski	Yes						X	
	Osowski	Yes		Thomas					
	Kachaylo	No	X	Jensen					
	Osowski	No				X			

List any students who scored below the 25th %ile on IReady

Third Grade TEACHER and STUDENTS	REVIEW MEETING DATE	SWD	AA	Overall Grade Placement Fall	IREADY Scale Score Fall	IREADY Percentile Fall	Area of Concern	Intervention Curriculum
OBERLINK							Comprehension	iReady Toolbox
	9/1/2021			Grade 2	478	33rd	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021			Grade 2	480	34th	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021			Grade 2	485	38th	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021			Grade 2	492	43rd	Phonics, Lit Comp, Info Comp	
	9/1/2021			Grade 2	495	45th	Phonics, Voc., Info Comp	
	9/1/2021		1	Grade 2	500	49th	Phonics, Lit Comp, Info Comp	
BIRNHOLZ							Comprehension	iReady Toolbox
	9/1/2021	1	1	Grade 1	458	22nd	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021	1	1	Grade 1	466	26th	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021	1		Grade 1	465	26th	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021			Grade 2	477	32nd	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021	1		Grade 2	476	32nd	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021			Grade 2	476	32nd	Phonics, Lit Comp, Info Comp	
Glaser							Phonics	Sunday
	9/1/2021			Grade 1	463	25th	Phonics, Voc., Lit Comp, Info Comp	
	9/1/2021		1	Grade 1	463	25th	Phonics, Voc., Lit Comp, Info Comp	ORF



Progress Monitoring Data Points MAZE Fall 8 Winter-12 Spring-15						Unit Assessments						REVIEW MEETING DATE	Tiered Instruction Recommendation Keep, Change, Remove (This is done at mtg.)
PM1	PM2	PM3	PM4	PM5	ELA Unit 1	ELA Unit 2	ELA Unit 3	ELA Unit 4	ELA Unit 5				
8.5	12									9/26/21			
8.5	13.5	12								9/26/21			
17	16.5									9/26/21			
10	8.5									9/26/21			
10.5	12	18								9/26/21			
10	12	12								9/26/21			
										9/26/21			
6.5	7									9/26/21			
0	0									9/26/21			
0	3.5									9/26/21			
7	7									9/26/21			
9.5	3.5									9/26/21			
13.5	18									9/26/21			
ORF Fall: 73 WRF Fall: 40 Fall:76-24					Unit Assessments								
PM1	PM2	PM3	PM4	PM5	ELA Unit 1	ELA Unit 2	ELA Unit 3	ELA Unit 4	ELA Unit 5				
										9/26/21			
										9/26/21			
34										9/26/21			

[illegible]

List any students who scored below the 25th %ile on IReady

[illegible]

[illegible]



List any students who scored below the 49th %ile on IReady or a level 1 or 2 on FSA

\* BQ determined by 3rd grade FSA scores

Fourth Grade TEACHER and STUDENTS	REVIEW MEETING DATE	SWD	AA	Overall Grade Placement Fall	IREADY Scale Score Fall	IREADY Percentile Fall	Area of Concern	Intervention Curriculum
ANTOSH							Comprehension Group	IReady Toolbox
	9/1/2021	1	1	Grade 3	517	37th	Info Comp, Voc, Lit Comp	
	9/1/2021		1	Grade 3	526	44%	Voc., Info Comp	
	9/1/2021			Grade 3	527	45%	Lit. Comp	
	9/1/2021			Grade 3	530	47%	Voc., Lit. Comp	
	9/1/2021	1		Grade 3	529	47th	Voc., Info Comp	
	9/1/2021	1	1	Grade 3	550	64%	Voc., Info Comp	
	9/1/2021		1	Grade 3	550	64%	Info Comp	
THOMAS							Comprehension Group	LLI
	9/1/2021		1	Grade K	400	3rd	Phonics, Voc., Lit. Comp, Info Comp.	
	9/1/2021	1		Grade 2	493	24th	Phonics, Voc., Info Comp	
	9/1/2021		1	Grade 3	500	28th	Phonics, Voc. Lit. Comp, Info Comp	
	9/1/2021			Grade 3	504	29th	Lit. Comp, Voc., Lit. Comp	
	9/1/2021	1		Grade 3	512	33rd	Info Comp., Voc., Lit Comp	
	9/1/2021			Grade 3	516	36th	Voc., Lit Comp, Info Comp	
MORROW							Comprehension Group	IReady Toolbox
	9/1/2021			Grade 3	530	47%	Voc., Lit Comp., Info Comp.	
	9/1/2021			Grade 3	539	55%	Voc., Lit. Comp, Info Comp	

	9/1/2021	1		Grade 3	540	56%	Voc., Lit Comp	
	9/1/2021		1	Grade 3	544	59%	Voc., Info Comp	
	9/1/2021			Grade 3	544	59th	Voc., Lit Comp	
	9/1/2021			Grade 3	552	66th	Lit Comp., Info Comp	
	9/1/2021			Grade 3	526	44%	Voc., Lit. Comp. Info Comp	
Young							Phonics	
	9/1/2021	1	1	Grade 1	435	7th	Phonics, Voc., Lit. Comp, Info Comp.	Lexia
	9/1/2021			Grade 2	476	16%	Phonics, Voc., Lit. Comp, Info Comp.	Lexia
	9/1/2021	1	1	Grade 3	501	28th	Info Comp, Voc., Phonics	Lexia
	9/1/2021			Grade 3	515	35%	Info Comp., Voc., Lit Comp	Lexia
	9/1/2021			Grade 3	524	43rd	Voc., Lit. Comp., Info Comp.	Lexia
	9/1/2021			Grade 3	525	43rd	Info Comp, Voc., Lit. Comp	Lexia
	9/1/2021		1	Grade 3	527	45th	Info Comp, Voc., Lit Comp.	Lexia
	9/1/2021		1	Grade 3	529	47th	Voc., Lit Comp, Info Comp	Lexia

[illegible]

[illegible]



[illegible]

List any students who scored below the 25th %ile on IReady

Kindergarten TEACHER and STUDENTS	REVIEW MEETING DATE	SWD	AA	Overall Grade Placement Fall	IREADY Scale Score Fall	IREADY Percentile Fall	Fall Dibels Overall	FALL DIBELS LNF- 25	FALL DIBELS PSF-5	FALL DIBELS NWF CLS- WRC 9-1-1
Myers										
	9/29/2021			Emerging K	277	1st	260	7	1	1-0
	9/29/2021			Emerging K	290	2nd	270	12	0	0
	9/29/2021			emerging K	336	41st	286	15	4	10-0
	9/29/2021			emerging K	335	39th	301	26	0	0
Hobgood										
	9/29/2021			emerging K	351	63rd	270	10	1	5-0
	9/29/2021			emerging K	291	291	278	13	10	4-0
	9/29/2021			Emerging K	332	34th	301	22	20	4-0
Dugan										
	9/29/2021			emerging K	331	32nd	276	15	0	0
	9/29/2021			Emerging K	292	3rd	300	19	5	0
Kipp										
	9/29/2021			emerging K	337	43rd	278	13	13	0
	9/29/2021 x			Emerging K	324	23rd	290	21	2	0
	9/29/2021			emerging k	306	8th%	258	5	12	0
Shemo										
	9/29/2021			Emerging K	322	21st	249	3	0	0

[illegible]



[illegible]



List any students who scored below the 25th %ile on IReady\$students who scored well below Composite Score on DIBELS

First Grade TEACHER and STUDENTS	REVIEW MEETING DATE	SWD	AA	Overall Grade Placement	IREADY Scale Score Fall	IREADY Percentile Fall	Composite Score- 330	FALL DIBELS LNF-42	FALL DIBELS PSF 31	FALL DIBELS NWF- WRC 30-5
Victoria										
	9/15/2021			kindergarten	410	61	321	26	36	3
	9/15/2021	x		kindergarten	393	41st	325	33	36	6
	9/15/2021						326	42	20	1
	9/15/2021			kindergarten	410	61st	338	50	21	8
	9/15/2021	x		kindergarten	388	37th	339	33	23	8
	9/15/2021			kindergarten	417	70th	360	51	29	21
	9/15/2021			kindergarten	373	25th	335	45	30	12
Wood										
	9/15/2021			kindergarten	409	59th	323	49	17	1
	9/15/2021			kindergarten	386	35th	326	41	28	6
	9/15/2021			kindergarten	390	38th	325	37	23	6
	9/15/2021			kindergarten	367	21st	325	38	22	1
			x	kindergarten	403	51st	328	58	28	4
	9/15/2021			emerging k	335	6th	330	49	16	0
Bartus										
	9/15/2021		x	kindergarten	381	31st	303	14	16	0

[illegible]

Fall Dibels WRF 12	FALL DIBELS ORF 10	Area of Concern	Intervention Curriculum	Progress Monitoring Data Points NWF (CLS/WRC) = Fall-30/5, Winter-52/14, Spring-55/15	Tiered Instruction Recommendation Keep, Change, Remove (This done at mtg.)
10	7	Phonics			
6	5	Phonics			
12	15	Phonics			
13	22	Phonics			
18	21	Phonics			
19	24	Phonics			
14	7	Phonics			
13	10	Phonics			
11	5	Phonics			
9	6	Phonics			
12	4	Phonics			
12	1	Phonics			
13	5	Phonics			
0-0	0	Letters/Sounds			

[illegible]

# OSCEOLA MAGNET ELEMENTARY SCHOOL



**School District of Indian River County**  
1110 18<sup>th</sup> Ave. SW • Vero Beach, Florida, 32962 • (772) 564-5821



**Chadwick Bacon, Ed. D.**  
**Principal**

**Natalie Ern, Ed. S.**  
**Assistant Principal**

## OMES Behavioral Contract

The outlined contract expectations have been established to clearly communicate 5<sup>th</sup> graders behavior prior to graduation and end of year activities. It is necessary for both student and parent/guardian to sign this form indicating a willingness to comply with all expectations as well as consequences for failure to comply. Consequences for failure to comply with the outlined expectations can result in non-participation the 5<sup>th</sup> grade graduation ceremony and associated 5<sup>th</sup> grade end of year activities. Please return this completed form to the homeroom teacher by February 18<sup>th</sup> 2022.

### Expectations:

- Any acts that disrupt the routine and order at school (in or out of the classroom), during extracurricular activities, or while waiting to leave campus in the afternoon/arriving to campus in the morning.
- Any such behaviors that result in the teacher having school administration involved will result in office discipline actions and ultimately:
  - Non-participation in 5<sup>th</sup> grade graduation
  - Non-participation in 5<sup>th</sup> grade cookout
  - Non-participation in 5<sup>th</sup> grade in the end of the year

I, the undersigned, have read, understand, and agree to honor the behavioral graduation agreement.

---

Student Signature

Date

Print name

---

Parent Signature

Date

Print name

## EXPLORERS OF MATHEMATICS AND ENGINEERING