



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Osceola Magnet Elementary School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 21, 2022: _____JN_____ (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?)

The teachers and support staff will continue regularly monitoring progress and providing interventions to all students. We will also continue focusing teacher professional development on differentiation and support for differentiation during collaborative planning to meet all students' needs. Weekly reminders of required instruction will continue to be provided in weekly staff hi-lights but reminders to document the artifacts will now be included.



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Date of Summary: October 17, 2022

School: Osceola Magnet elementary School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	2
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9/22; 10/12
Summary of Observation(s):	Continue embedding AA History teachings throughout curriculum as noted on district pacing guides. Continue reminding teachers of required instruction through staff's weekly Hi-Lights newsletter.

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 (i.e., August 1, 2022)	Aug 31 st , Sep 7 th , Sep 28 th , Oct 20,
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African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)
0	0	0%	1	1	5%	1	1	7%	0	0	0%

**Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

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: (i.e., August 1, 2022)	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	



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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)**

Black/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 <u>Discipline</u> :	Weekly beginning 9/1/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	More supervision needed on frequent ODR/Minor infractions days(T/W) in cafeteria and recess. Begin using the Essential 55 – introducing and practicing them using lunch with school counselor. Provide classroom management support to teachers in need as identified by ODR/MI data

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Weekly- during scheduled leadership team meetings beginning 9/12/22; grade level data chats(8/31/22, 9/7/22)
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Identified students in need of interventions(T2, T3, and A2 before school tutoring) Formed groupings based on needs and identified providers Review new assessment and PM data that is entered into PM spreadsheets, Power Bi, iReady and Unify

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)**

Black/African American (%)	White, Non-Hispanic (%)



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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: (i.e., August 1, 2022)	8/3/22; 9/16/22; 9/20/22; 10/5/22	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?
	<input type="checkbox"/> No*	
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Continue working towards achieving the goal is observing differentiation in 75% of classrooms as observed through weekly trend walks with leadership team, monthly trend walks with curriculum and instruction and quarterly impact walks. Provide monthly PD to teachers focusing on differentiation and weekly embedded coaching during collaborative planning	

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/12/22;	
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 (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(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.



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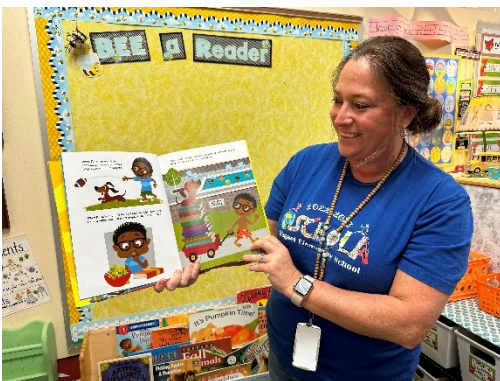
Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee:	3
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0%	75%
(OPTIONAL) Additional information:	The interviews were conducted for a highly specified position and interviewees were only available for interviews during instructional time. The third member of our team is Hispanic, thus the disparity in percentages.

Artifacts:

Strategy 1.1

2nd grade reading *My favorite book in the whole wide world*



Hallway examples



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Strategy 2.1

Most recent Discipline data Review Notes

Notes

How we achieved Q1 SIP?

- Weekly principal staff Highlights Email
- Sunday Principals family call
- Family (hard copy) newsletter
- Family Orientation
- Communication to the PTA and by the PTA to families

How regarding discipline & decrease unwanted behaviors.

- More supervision on most frequent day(s) of the week Tue/Wed in cafeteria & recess.
- Chat & chew w/ students w/ the most infraction on Tues/Wed
- Class student development lessons in grades 1 & 4
- Utilizing rules & notes from The Essential 55 and exposing them to students during lunch time, announcements, and recess.
- Provide classroom management support to teacher in need



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Lead to action questions:

- Are there any disparities for the three categories above?
Students with disabilities have been the majority of infractions
- If so, how can we be proactive in addressing these concerns?
- How are the school wide expectations being communicated to students, and what is the frequency of the communication?
School wide expectations are being communicated daily during morning announcements and after school announcements. In addition, reminders are periodically given to students during lunchtime.
- What supports are in place for students with multiple discipline events?
Students with multiple discipline events are being provided with Tier 3 PBIS check-in/checkouts, school counseling, & lunch with the school counselor

Attendance:		Severe (90-95%)	Chronic (<90%)
Total # of Ss labeled as Severe			Total # of Ss labeled as Chronic
29% 11stds			17% 19stds
Ethnic Group w/ highest % in Severe			Ethnic Group w/ highest % in Chronic
Other W			Other W
# Of SWDs in category			# Of SWDs in category
21.83% 21stds			21.74% 20stds
# Of ELLs in category			# Of ELLs in category
# Of HEPs in category			# Of HEPs in category
30% 3stds			30% 3stds
Day of Week Most Frequently Missed			Day of Week Most Frequently Missed
Monday			Monday
Grade Level with the Highest Severe Count			Grade Level with the Highest Chronic Count
4th KG			KG
Count of Ss that have received Letter 1			Count of Ss that have received Letter 1
19			19
Count of Ss that have received Letter 2			Count of Ss that have received Letter 2
0			0

Lead to action questions:

- Are there any disparities for the two categories above?
*SWD's & Kindergarten
1/4 SWD*
- If so, how can we be proactive in addressing these concerns?
Target those families by doing a plug at an event



Climate & Culture Impact Review Tool

Date: 10/12/2022 School: Osceola Magnet Enrollment #: 545

School Representative: Elvin Padilla District Personnel: Bernal

Meeting purpose: To identify school-based climate & culture needs via data analysis.

Climate & Culture SIP Goal(s):

To increase academic achievement for all students, 100% of all staff and families will have the academic support resources available and have easy access to digital and physical supports

During Impact Review, Utilize Power BI to complete required discussion questions below.

Discipline:		Minor Infractions #'s	ODRs #'s	Transportation #'s
School Minor Infraction Total #			School ODR Total #	Transportation ODR Total #
10			8	0
Ethnic Group Receiving Most Minor Infractions			Ethnic Group Receiving Most ODRs	Ethnic Group Receiving Most ODRs
W			BL	
# Of Minor Infractions For SWD			# Of ODRs For SWD	# Of ODRs For SWD
2			36	
# Of Minor Infractions For ELLs			# Of ODRs For ELLs	# Of ODRs For ELLs
0			0	
Most Frequently Used Discipline Code from M.I.s			Most Frequently Used Discipline Code from ODRs	Most Frequently Used Discipline Code from Bus
			1st grade physical contact	
Grade Level with the Highest M.I. Count			Grade Level with the Highest ODR Count	Grade Level with the Highest ODR Count
1			4	
Most Frequent Day of the Week for M.I.s			Most Frequent Day of the Week for ODRs	Most Frequent Day of the Week for ODRs
Tue, Wed			Tue	
Most Frequent Location for M.I.s			Most Frequent Location for ODRs	Count of Ss Generating ODRs
Classroom			Classroom	
Count of Ss Generating M.I.s			Count of Ss Generating ODRs	# Of ODRs For HEPs
81			6	
Secondary Only				
Total # Of ASPIRE Suspension Events			Total # Of Ss Generating ASPIRE Suspension Events	
Total # Of A2OSS Suspension Events			Total # Of Ss Generating A2OSS Suspension Events	
Total # Of OSS Suspension Events			Total # Of Ss Generating OSS Suspension Events	



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Strategy 2.1

Example of grade level Data review sheet

List any students who scored a level 1 on PM 1 or who receive ESE services in ELA						25
Student's Name	Teacher's Name	PM1 FAST Scale score	PM 1 FAST Level	Ready, Spring	Provider Name	C
[REDACTED]	[REDACTED]	283	Level 1	Early On Grade Level	House	
[REDACTED]	[REDACTED]	281	Level 1	Early On Grade Level	House	
[REDACTED]	[REDACTED]	278	Level 1	1 Grade Level Below	Birnholz	
[REDACTED]	[REDACTED]	277	Level 1	2 Grade Levels Below	Lexia	
[REDACTED]	[REDACTED]	277	Level 1	Early On Grade Level	House	
[REDACTED]	[REDACTED]	277	Level 1	Early On Grade Level	Birnholz	
[REDACTED]	[REDACTED]	274	Level 1	1 Grade Level Below	Birnholz	
[REDACTED]	[REDACTED]	273	Level 1	1 Grade Level Below	Glaser	
[REDACTED]	[REDACTED]	272	Level 1	Early On Grade Level	Birnholz	
[REDACTED]	[REDACTED]	271	Level 1	1 Grade Level Below	House PM- SONDAY	
[REDACTED]	[REDACTED]	271	Level 1	1 Grade Level Below	Glaser	
[REDACTED]	[REDACTED]	270	Level 1	1 Grade Level Below	Glaser	
[REDACTED]	[REDACTED]	268	Level 1	1 Grade Level Below	Glaser	
[REDACTED]	[REDACTED]	267	Level 1	Early On Grade Level	Birnholz	
				1 Grade Level		