



African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

School: Oslo Middle

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 March 17, 2023: _____ CK _____ (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?)

During the 3rd quarter we continued to make necessary changes to our systems that we spent time during 1st and 2nd quarter creating. A change that we are still working on implementing is to make changes to our MTSS meeting and have specific times to discuss academic and behavior students to help problem solve instead of one meeting where all students are discussed with the appropriate staff. In addition, our grade level meetings and department meetings are happening on a regularly scheduled basis and teacher teams are looking at the data to track and monitor student academic and behavior progress. During the third quarter we conducted individual data chats during collaborative planning and teachers created and monitored their data to continue to speak to achievement disparities and create an action plan.



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Date of Summary: March 16, 2023

School: Oslo Middle 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	5
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	1/31, 2/7, 2,16,2/29, 3/2
Summary of Observation(s):	<p>ELA covered poem Song of Myself and began covering the Narrative of Frederick Douglas</p> <p>US History created influential African American Time Magazines</p> <p>Critical Thinking completed a famous inventor project</p> <p>Science created projects on famous African American Scientists.</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 (i.e., August 1, 2022)												
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 (%)	

**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)	1/16, 1/23, 2/6, 2/13, 2/27, 3/6, 3/13
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Students are referred by grade level teams and then discussed during MTSS team meetings. In addition, the MTSS closely monitor students who have already been



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identified with EWS. After problem solving occurs, the team determines the appropriate Tier 2 &3 intervention. Detailed notes and data tracking are kept. See Artifact.

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 (%)
19%	48%

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>:	Bi-Weekly PBIS meetings & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Teachers provide Tier 1 and 2 support in classroom, Tier 2 and 3 support by success coach, multicultural coordinator, ASPIRE teacher, guidance counselors, academic coach, and administration. This includes Check-in/Check-out respite pass usage; class management support is provided. Restorative justice practices, goal setting with students counseling, parent consultations and collaboration with peer counseling. social skills, mental health referrals and more as student needs. Grade level teams are meeting to discuss the grade level expectations.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	Every Friday morning admin/coaches meeting & every Monday MTSS meetings
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Instructional Coach and Success Coach provide administration with updates on current coaching cycles and teacher support. During this time, we look at the achievement disparities by teacher utilizing the most recent data set (PM1-PM2, Standards Mastery, Formative Assessment data, and recent iReady growth data). We are beginning to formulate groups for pull out and push in to support our students based on the new iReady data. We have rearranged our teacher assistant schedule to be placed in strategic places. Title 1 Interventionist Specialist



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	<p>conducting pull out and push in support of needy students (data-based), after school and during school (mornings, lunch) tutoring. We have several teachers who will be strategically targeting students for the 4th quarter to conduct pull out from electives to close the achievement gap.</p>
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<p>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.</p>	
<p>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)</p>	
Black/African American (%)	White, Non-Hispanic (%)
36%	36%

<p>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.</p>		
<p>Date of Quarterly Review of School Improvement Plan: <i>(i.e., August 1, 2022)</i></p>		
<p>Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No*</p>	<p>* If no, what modifications will be made to address the achievement gap?</p>
<p>Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):</p>	<p>In conjunction with Strategy AAAP 2.1 action steps, we continue to have after school Clubs and Enrichment Programs which include: Book Club, National Junior Honor Society, Student Council , African American Student Council, Yearbook Club, Gardening Club, Drama Club, Debate Club, Girls with Pearls, 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. Teacher will be starting the 4th quarter push to help close the achievement gap by strategically targeting students for small group instruction.</p>	



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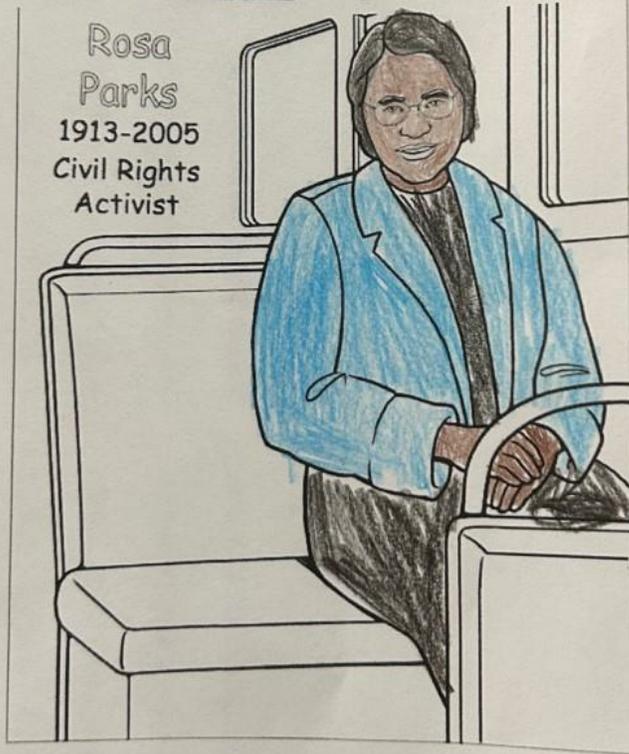
Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		3/17/23
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 (%)
59	211	23.2%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		Continue advertising of the extracurricular clubs. Continue to invite and strategically target students for extracurricular opportunities.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		20

**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:	0 – N/A
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0
(OPTIONAL) Additional information:	

PERSON of the YEAR TIME

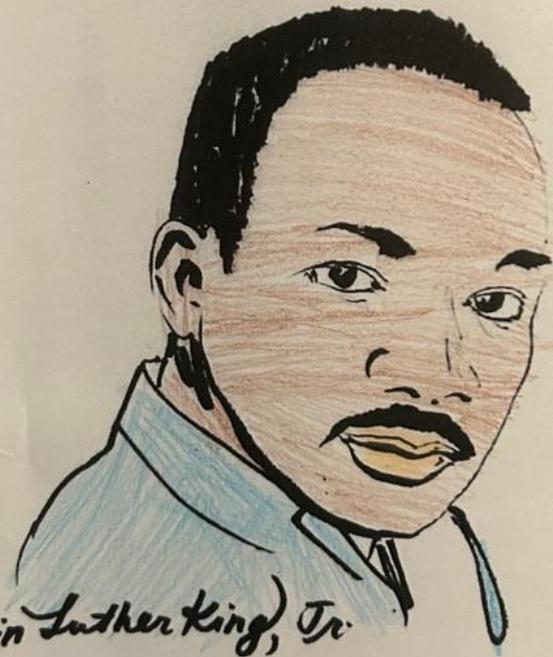
Rosa
Parks
1913-2005
Civil Rights
Activist



" I have rights to "

KAPWING

PERSON of the YEAR TIME



Martin Luther King, Jr.

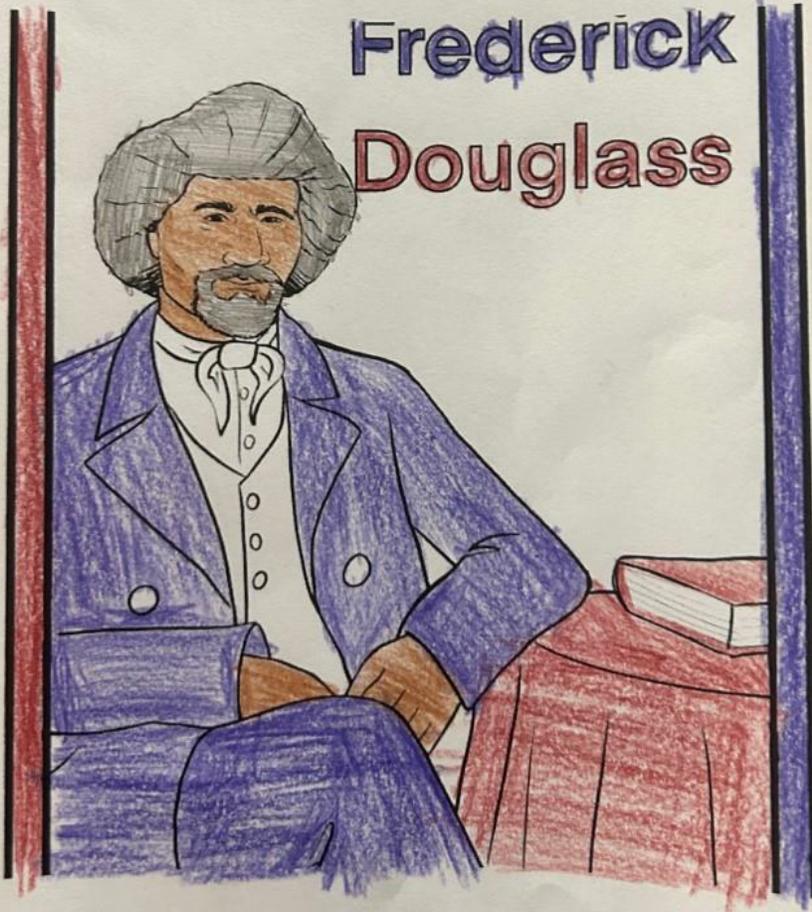
"Injustice anywhere is a threat to
justice everywhere."



PERSON of the YEAR

TIME

Frederick
Douglass



"

"

KAPWING

African American Inventor Project

Critical Thinking

1. Planning Sheet: Choose an African American inventor then complete the planning sheet. **Your planning sheet will count as a grade.****

2. PowerPoint: Using your Inventor planning sheet, create a 10 slide PowerPoint highlighting your inventor. The slides **MUST go in the order of your planning sheet, which is as follows:**

Slide 1: Your name (first and last & class period) {10 points}

Slide 2: Inventor's name and invention {10 points}

Slide 3: When was the inventor born? When did the inventor die? {10 points}

Slide 4: What was the inventor's early life like? {10 points}

Slide 5: What education did the inventor receive? {10 points}

Slide 6: What are **3** interesting facts about the inventor? {10 points}

Slide 7: Why did the inventor create the invention? {10 points}

Slide 8: How did the inventor create the invention? {10 points}

Slide 9: What is the invention's importance to the world? {10 points}

Slide 10: A picture of the invention {10 points}

SUBMIT YOUR POWERPOINT ON CANVAS

****Your PowerPoint will count as a grade.**

The planning sheet and PowerPoint are due on or before February 28th- no exceptions.

Week of:

2/13/2023

Critical Thinking 2nd, 5th, & 7th Periods

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Learning Goal:</u> SWBAT analyze the central idea, implied or explicit, and its development throughout a text</p>	<p><u>Learning Goal:</u> SWBAT analyze the central idea, implied or explicit, and its development throughout a text</p>	<p><u>Learning Goal:</u> SWBAT analyze the central idea, implied or explicit, and its development throughout a text</p>	<p><u>Learning Goal:</u> SWBAT apply an array of strategies when decoding words and comprehending text</p>	<p><u>Learning Goal:</u> SWBAT</p>
<p><u>Activities:</u></p> <p><u>Scope:</u> <i>"Into the Poison Cloud"</i> and <i>"Six Qualities of a Successful Inventor"</i></p> <p>Read text orally together and discuss. Annotate throughout.</p> <p>Begin I-Ready pathway if time allows</p>	<p><u>Activities:</u></p> <p><u>Scope:</u> <i>"Into the Poison Cloud"</i> and <i>"Six Qualities of a Successful Inventor"</i></p> <p>Reread text. Complete close reading questions indep.</p>	<p><u>Activities:</u></p> <p>Book Fair 1st half of class</p> <p><u>Scope:</u> <i>"Into the Poison Cloud"</i> and <i>"Six Qualities of a Successful Inventor"</i></p> <p><u>WAR:</u> Think of the text, "The 6 qualities of a Successful Inventor". Which quality do you think is the most important quality? Explain why.</p> <p><u>WOW:</u> selection quiz</p> <p><u>WIO:</u> None</p>	<p><u>Activities:</u></p> <p>I-Ready pathway</p>	<p><u>Activities:</u></p> <p>NO SCHOOL</p>
<p><u>ESE/ESOL:</u></p> <p>C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4</p>	<p><u>ESE/ESOL:</u></p> <p>C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4</p>	<p><u>ESE/ESOL:</u></p> <p>C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4</p>	<p><u>ESE/ESOL:</u></p> <p>C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4</p>	<p><u>ESE/ESOL:</u></p> <p>C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4</p>
<p><u>Standard:</u> ELA.6.R.2.2</p>	<p><u>Standard:</u> ELA.6.R.2.2</p>	<p><u>Standard:</u> ELA.6.R.2.2</p>	<p><u>Standard:</u> ELA.6.12.F.2.1, 2.2, 2.3, 2.4</p>	<p><u>Standard:</u></p>

Video Discussion Questions

5 Inventions That Changed the World

1. How would your day-to-day life be different if the Internet didn't exist? How would *you* be different?
2. Consider paper, the printing press, and the internet. Describe the relationship between these three inventions.
3. What inventions do you think have had the most impact on human society? Explain. (You can choose inventions that were discussed in the video as well as inventions that were not.)
4. In your opinion, what invention(s) does the world desperately need today?
5. Is there anything you wish had never been invented?

Name: _____

Close-Reading Questions

"Into the Poison Cloud"

1. In the section "Leaving Home," Tod Olson writes that Morgan had the gift of "insatiable curiosity." How does Olson develop this idea throughout the article? (key ideas and details, character)

2. Olson calls Morgan's safety hood "an invention the world desperately needed." How is this statement supported? (key ideas and details)

3. How effective did the men gathered on the platform in Lake Erie think Morgan's safety hood would be? How do you know? (text evidence, inference)

Week of:

2/20/2023

Critical Thinking 2nd, 5th, & 7th Periods

Monday	Tuesday	Wednesday	Thursday	Friday
<u>Learning Goal:</u> SWBAT	<u>Learning Goal:</u> SWBAT analyze the central idea, implied or explicit, and its development throughout a text	<u>Learning Goal:</u> SWBAT	<u>Learning Goal:</u> SWBAT apply an array of strategies when decoding words and comprehending text	<u>Learning Goal:</u> SWBAT analyze the central idea, implied or explicit, and its development throughout a text
<u>Activities:</u> NO SCHOOL	<u>Activities:</u> African American inventor project Introduce planning sheet and grading expectations as well as due date Begin research	<u>Activities:</u> Media Center- book return and check out	<u>Activities:</u> I-Ready pathway	<u>Activities:</u> Continue African American inventor project/ research
<u>ESE/ESOL:</u> C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4	<u>ESE/ESOL:</u> C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4	<u>ESE/ESOL:</u> C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4	<u>ESE/ESOL:</u> C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4	<u>ESE/ESOL:</u> C6 LS1 A1 C7 LS2 A2 C8 LS3 A3 LS4 A4
<u>Standard:</u> ELA.6.R.2.2	<u>Standard:</u> ELA.6.R.2.2 ELA.6.C.5.1 ELA.6.C.5.2	<u>Standard:</u> 	<u>Standard:</u> ELA.6.12.F.2.1, 2.2, 2.3, 2.4	<u>Standard:</u> ELA.6.R.2.2

Directions: Choose a famous inventor to research. Record the information below.



Invention:

Inventor:

When was the inventor born?
When did the inventor die?

What was the inventor's early life like?

What education did the inventor receive?



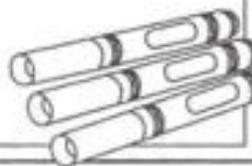
What are three interesting facts about the inventor?

Why did the inventor create the invention?

How did the inventor create the invention?

What is the invention's importance to the world?

Draw a picture of the invention.



African American Inventor Project

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Admin Meeting Agenda

3/3/23

- Communication
- Evaluations
- Impact Review 3 – 3/9
- Discipline
- Coverage – Class change / Lunches
- Upcoming Events
- What do you need - Questions

