

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

Oslo Middle School

Updated: 3/16/2020

6500 57th St. Vero Beach, FL 32967
772-564-3000

Goal 1: Improve Academic Achievement of African American Students

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: Closing the Achievement Gap			
1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, receive intensive reading intervention as defined by the district's reading plan.	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals
OMS: Will look for improved proficiency and learning gains for these students when they enter middle school.			
1.5 Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.	Approved School Improvement Plans	October 31	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability; Principals
Implementation Steps: OMS: SIP reflects our Student Success Coach efforts as well as our Achievers in Action club. These two resources address the specific needs of this subgroup and the monitoring that takes place to ensure achievement gaps.			
1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.	Extended Learning Opportunity Rosters	August 1 – June 30	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
Implementation Steps: OMS: We currently partner with Feed the Lambs (a local nonprofit). This wonderful group provides FREE afterschool tutoring and mentoring three days a week for African American students as well as other students needing remediation.			

We also have Achievers in Action club and Students Who Code club for enrichment and life skills. These groups plan field trips that show students opportunities outside of school and post-secondary education. Students Who Code will be attending a day at Polytechnical University in Lakeland, Florida. Last year, Achievers in Action took 40 students to Flagler University.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	Documentation of extracurricular activities at each school by race	October 31, December 31, March 31, May 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
Implementation Steps: OMS: Rosters show current level of participation of African American students in extracurricular activities. Our Multicultural Coordinator and Student Success Coach checks in with students to encourage extracurricular participation.			
1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.	Membership rosters	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS: We will create an African American Student Council with representatives from each grade level to meet monthly to gather feedback on the impact of supports for African American students at OMS. These minutes will include the feedback and suggestions for support for our students.			

Focus Area: Graduation Rate			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.16 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.</p>	Documentation of data chats	February 1 – May 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: OMS will continue to conduct individual teacher data chats which will help identify specific standards to improve mastery for African American Students and thereby reduce their course failures. This will assist when students get to the high school level.</p>			
<p>1.17 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p>	Documentation of data chats/MTSS documentation	August 1 – July 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: OMS prides itself on having a productive MTSS team. Student data is looked at weekly to identify the Florida Early Warning Indicators. Interventions for African American students who are not on track are developed and implemented through ROAR (intervention period), as well as check and connect with Student Success Coach. Data includes attendance, discipline, course failure for ELA and Math, as well as Civics or 8th grade Science.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.18 Monitor African American students who are not on track to graduate (Data include early warning indicators (K-12), credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	<p>Rosters of summer extended learning opportunities</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: OMS monitors African American students at the middle school level who show early warning indicators of not being on track to move to the high school. All middle school credits must be completed to move to high school and graduate. Afterschool tutoring, course recovery, mentoring, and remediation are all provided.</p>			
<p>1.19 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p>Credit recovery course rosters</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: OMS guidance counselors closely monitor African American students who have not met course requirements for middle school and enroll them in credit recovery program at OMS to ensure completion and movement to high school.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.20 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of meeting with students and teachers	First of every month while students are in school	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: OMS Administrators regularly monitor teacher failure rates for African American students and address concerns as they arise. Students in Algebra or other advanced coursework are required to track their own data during ROAR and are monitored monthly by guidance counselors, teachers, and administration.</p>			
1.21 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of action steps	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
<p>Implementation Steps: OMS will communicate with high school principals monthly to continuously increase achievement of African American students and discuss strategies used to ensure success with graduation at the high school.</p>			
1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.	<p>Number of meetings with students</p> <p>Number of students using other graduation options</p> <p>Principal meeting</p>	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
<p>Implementation Steps: OMS school counselors will attend available training and meet with at-risk students to develop plans for meeting middle school and graduation requirements. Principal will check progress of the plan with counselors and individual students.</p>			

	agendas with counselors		
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.24 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.	Scheduled dates	December 31, May 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will continue to collaborate with the high school and community partners to provide at-risk students the opportunity to hear and be part of motivational assemblies that inspire students to complete coursework and have goals of graduation and beyond.	Number of students participating		
1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.	Number of meetings with students by grade level	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will continue to provide parents with notification to attend parent-teacher conferences and meetings with guidance and administration if their student requires intensive supports to complete middle school requirements.			
1.26 Implement a plan that requires every school counselor to meet quarterly with at-risk African American students to discuss graduation needs. The principal will meet with students to determine the impact of graduation support.	Number of student meetings	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS school counselors will document quarterly meetings with African American students to discuss middle school completion needs. Principal will follow up with those students to check progress.			

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Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.26 Develop a learner profile and learning plans for students not on track to graduate.	Number of students plans	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will collaborate with guidance counselors, Instructional coach, Student Success Coach, mentor and administration to develop learning plans for students not on track to complete middle school.			
1.27 Develop a learner profile and learning plans for students not on track to graduate.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: Same as 1.26			
1.28 Develop a plan to monitor graduation rates at each high school.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will continue to communicate with the principals of each high school and monitor graduation rates so that we can use that data to motivate and inspire our African American students.			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
Focus Area: Advanced Coursework			
1.32 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Chris Taylor, Director of Assessment & Accountability; Principals
Implementation Steps: OMS will continue to include information about college readiness testing to our students through our annual OMS BELIEVE in BLUE handbook and informational flyers throughout the year. We will also post on FOCUS.			
1.35 Schedule events to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will continue to hold Title I parent nights which include information for African American students on strategies for academic success, as well as advanced coursework.			
1.35 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Principals
Implementation Steps: OMS holds quarterly recognition ceremonies for students with a high representation of African American students. This ceremonies celebrate Pre-AP, CTE coursework, attendance, and well as individual growth across content areas.			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.39 Develop a summer program to support and prepare African American secondary students for advanced courses.</p> <p>Implementation Steps: OMS will offer a summer program in June for advanced academic preparation. This program will include student success strategies as well as how to use our WILD binder to stay organized and increase time-management.</p>	<p>Number of students enrolled in summer program</p>	<p>July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.41 Implement the PeerForward program to increase college enrollment.</p> <p>Implementation Steps: OMS will support and collaborate with high schools to provide middle school students information on the PeerForward program.</p>	<p>List of students in PeerForward Program</p>	<p>August 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals</p>
<p>1.42 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.</p> <p>Implementation Steps: OMS will participate in district led data chats to review academic regression of African American students. Extended learning opportunities will be discussed and reviewed and planned as needed.</p>	<p>Agenda for data chats</p> <p>Number of students regressing by school and grade level</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Principals</p>
<p>1.44 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.</p>	<p>Meeting Agenda</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Principals</p>

Implementation Steps:

OMS will continue to conduct data chats between school leadership and teachers to review academic regression of African American students score in levels 3,4, or 5 previously. Each student will be given information about remediation opportunities or extended learning opportunities.

Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Area: Equitable & Culturally Responsive Tiered Supports			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Principals
Implementation Steps: OMS will ensure that beginning April 1 st , all suspensions will be approved by principal supervisor Mr. Bass.			
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.	Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session; Documentation of discipline school-based workgroups to develop individual plans	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
Implementation Steps: OMS will continue implementing interventions that are alternatives to Out-of-School Suspensions. OMS will also continue to provide PD on Trauma-Informed Care, Implicit Bias, and Equity training.			
2.9 Research and implement a student to student peer mentorship program.	Research results	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
Implementation Steps: OMS will research and implement a student to student peer mentorship program. Students will be identified for participation and a school counselor will oversee the program and schedule students for participation activities.			

<p>2.10 District will work with schools to conduct a review of In-School Suspension programs and support school’s development of actions to improve outcomes.</p>	<p>Reduction of repeat students in the program</p>	<p>April 1, 2020</p>	<p>Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education; Principals</p>
<p>Implementation Steps: OMS will work with the district to review ISS practices for improved outcomes. Actions will be documented and include a SEL component as well as restorative practices.</p>			

Goal 4: Increase Employment of African American Teachers

Focus Area: Recruitment, Hiring and Retention of African American Teachers			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Student lists Mentor lists Documentation of contacts made	April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will collaborate with the high schools through the school counselors to provide lists of students with attributes of great instructors and mentors.	Number of African American student Florida Future Educator Memberships		
4.6 Research opportunity to add a Teacher Academy at both high schools.	Number of African American students included in the program	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
Implementation Steps: OMS will communicate with high school principals about the Teacher Academy program and provide support when possible.			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.</p>	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager; Principals</p>
<p>Implementation Steps: OMS will continue to interview a diverse pool of applicants. OMS will continue to look at all candidates and interview all qualified for the position.</p>			
<p>4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.</p>	<p>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: OMS will continue to enroll all African American teachers in our new teacher mentoring program (STAR) in the first 3 years of employment, as well as match them with an OMS mentor.</p>			

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.</p>	<p>Mentor/mentee list</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: OMS will assign each African American teacher a mentor and implement a individualized plan that meets the unique needs of each teacher.</p>			
<p>4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.</p>	<p>List of African American teachers serving as mentors</p>	<p>July 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>Implementation Steps: OMS will increase the number of African American mentors by making this part of our on-boarding procedures. BELIEVING in BLUE is for teachers too. We must Build a positive relationship, stay Learning-Centered, Understand each individual's needs, and Excel through Rigor, Technology, and Kindness.</p>			