



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Storm Grove Middle School

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 November 17, 2023: CT(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 our weekly MTSS meetings every Wednesday, our academic counselors met with all students with a grade of D or F in any class. Our SLT reviewed our AA attendance and made suggestions to increase attendance. We improved our PBIS program. Before school started, in our planning phase, we increased the number of PBIS opportunities. We provided opportunities for the entire school with sunglasses day, hat day, etc. We had many drawings. One of our drawings occurs every two weeks, drawing five winners per grade level during lunches, including Chic Fila and Countryside Citrus, etc. We also began providing incentives for teachers. Of the five selected winners, PBIS drew three staff winners per grade level. We also have special drawings that have included free entry into the Rapids Water Park, Kennedy Space Center, etc.



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: **1**

Date of Summary: **November 17, 2023**

School: **Storm Grove Middle**

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 standards are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	8/23/2023, 8/31, 2023, 9/11-9/14/2023, 9/19/2023, 9/26/2023,
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	8/1/2023, 9/7/2023, 10/5/2023, 11/2/2023
Summary of Observation(s):	9/26 – Topic 11 – Southern Colonies – Lesson opener video dealt with slave labor 9/19 – Topic 8 – Jamestown and Roanoke – Guided Reading notes. 9/11-9/14 – Remembering September 11, 2001. Various discussions and videos depicting average AA citizens and their roles during the events of 9/11. 8/31 – Topic 5 – Spain in America – Guided Reading notes of the Spanish Conquering the new world. 8/23-8/25 – Topic 2 – Native American Culture Groups Learning Centers

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, 2023)											
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 ES Leadership Compliance – Schedule Audit.**

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.
--



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2023)	Every Wednesday
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	<ul style="list-style-type: none">Scheduled two course recovery courses within the master schedule to help students who are behind.Identified students who will be invited to participate in our A2 afterschool tutoring for support in current classwork.All students with D's and F's met with their school counselor to review grades and extra help opportunities.MTSS reviews attendance, discipline, grades, and mental wellness needs every week.

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that advanced and accelerated courses in middle school and high school are accessible to African American students.

**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 (%)
11%	65%

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>:	Every Thursday in SLT and Every Wednesday in MTSS At every school leadership meeting and during MTSS meetings, we participate in data chats -for attendance and discipling, including Risk Ratios for classroom removals. Discipline data is reviewed during every Department leader meeting. Teachers participate in small Teaming meetings to discuss discipline and set up systems of support, including parent teacher conferences. Revamp of the PBIS program to lower office discipline referrals .
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	Every Thursday in SLT and Every Wednesday in MTSS
--	---



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

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

At every school leadership meeting and during MTSS meetings, we participate in data chats for academics, which includes academic progress. This includes a discussion of students in the Bottom Quartile. Teachers participated in two PowerBI trainings, which included specific action planning for students in the Bottom Quartile.

Teachers meeting in their Teaming meetings to discuss academic progress of the students on their Team and discuss a plan to support.

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 (%)

29%

47%

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, 2023)

October 6, 2023

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☒ Yes
☐ 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):

Through the use and support of our approved A2 tutoring plan, we will be able to provide curriculum support to all identified students on a regular basis. We are going to continue building our PBIS program. In addition, we will offer two PowerBI trainings and problem-solving sessions to focus on our bottom quartile students.



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Strategy AAAP 3.1 (ALL SCHOOLS): 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:		
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 (%)
7	135	5.1%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		We will advertise in the announcements, during lunches, and have coaches actively recruit students. AP over Activities and the Athletic Director will still recruit players and will help remove barriers, such as cost.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		10

**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
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
NA	NA
(OPTIONAL) Additional information:	There were zero qualified candidates for interviews for quarter 1.

Extracurricular Activities for Fall 2023/2024

Row Labels	Count of single_ethnicity	
Asian	1	1%
Black or African American		
American	7	9%
Hispanic	11	14%
Other	2	3%
White	56	73%
(blank)		
Grand Total	77	100%

Advanced Classes:

Row Labels	Count of single_ethnicity	
Asian	13	2%
Black or African American	59	11%
Hispanic	96	17%
Native Hawaiian or Other Pacific Islander	1	0%
Other	23	4%
White	362	65%
(blank)		
Grand Total	554	

Sample Academic Counselor Meeting

Grade	Single Race	ESE YI	504 Pla	English Language Learn	Course	Teacher	Grade	Date met with	Met with
06	Black or African American	N	No	Not applicable [ZZ]	M/J World History & Career Planning	McCoy, April	D	Attempted contact 10/23/23, Met with on 10/31/23	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 2	McCardell Burklew, Amy	D+	10/23/2023	Blume
06	Black or African American	N	No	Tested - not eligible [TZ]	M/J MATH 1 ADV	Nevins, Ellen	D	10/23/2023	
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J COMPRE SCI 3	Deckard, Denise	D	10/23/2023	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J COMPRE SCI 2	Hughes, Whitney	D	10/23/2023	Blume
06	Black or African American	N	Yes	Not applicable [ZZ]	M/J MATH 1 ADV	Morris, Marta	D	10/23/2023	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J CIVICS & CAR PL	Lewis, Andrew	D		
07	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 2	Nigito, Steven	D		
07	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 2, ADV	Council, Nadine	F	10/23/2023	Blume
08	Black or African American	N	No	Not applicable [ZZ]	M/J PRE-ALG	Esposito, Khalil	D		
08	Black or African American	N	No	Not applicable [ZZ]	M/J US HIS ADV & C/P	Hall, Concetta	D		
08	Black or African American	N	No	Not applicable [ZZ]	M/J COMPRE SCI 3 ADV	Martinelli, Joan	D	10/23/2023	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 2	Hayes, Christopher	D	Attempted contact 10/23/2023, Met with on 10/31/23	Blume
06	Black or African American	N	No	Not applicable [ZZ]	M/J World History & Career Planning	McCoy, April	D		
06	Black or African American	N	No	Not applicable [ZZ]	M/J COMPRE SCI 1	Reeves, Pamela	D	10/25/2023	Blume
06	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 1	Morris, Marta	F		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J LANG ARTS 3	Lowell, Sharon	D		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J COMPRE SCI 3	Deckard, Denise	F		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J PRE-ALG	Esposito, Khalil	D		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J US HIST&CAR PLAN	Williams, Chandra	D	10/24/2023	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 2, ADV	Nigito, Steven	D+	10/30/2023	
06	Black or African American	Y	No	Not applicable [ZZ]	M/J COMPRE SCI 1	Gonzalez, Elizabeth	F	Attempted contact 10/30/23 and 10/31/23; Met with on 11/7/23	Blume
06	Black or African American	Y	No	Not applicable [ZZ]	M/J LANG ARTS 1	Carter, Dawn	D		

Grade	Single Race	ESE Yr	504 Pla	English Language Learn	Course	Teacher	Grade	Date met with	Met with
06	Black or African American	N	No	Not applicable [ZZ]	M/J World History & Career Planning	McCoy, April	D		
06	Black or African American	N	No	Not applicable [ZZ]	M/J COMPRE SCI 1	Reeves, Pamela	D		
06	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 1	Morris, Marta	F	10/25/2023	Blume
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J LANG ARTS 3	Lowell, Sharon	D		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J COMPRE SCI 3	Deckard, Denise	F		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J PRE-ALG	Esposito, Khalil	D		
08	Black or African American	N	Yes	Not applicable [ZZ]	M/J US HIST&CAR PLAN	Williams, Chandra	D	10/24/2023	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 2, ADV	Nigito, Steven	D+	10/30/2023	
06	Black or African American	Y	No	Not applicable [ZZ]	M/J COMPRE SCI 1	Gonzalez, Elizabeth	F	Attempted contact 10/30/23 and 10/31/23; Met with on 11/7/23	Blume
06	Black or African American	Y	No	Not applicable [ZZ]	M/J LANG ARTS 1	Carter, Dawn	D		
07	Black or African American	Y	No	Not applicable [ZZ]	M/J MATH 2	Pettit, Laura	D		
07	Black or African American	Y	No	Not applicable [ZZ]	M/J COMPRE SCI 2	LaMarca, Roger	D		
07	Black or African American	Y	No	Not applicable [ZZ]	M/J LANG ARTS 2	Hayes, Christopher	F	10/30/2023	Blume
07	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 2, ADV	Council, Nadine	D	10/30/2023	Blume
06	Black or African American	Y	No	Not applicable [ZZ]	M/J COMPRE SCI 1	Gonzalez, Elizabeth	F	10/30/2023	
06	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 1	Morris, Marta	F		
08	Black or African American	Y	No	Not applicable [ZZ]	M/J LANG ARTS 3	Lowell, Sharon	D		
08	Black or African American	Y	No	Not applicable [ZZ]	M/J COMPRE SCI 3	Bryant, Kimberly	D		
08	Black or African American	Y	No	Not applicable [ZZ]	M/J US HIST&CAR PLAN	Sutherland, Heidi	D	10/23/2023	Cathcart
07	Black or African American	N	No	Not applicable [ZZ]	M/J MATH 2	McCardell Burklew, Amy	D		
07	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 2	Hayes, Christopher	D	10/23/2023	Cathcart
08	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 3	Nathaniel, Shana	F	10/23/2023	Cathcart
08	Black or African American	N	No	Not applicable [ZZ]	M/J LANG ARTS 3, ADV	Held, Julia	D		
08	Black or African American	N	No	Not applicable [ZZ]	ALG 1 HON	Baxter, Paige	D		
08	Black or African American	N	No	Not applicable [ZZ]	M/J COMPRE SCI 3 ADV	Martinelli, Joan	D	10/24/2023	Cathcart

Evidence for African American Achievement Plan – Part 2

US History

9/26 – Topic 11 – Southern Colonies – Lesson opener video dealt with slave labor. Students had powerpoint notes and discussion about development of the southern colonies.

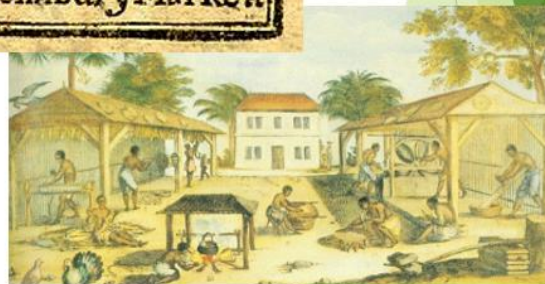
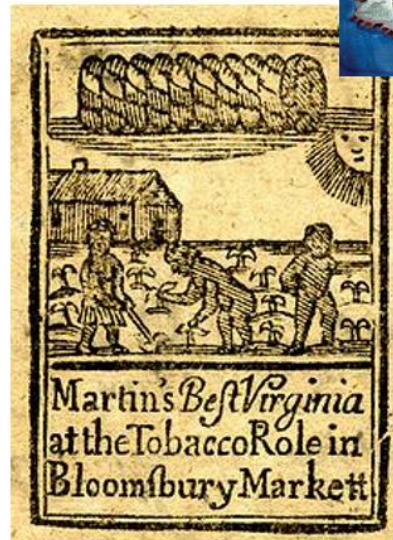
Students answered these questions:

Watch the Lesson Opener Video and answer the following questions:

1. Why did Southern landowners use enslaved people and indentured servants?
2. Why didn't the North have a similar need for the "labor battalions" described in the video?
3. On what did the Northern and Southern colonies base their objections to slavery?

Virginia Grows

- ▶ Starts with Jamestown
- ▶ Tobacco Plantations mean that there is a great need for farm workers
- ▶ Dutch traders bring the first African slaves in 1619.
- ▶ Indentured Servants
 - ▶ Someone paid for them to come to the Colonies.
 - ▶ They earned their freedom after 7ish years.
- ▶ As the colony grows, they expand west onto Native lands.





- ▶ 1663 - King Charles II gave land south of Virginia to 8 English Nobles.
- ▶ John Locke wrote a constitution for the Carolina Colony that focused on:
 - ▶ Land division
 - ▶ Jobs and powers of government
 - ▶ Social ranks
- ▶ In 1729, officially split into two colonies:
- ▶ North Carolina - settlers from Virginia. farmed tobacco and sold timber and tar. Used Virginia ports.
- ▶ South Carolina - fertile land and a natural harbor in Charles Town. Farmed rice and indigo, traded deerskin, lumber and beef.
- ▶ These cash crops led to more use of slave labor.

Georgia - the second chance colony

- ▶ James Oglethorpe wanted debtors and poor people could have a new start in life instead of going to prison.
- ▶ Gets a charter from King George II.
- ▶ The king wanted a buffer between Spanish FL and English colonies.
- ▶ 1733 Georgia is established with Savannah as the capital.
- ▶ Georgia's population included former debtors, many poor immigrants, impoverished British craftspeople and religious refugees from Germany and Switzerland and Jews from Europe.
- ▶ Oglethorpe wanted small farms and no slavery or rum imports.
- ▶ In 1751 Oglethorpe Gives Georgia over to England and it becomes a royal colony.
- ▶ By 1770 nearly half of the population was enslaved Africans.



9/19 – Topic 8 – Jamestown and Roanoke – Guided Reading notes. Discussed how growing Tobacco in Jamestown led to the first slaves being brought to the Colonies in 1619.

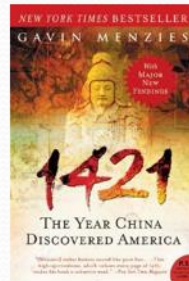
9/11-9/14 – Remembering September 11, 2001. Various discussions and videos depicting average AA citizens and their roles during the events of 9/11.

8/31 – Topic 5 – Spain in America – Guided Reading notes of the Spanish Conquering the new world. This included discussion on Bartolome De Las Casas convincing the Spanish to use Slaves from Africa instead of Native Americans.

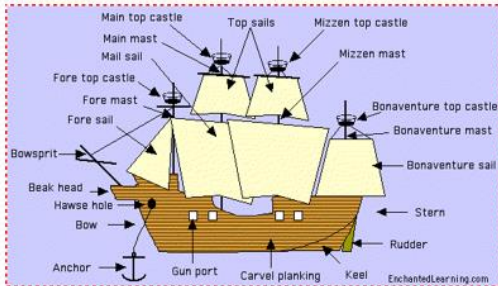
8/30 – Topic 4 – Growth of Trade – discusses who discovers America and the age of discovery, Including Portugal, the Netherlands and Spain attempting to conquer the West African Coast.

Who “discovered” the Americas first?

- The Irish?
- Vikings?
- The “native” indians?
- Africans?
- Chinese?
- Portugese?
- Christopher Columbus?
- Amerigo Vespucci?
- Juan Ponce de Leon?
- Pedro Menendez de Aviles?
- John Cabot?



Renaissance = Better Technology



- Portuguese develop some of these items before Spain – practice along African coast.
- During the mid-1400s there are new ships:
 - Carrack – larger and could sail faster
 - Caravel – smaller but easy to handle.
 - Triangular sails – sail against the wind.
- There are new navigation tools:
 - Compass
 - Better maps
 - Astrolabe
 - quadrant

The Columbian Exchange

Between the New World: The Americas and
the Old World: Europe, Asia and Africa



8/23-8/25 – Topic 2 – Native American Culture Groups Learning Centers. This Topic vaguely addresses AA ancestry for those students who may have some Native American heritage as well as AA heritage.