



## African American Achievement Plan 2023-2024 Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**School: Storm Grove Middle**

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 January 17, 2024 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 discuss all students with a grade of D or F in any class. They meet with them at least once a quarter. Our SLT reviewed our African American attendance and made suggestions to increase attendance. We improved our PBIS program, which includes providing 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.

We offer 2 sections of Course Recovery to support students who need to make up a course. We began our "A2" intervention program and invited all identified struggling African American students. Administration is beginning to work with our Bottom Quartile students in ELA and Math.



## African American Achievement Plan 2023-2024

### Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: January 16, 2024

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	3
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	11/27, 12/5-12/8, 12/16
Summary of Observation(s):	Students reviewed an article on Civil Rights and discussed: Slaves at Valley Forge slavery in the Northwest Ordinance discussed the idea of manumission the Three-Fifths Compromise slaves traveling to and from free and states Slavery Amendments 14 <sup>th</sup> Amendment Slaves at Mt. Vernon Celebrated Martin Luther King in the Media Center

**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)	
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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 (%)

**\*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"><li>Scheduled two course recovery courses within the master schedule to help students who are behind.</li><li>Identified students who will be invited to participate in our A2 afterschool tutoring for support in current classwork.</li><li>All students with D's and F's met with their school counselor to review grades and extra help opportunities.</li></ul> 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
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## 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 <u>Achievement</u> :	<p>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.</p> <p>Teachers meeting in their Teaming meetings to discuss academic progress of the students on their Team and discuss a plan to support.</p>
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**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%	58%

**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)	January 16, 2024	
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):	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:		December 11, 2023	
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 (%)	
26	176	15%	
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)		9	

*\*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.**

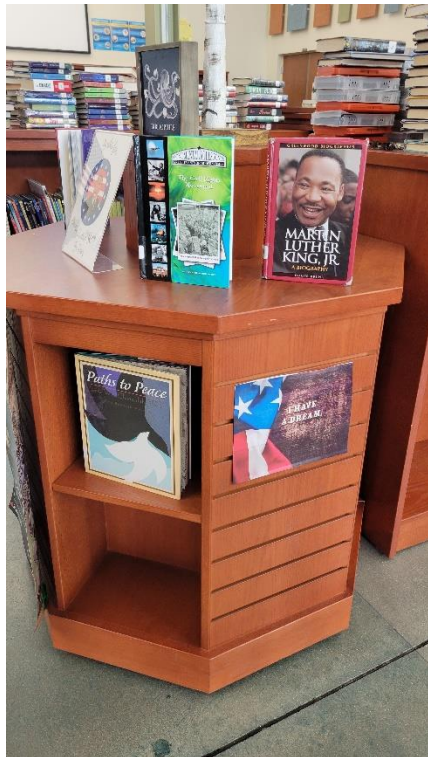
Number of Interviews Conducted by the Interview Committee:	3
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
33%	66%
(OPTIONAL) Additional information:	All qualified candidates were interviewed

Storm Grove Middle School

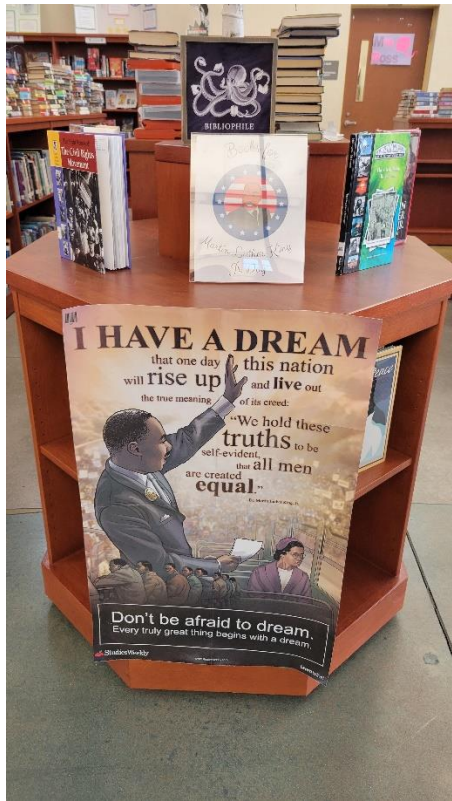
African American Achievement Plan 2023-24

Quarter 2

1.1







INSIDE: Florida news, 10A | Obituaries, 11A | Comics, 12A | Dear Abby, 13A | Horoscopes, 13A | Weather, 14A

## FLORIDA FRONTIERS



Peaceful protesters are confined while attempting to integrate a "whites-only" beach in St. Augustine on June 25, 1964.

FLORIDA HISTORY

## Early foot soldiers for civil rights

Demonstrators in St. Augustine preceded Selma's celebrated marchers by nearly a year

By Ben Bortomarkie

for CBS's 60 Minutes

This week the nation is remembering a series of three marches in support of voting rights that took place 50 years ago. Peaceful protesters in Florida's neighboring state of Alabama were attacked by police.

The demonstrators inspired

Sen. President Lyndon Johnson

to sign the Voting Rights Act.

Less than a year earlier, demonstra-

tions in Florida helped

lead Johnson to sign the Civil

Rights Act on Aug. 2, 1964.

In St. Augustine, attempts by

protesters to peacefully demon-

strate for civil rights were also

met with threats and violence.

"I'm history. I was there,"

says Barbara Vickers, who was

41 in the summer of 1964.

The night of greatest vio-

lence came on June 25, 1964,

when peaceful demonstrators,

both black and white, were at-

tacked with bricks and stones.

"We used to march down

from the different churches,

and we had night marches. The

night that they beat us, they beat

on the corner there, I was there

that night," says Vickers. "We

couldn't come in the place be-

cause they had rocks ready for

us, so we had to march around

the place. The bricks came fly-

ing down and there. A lot of peo-

ple got hurt that night, but I

didn't get hit."

Vickers lived across the

street from African American

dentist and Air Force veteran

Dr. Albert B. Hayling, who was



The St. Augustine Foot Soldiers Monument to demonstrate St. Augustine pays tribute to those who participated in demonstrations that helped lead to the passage of the 1964 Civil Rights Act.

### ABOUT THE AUTHOR

Dr. Ben Bortomarkie is executive director of the Florida Historical Society and host of the radio program "This is Florida."

He can be reached at 904.833.7444 or on his website at [www.bortomarkie.org](http://www.bortomarkie.org).

they found the crash for the

fire, and the police said I had a

weapon. They said I could ar-

rest you for this. They were dis-

ting all this to intimidate us and

discourage us from going to the

meetings. Nothing kept me

from going to the meetings."

At demonstrations reached

their peak in St. Augustine, the

Civil Rights Act of 1964 was be-

ing introduced in Congress.

The images of segregation and

violence coming out of the city

helped to end the stalemate and

get the legislation passed.

Decades later, Vickers felt

that the everyday people of St.

Augustine who helped move

civil rights forward for all

Americans needed to be recog-

nized. She formed the St. Au-

gustine Foot Soldiers Remem-

brance Project, which raised

funds for a monument.

In May 2011, the St. Augus-

tine Foot Soldiers Monument

was unveiled in the downtown

plaza where demonstrators had

been attacked.

The bronze sculpture is fac-

ing away from the slave market

where black people were

bought and sold as property, and

toward the building where the

first attempts occurred to in-

tegrate drug store food counters

in the city.

"It's not a depressing sub-

ject, it's an enlightening sub-

ject," says sculptor Brian H.

Owens. "The Civil Rights Move-

ment confronted that we have

what it takes to survive the

childhood of our species, that

we have the tools at our disposal

that we need to solve our prob-

lems."

The monument designed by

Owens includes four bronze

figures in front of a relief scul-

ture.

Each of the people depicted

represents many others who

fought for equality in St. Augus-

tine. They include a white male

college student, a black male in

his 80s, a black woman in her

60s, and a black teenage girl.

Black people helped build St.

Augustine in 1565, but were left

out of the city's 400th anniver-

sary celebration in 1965. Times

have changed for this year's

450th anniversary.

"We were left out the last

time, but not this time," says

Vickers.

Mary McCloud

<https://myfloridahistory.org/frontiers/television/episode/48>

Evidence for African American Achievement Plan Part 3

US History

Chapter 7 & 8 – Civics/Government Review Chapters

11/27 – Story of Us: Revolution video included parts about AA involved during Revolution. (discussion of the role of Slaves at Valley Forge and Washington's attempt at small pox inoculations and African Americans signing up to serve or going with their owners to serve in the military are specifically mentioned).

12/5-12/8 – Review Packet and One-Pager – Since these two chapters are Civics Review and students learned it last year, we complete a packet for them to re-engage in the material.

· Ch 7, L1 deals with decisions to consider with forming the new Republic, including the debate on whether slavery should be allowed; The Northwest Ordinance and how slavery wouldn't be permitted there, but would be allowed in Mississippi; etc.



· Ch 7, L2 discussed the idea of manumission and how some slaves earned their freedom for service in the Revolution; The southern states beginning to ban the import of slaves; Quakers being anti-slavery; states like Pennsylvania and New Jersey banning slavery, but having discriminatory practices toward free black people; The Three-Fifths Compromise; etc.

· Ch 7, L3 – no direct details (dealt with the 3 Branches of Government and Checks/Balances, etc.)

· Ch 8, L1 discussed the 7 key principles of the Constitution including individual rights and how those applied to enslaved people and freedmen in the north; how state powers conflicted between people travelling between free and slave states; The “slavery Amendments” and what rights those granted to formerly enslaved people during and after the Civil War.

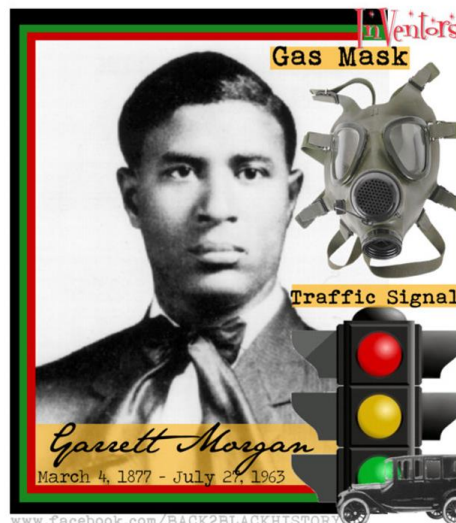
· Ch 8, L2 discussed the modern role of government in protecting the rights of ALL citizens including due process and equal protection. Revisited the 14th Amendment and law of blood for citizenship.

1/10 – The Real George Washington Biography discussed slaves at Mount Vernon.

1/12 – Washington’s Farewell address – we used video clip from Hamilton “One Last Time”

## Garret Morgan

- Garret Morgan produced a lot of very useful inventions including the Gas Mask, Traffic Signal and the sewing Machine.



## First success

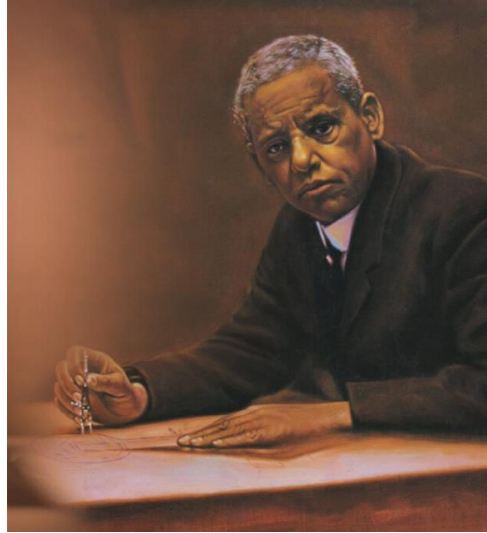
In 1989, Alan Emtage conceived of and implemented Archie, the world's first Internet search engine. In doing so, he pioneered many of the techniques used by public search engines today. Alan Emtage (born November 27, 1964) is a Bajan-Canadian computer scientist who conceived and implemented the first version of Archie, a pre-Web Internet search engine for locating material in public FTP archives. It is widely considered the world's first Internet search engine.

<https://www.internethalloffame.org>



## Contribution to the incandescent electric light bulb

- During 1880, Harim Maxim, an inventor who owned the Eletric Lighting Company at that time in Brooklyn, New York, hired Lewis. Lewis surrounded by the works of electric incandescent lighting, and he familiarized himself with it. Due to his gaining knowledge of this field, he invented a way for incandescent lighting to be more convenient and affordable for people. He did this by creating a carbon filament that was much more durable and longer lasting then previous filaments. This product and his electric knowledge would prove to be useful for upcoming years, when gets to work with Thomas Alva Edison, a rival of Harim Maxim, on the security and patenting of Thomas' works.



## Who is madam C.J. Walker?

Madam C.J. Walker was born on December 23, [1867](#) and died on May 25, [1919](#) at 51 years old by having high blood pressure.



George Washington Carver

# MTSS/IPST

Date: 12/6/2023

## MTSS/IPST Team Members

- Bethany Blume (School Counselor)
- Jessica Cathcart (School Counselor)
- Tabettha Esposito (Assistant Principal)
- Rebecca Fletcher (School Counselor)
- Taylor Lane (Dean)
- Elaine McGinty (School Psychologist)
- Tom Stull (Behavior Analyst)
- Other \_\_\_\_\_

Tier 1: Attendance (Power BI: MS Leadership Compliance) Any students with 10 unexcused get an Attendance Contract. (Verify their letter logging is in place)

## SGMS 23-24 BIP Spreadsheet

Student \*\*\* \*\*\*\*\* Parent Meeting at 8:30am

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Student \*\*\* \*\*\*\*\* Parent Meeting at 9:00am

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Student \*\*\* \*\*\*\*\* Parent Meeting at 9:30am

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Student	ID	Grd	Race	Exc.	Notes
Student *** *****	111111	7	B	n/a	
Student *** *****	111111	8	W	ESE	- Review data
Student *** *****	111111	7	B	504	- Review now that math class has changed

Row Labels	Count of single_ethnicity
Asian	13
Black or African American	60
Hispanic	96
Native Hawaiian or Other Pacific Islander	1
Other	22
White	357
(blank)	
<b>Grand Total</b>	<b>549</b>

## 2.1

### Sample Weekly School Administration Agenda

 <p>SLT Meeting Principal's Office Every Thursday</p>		
Date: 12/7/23		
<b>Attendance</b>		
<input type="checkbox"/> Chris Taylor, Principal	<input type="checkbox"/> Mrs. Blume, Counselor	<input type="checkbox"/>
<input type="checkbox"/> Mrs. Duchemin, Assistant Principal	<input type="checkbox"/> Mrs. Cathcart, Counselor	<input type="checkbox"/>
<input type="checkbox"/> Ms. Esposito, Assistant Principal	<input type="checkbox"/> Ms. Lane, Dean	<input type="checkbox"/>
<input type="checkbox"/> Mr. Harris, Assistant Principal	<input type="checkbox"/> Mrs. Fletcher, Counselor	<input type="checkbox"/>
<input type="checkbox"/> Mr. Negherbon, Dean	<input type="checkbox"/>	<input type="checkbox"/>
<b>Norms:</b>		
Positive Interactions-no side bars, open to new ideas		
Always come prepared- bring materials, arrive on time		
Work as team- roles are assigned		
Share out when appropriate		

- ☐ Discipline and Attendance data
- ☐ ELA PM2 Data Review
- ☐ SERT Update
- ☐ Staff and Student Dress Down Days
- ☐ Guidance Counselor Update
- ☐ Dean Update
- ☐ MTSS Update

### Sample Meeting Agenda for Department Charis and Grade Level Leaders



### SLT Meeting

Date: November 2, 2023

Attendance		
<input type="checkbox"/> Chris Taylor, Principal	<input type="checkbox"/> Mrs. Blume, Counselor	<input type="checkbox"/> Mrs. Carter, Dept Chair
<input type="checkbox"/> Mrs. Duchemin, Assistant Principal	<input type="checkbox"/> Mrs. Nathaniel, Dept Chair	<input type="checkbox"/> Ms. Baxter, Dept Chair
<input type="checkbox"/> Ms. Esposito, Assistant Principal	<input type="checkbox"/> Mrs. Harris, Dept Chair	<input type="checkbox"/> Mrs. Keeling, Dept Chair
<input type="checkbox"/> Mr. Harris, Assistant Principal	<input type="checkbox"/> Mrs. Bryant, Dept Chair	<input type="checkbox"/> Mrs. Hall, Grade Chair
<input type="checkbox"/> John Negherbon, Dean	<input type="checkbox"/> Ms. Held, Dept Chair	<input type="checkbox"/> Mrs. Council, Grade Chair
<input type="checkbox"/> Mrs. Sanders, Grade Chair	<input type="checkbox"/>	<input type="checkbox"/>

### Norms:

Positive Interactions-no side bars, open to new ideas  
 Always come prepared- bring materials, arrive on time  
 Work as team- roles are assigned  
 Share out when appropriate

- ☐ Attendance and Discipline Data Updates - 196 ODRs 93% ADA
- ☐ Enrollment down- 960
- ☐ Conferences Recap – How did it go?
- ☐ PD /tomorrow
  - Bottom Quartile and Bubble kids- discuss in every department meeting
- ☐ Wednesday Meetings Schedule
  - Nov 8 Dept
  - Nov 15 Team

3.1

## Count of Students by Activity

ACTIVITY	W	B	H	O	A	Total
Basketball	8	15	1	4	1	29
Cheerleading	11	4	2	2		19
Cross Country	27	5		1	1	34
Soccer (Co-Ed)	8	1	10			19
Volleyball	21	1	1	1		24
<b>Total</b>	<b>75</b>	<b>26</b>	<b>14</b>	<b>8</b>	<b>2</b>	<b>125</b>



# ATHLETICS

- Girl's Basketball tryouts - 10/23 and 10/24 from 3 - 5pm
- Boy's basketball tryouts - 10/23 and 10/24 from 5 -7pm
- Cheerleading Tryouts - Thursday, 11/2 from 3 - 6pm

**\*Anyone participating in tryouts must have their current EL2 and EL3 on file with the school**

