

AAAP



School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



Gifford Middle School

2021-2022 Quarter 1

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 10/19/2021 Verified by Tosha Jones

Quarterly Reflection

Next steps include continuation of progress monitoring our students through our problem-solving process to monitor academic progress, increase the access and offerings of our Extended Learning Opportunities, and work increase contact with our AA Student Achievement Council to continue to gather feedback on the AA student experiences and opportunities at Gifford Middle School.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe implementation of African American History Teachings

5

Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)

08/16-08/20

Summary of observation(s):

FL NGSSS-SS8.A.1.5 Identifying within both primary and secondary sources, the author, format, and purpose of significant historical documents.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:

African American Students Receiving Interventions for Substantial Reading Deficiencies

| Kindergarten | | First | | Second | | Third | |
|--------------|---------|--------|---------|--------|---------|--------|---------|
| Number | Percent | Number | Percent | Number | Percent | Number | Percent |
| | % | | % | | % | | % |

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

10/13/2021

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for African American Students:

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

Assign student a mentor for bi-weekly check ins. School Counselor weekly meeting with student. Mandatory After school tutoring in failed courses. Provide teachers with a copy of students IEP and Behavior Plan to ensure they understand her social and academic needs. Frequency: Weekly Roles and Responsibilities: School Counselor will monitor students' academic progress throughout the 2nd quarter. Assistant Principal will document the visits made by the mentor throughout the 2nd quarter.

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)**

| African American | White, Non-Hispanic |
|------------------|---------------------|
| 18% | 49% |

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 Discipline: 9/10 10/01

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

The team reviews behavioral data to understand the percentage of each subgroup with behavioral issues. All teachers will carefully review and follow student IEP. Then, collaboratively plan lessons to keep the students engaged in the classroom. All staff will follow PBIS expectations and use the school's incentive program to reward students.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 9/10 10/01

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

Collaboratively plan engaging lessons and implement instructional grouping to meet the learning needs of all students. The classroom teacher will meet with the student frequently to discuss individual student academic needs. They will conduct an error analysis with students after each assessment. The school Counselors will meet with students who are in danger of failing a class.

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)

| African American | White, Non-Hispanic |
|------------------|---------------------|
| 8 | 14 |

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for

Select One:

No out-of-school suspensions were assigned during this time frame.

All out-of-school suspensions were pre-approved by a principal supervisor.

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: 9/14/2021

Does the School Improvement Plan Continue to Address the Achievement Gap: Yes

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| | | | |
|--|--|--|--|
| | for African American Students? | | |
| | 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): | | |

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Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

| Student Demographics | | | | |
|--|----------|--------------|-----------|-------|
| African American | Hispanic | Non-Hispanic | White | Other |
| 34 % | 22 % | 1 % | 39 % | 4 % |
| Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: | | | 9/29/2021 | |
| (SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): | | | 21 | |

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: | 22 |
|--|---------------------|
| Percentage of Interviewers on Interview Committee by Race | |
| African American | White, Non-Hispanic |
| 67 | 33 |

(Optional) Additional information:
22 applicants for 9 positions.

Gifford Middle School-8TH GRADE U.S. HISTORY

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Discovering Our Past A History of the United States Early Years

McGraw Hill ©2018

08/16-08/20

Chapter 1 Exploring Studies

Lesson 1 Thinking Like a Historian

Page 7 Personal Records and Artifacts

FL NGSSS - SS.8.A.1.5 Identify, within both primary and secondary sources, the author, audience, format, and purpose of significant historical documents.

In Martin Luther King Jr.'s the "Letter from Birmingham Jail" April 1963 he states

"We have waited for more than 340 years for our constitutional and God-given rights.... [W]e still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter."

To help students under the the meaning behind his words students can view a short Smithsonian Magazine video that explain the Greenboro Four and the struggle they undertook to end segregation.

THE MOMENT WHEN FOUR STUDENTS SAT DOWN TO TAKE A STAND

Website: [THE MOMENT WHEN FOUR STUDENTS SAT DOWN TO TAKE A STAND](#)

Letters and Visual Materials

"We have waited for more than 340 years for our constitutional and God-given rights.... [W]e still creep at horse and buggy pace toward gaining a cup of coffee at a lunch counter. Perhaps it is easy for those who have never felt the stinging darts of segregation to say, 'Wait.' ... Let us all hope that the dark clouds of racial prejudice will soon pass away."



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.

Student's Name: [REDACTED]
ID: [REDACTED]

School: Gifford Middle School
Grade: 7th

| | | | | | |
|--|--|--|--|---|---|
| Date of Audit: 10/13/2021 Date of Student Meeting: 10/13/2021 Date of School Team Meeting: 10/13/2021 | | | | | |
| Concerns (check all that apply) | <input checked="" type="checkbox"/> Academic | <input type="checkbox"/> Attendance | <input type="checkbox"/> Social/Emotional | <input type="checkbox"/> Behavior/Safety | <input type="checkbox"/> Other: |
| Barriers (check all that apply) | <input type="checkbox"/> Transportation | <input type="checkbox"/> Financial (food, housing, clothing, etc.) | <input type="checkbox"/> Parental/Guardian Support | <input type="checkbox"/> Student Compliance | <input type="checkbox"/> Internet/Phone/Technology |
| | <input type="checkbox"/> Language | <input type="checkbox"/> Criminal Justice Involvement | <input type="checkbox"/> Medical | <input checked="" type="checkbox"/> Other: Foster Care | |
| Student Triggers | <input type="checkbox"/> Lack of sleep | <input type="checkbox"/> Hunger | <input type="checkbox"/> Perceived Disrespect Define: | <input checked="" type="checkbox"/> Swearing | <input type="checkbox"/> Environmental (noise, light, etc.); Define: |
| | <input type="checkbox"/> Conflict (peers) | <input checked="" type="checkbox"/> Conflict (adult) | <input type="checkbox"/> Teasing/Taunting | <input checked="" type="checkbox"/> Family dynamics/crisis (recent separation, death, etc.) | <input type="checkbox"/> Other: |
| Student Identified Problem(s) Related to Area(s) of Concern | 3 F's in Math, Civics & ELA for 1 st Quarter 2 D's in Learning Strategies & Science for 1 st quarter 4 ODR's- 2 from Mr. Brecher and 1 from Ms. Graham which could be a potential issue. | | | | |
| Student Goals (list and see attached SMART goal worksheet) | Pass 7 th grade Wants good grades Make the basketball team | | | | |
| Recommendations (use A.I.M. Checklist) | Assign student a female mentor for bi-weekly check ins School Counselor weekly meeting with student. Mandatory After school tutoring in failed courses. Restorative Justice or Parent Conference to address issues between student and 2 teachers. Provide teachers with a copy of students IEP and Behavior Plan to ensure they understand her social and academic needs. | | | | |
| School Team Members | Administrator: Ms. Jones School Counselor: Ms. Connor Resource Specialist (if applicable): Click or tap here to enter text. Others: Click or tap here to enter text. | | | | |
| Plan(s) | Academic: 1.2 GPA -School Counselor will monitor student's grades and meet with her a weekly basis. School Counselor should also contact parent to make them aware of her academic progress on weekly basis. Attendance: 91%-Satisfactory progress Behavior / SEL / Discipline: 4 ODR's-Parent Conference or Restorative Justice to address recent behaviors | | | | |

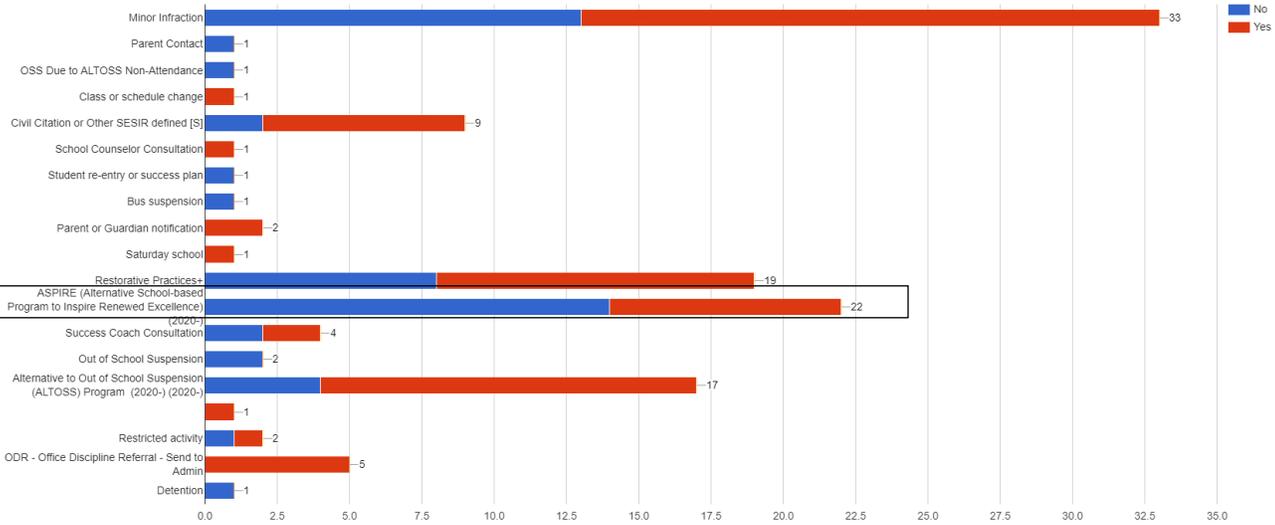
| | |
|---|--|
| | Other: Assign a female mentor to meet with student on a weekly basis. |
| Outcomes to Be Monitored | Academic: Weekly checks to with School Counselor see if grades are improving. Document on a Weekly Progress Report form signed by counselor and student. Attendance: 91%-Satisfactory progress Behavior / SEL / Discipline: Reduce number of referrals by assigning a mentor to student. Other: |
| Monitoring Plan | Frequency: Weekly Roles and Responsibilities: School Counselor will monitor student's academic progress throughout the 2 nd quarter. Assistant Principal will document the visits by made the mentor throughout the 2 nd quarter. |
| Other information/comments: | |
| Date of next team meeting to review progress and Rtl | November 11, 2021 |

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.

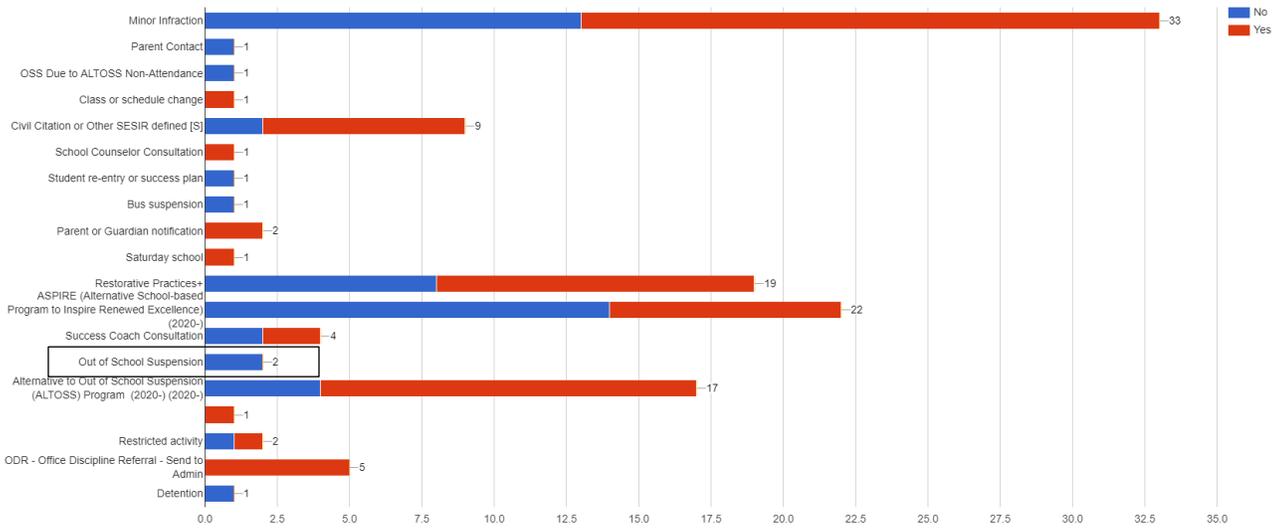
| Course Title | Race/Eth | Count of Student_ID | % |
|----------------------|----------|---------------------|---|
| ALG 1 | B | 4 | 1 |
| ALG 1 HON | B | 12 | 1 |
| GEO HON | B | 2 | 1 |
| M/J ADV WORLD CLTRS | B | 5 | 1 |
| M/J CIVICS ADV | B | 10 | 1 |
| M/J COMPRE SCI 1 ADV | B | 10 | 1 |
| M/J COMPRE SCI 2 ADV | B | 10 | 1 |
| M/J COMPRE SCI 3 ADV | B | 8 | 1 |
| M/J CRIT THINK | B | 68 | 1 |
| M/J LANG ARTS 1, ADV | B | 5 | 1 |
| M/J LANG ARTS 2, ADV | B | 10 | 1 |
| M/J LANG ARTS 3, ADV | B | 6 | 1 |
| M/J MATH 1 ADV | B | 10 | 1 |
| M/J MATH 2, ADV | B | 8 | 1 |
| M/J US HIS ADV & C/P | B | 5 | 1 |
| SPANISH 1 | B | 11 | 1 |

Strategy AAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities

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.



Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.



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.

GMS Curriculum and Instruction Impact Review Summary Sheet #1

| Strategies | Evident | Partial | Not Evident |
|---------------------------------------|---------|---------|-------------|
| Collaborative Planning | 0 | 8 | 8 |
| Standards Based Instruction and Tasks | 4 | 9 | 3 |
| Monitoring/Formative Assessment | 4 | 4 | 8 |
| Differentiation | 1 | 0 | 15 |
| Engagement and Participation | 2 | 4 | 10 |
| Classroom Environment | 3 | 9 | 4 |

Noticings

- Teachers are using the curriculum.
- Adherence to classroom rules

Wonderings

- How is pacing addressed in collaborative planning?
- How active are the TA's and SF involved in the collaborative planning?
- Is collaborative planning being chunked as a school with a focus on engagement?

How will the school communicate the findings to the staff?

The GMS leadership team will communicate today's findings during a faculty meeting using the actual charts for transparency.

What are the next steps?

The GMS leadership team will continue to lead their teachers in intentionally planning with the "end in mind" to include questions and engagement strategies.

SIP Peer Reviews 2021-2022

School being reviewed: Gifford Middle School Reviewer: Eddie Robinson (OMS) Date 9/13/2021

| SIP Area | Notes/Feedback |
|---|---|
| Vision/Mission | Great mission and vision |
| School Narrative | Missing narrative |
| School Leadership Team Identified | |
| Needs Assessment Summary (indicates ESSA Subgroup needs if less than 41%) | I did not see the data. Wondering: how will you support ED,ELL,SWD? |
| Academics 1. Dates of implementation are within the 1st quarter 2. Implementation Steps are aligned to High Yield Strategy (includes an action step for ESSA subgroups below 41%) 3. Monitoring is addressed 4. Expected evidence is clearly identified | Wonderings: Collaborative planning What design did you use for a “effective and productive structure” collaborative planning? Are you using “role a likes? And how are you checking if they are done with fidelity? Also how do you proved feedback? |
| Climate & Culture 1. Dates of implementation are within the 1st quarter 2. Implementation Steps are aligned to High Yield Strategy 3. Monitoring is addressed 4. Expected evidence is clearly identified | Wondering: What community projects or community partners have you meet with, planned with or are you using them at all. |
| School Theme 1. Dates of implementation are within the 1st quarter 2. Implementation Steps are aligned to High Yield Strategy 3. Monitoring is addressed 4. Expected evidence is clearly identified | Wondering: How are you enrolling students in these STEAM discovery courses? What monitoring strategies are teachers working with? Is this school wide? |
| What high yield strategy is identified? | |

| | | |
|----------------------------------|---|--|
| Other questions you have? | Wondering: Are the cross-curricular lessons plans being aligned to STEAM? | |
| Additional feedback. | Wondering: Are the community partnerships for Marine Science Supporting your students and teachers? If so how? | |
| | | |

CONGRATULATIONS!



You have been selected to participate in the

“African American Student Council”

When: Thursday September 16th, 2021

Time: 12:41/8th Grade Lunch

Where: GMS Media Center

Lunch will be provided

WELCOME/INTRODUCTIONS

PURPOSE/GOAL(S)

EXPECTATIONS OF THE AASC

COMPLETE A SURVEY

| | | | |
|----|------------|----------|--------|
| 07 | F - Female | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | M - Male | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 08 | F - Female | Hispanic | Active |
| 06 | M - Male | Other | Active |
| 06 | F - Female | Other | Active |
| 08 | F - Female | Other | Active |
| 08 | F - Female | Other | Active |
| 08 | M - Male | Other | Active |
| 08 | M - Male | Other | Active |
| 06 | F - Female | White | Active |
| 06 | F - Female | White | Active |
| 06 | M - Male | White | Active |
| 06 | F - Female | White | Active |
| 06 | F - Female | White | Active |
| 06 | M - Male | White | Active |
| 06 | F - Female | White | Active |
| 06 | F - Female | White | Active |
| 06 | M - Male | White | Active |
| 06 | M - Male | White | Active |
| 06 | M - Male | White | Active |
| 06 | M - Male | White | Active |
| 06 | F - Female | White | Active |
| 06 | F - Female | White | Active |
| 06 | M - Male | White | Active |
| 06 | M - Male | White | Active |
| 06 | M - Male | White | Active |
| 06 | M - Male | White | Active |
| 06 | F - Female | White | Active |
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| 06 | F - Female | White | Active |
| 06 | M - Male | White | Active |
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| 07 | M - Male | White | Active |
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| 07 | F - Female | White | Active |
| 07 | M - Male | White | Active |
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| 07 | F - Female | White | Active |
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| 08 | M - Male | White | Active |
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|----|------------|-------|----------|
| 08 | F - Female | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Inactive |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | M - Male | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |
| 08 | F - Female | White | Active |