

AAAP



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



Storm Grove 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 10/11/2021 Verified by Anne Bieber

Quarterly Reflection

After reflecting at the end of the first nine weeks, we made some intentional additions to the SIP. Our SIP was updated to include what we are doing for our bubble students, high achieving students, bottom quartile, and our ESSA groups. Teachers have also been asked to include specific strategies they are using to address these groups which includes our Black students. The school leadership team is providing more support to teachers by utilizing our Success Coach with classroom management tips, walk throughs and coaching. We are utilizing our ASPIRE teacher to provide more interventions to support students. Our ELA and Math teachers increased the i-Ready minutes to average 45 minutes per week, and include incentives for students to pass lessons after including i-Ready in the collaborative planning meetings. We saw an increase in lessons passed for the last week of September where our Black students out paced the overall student population. All students passed 79.4% of math lessons and black students passed 81.5% of all lessons. For ELA our overall student population passed 79.9% of lessons and Black students passed 83.7% of lessons. In reviewing our extra curricular activities the percent of each subgroup is equal to the overall percentage of our student body. Moving forward, our school will continue to recruit African American students for extracurricular activities, including creating the Achievers in Unity Program.

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	4
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)	9/1/21, 9/16/21, 9/20/21, 10/8/21

Summary of observation(s):

8 th Grade U.S. History September 1 and 2, they discussed Spain setting up New Spain, which included information about the Spanish beginning to use Slaves from Africa instead of Native Americans on their plantations, primarily located in the Caribbean and Central/South America. September 16 and 17 they discussed Jamestown and the arrival of the first slave ships in 1619 to mainland North America. They also discussed how some of the first slaves were treated like indentured servants and had the opportunity to earn their freedom, and how that changed and shifted over time. September 20 and 21 they discussed life in the Southern Colonies and focused on the Middle Passage and slave codes and briefly touched on life as a slave (we go into more detail on this later in the year). **ELA** On October 8th, our 8th grade ELA students studied Fredrick Douglas and his impact on America through readings and images.

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.

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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 for African American Students:

September 1, 2021 and October 1, 2021

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

Ms. Bieber made several calls home to discuss attendance issues for any student who missed 8 or more days of school. Administrative team reviewed Early Warning Data with Success Coach. Our Success Coach implemented check in check out and working with them in the classroom setting by encouraging engagement and work completion. We are starting a United in Achievement club. We are inviting minority and African American students. These students were selected based on need for academic and behavioral supports. The club first met on October 5. When grades post on October 12th, our School Counselors and Success Coach will pull the D and F report and will meet with each student to provide support. The Success Coach ensures that students have the supplies they need. She also helps students organize their backpacks to help them be successful, often meeting weekly with the students with most needs.

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
7%	71%

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:

August 17, September 13, and October 5

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

Success Coach is held one-on-one discussions with students who have struggled during the first few weeks of school to see what supports we can provide. The Success Coach will then follow up with them in class. Several students are on check in and check out with the Success Coach or ASPIRE teacher. As a team, we have changed student schedules and implemented delayed-release. Our Success Coach is working with individual teachers who have high amounts of discipline (CIRs and ODRs) and large amounts of D's and F's.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

September 29

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

After reviewing i-Ready and Unit Assessment data, SGMS has implemented two actions: Administration and instructional coaches are closely monitoring i-Ready minutes and lessons passed. The administration is implementing an award system for students who are meeting i-Ready minutes and lessons passed. Teachers are reviewing achievement data during collaborative planning. Many teachers are offering after-school tutoring and tutoring during lunch.

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

AAAP

All Grade Levels Served by the School (Combined)	
African American	White, Non-Hispanic
9	16

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 Quarter 1

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:	10/4/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	Yes

If no, what modifications will be made to address the achievement gap? Our teachers will participate in Data Chats to support Collaborative Planning, including students on the bubble, bottom quartile students, high achieving students, and our ESSA groups, Black, Hispanic, ED, SWD.

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): Storm Grove had a positive Impact Review. We will continue to improve monitor all students for understanding.

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
12 %	12 %	%	70 %	5 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			10/6/2021	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):			9	

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	
African American	White, Non-Hispanic

(Optional) Additional information:
We have not had any instructional interviews during the 1st quarter

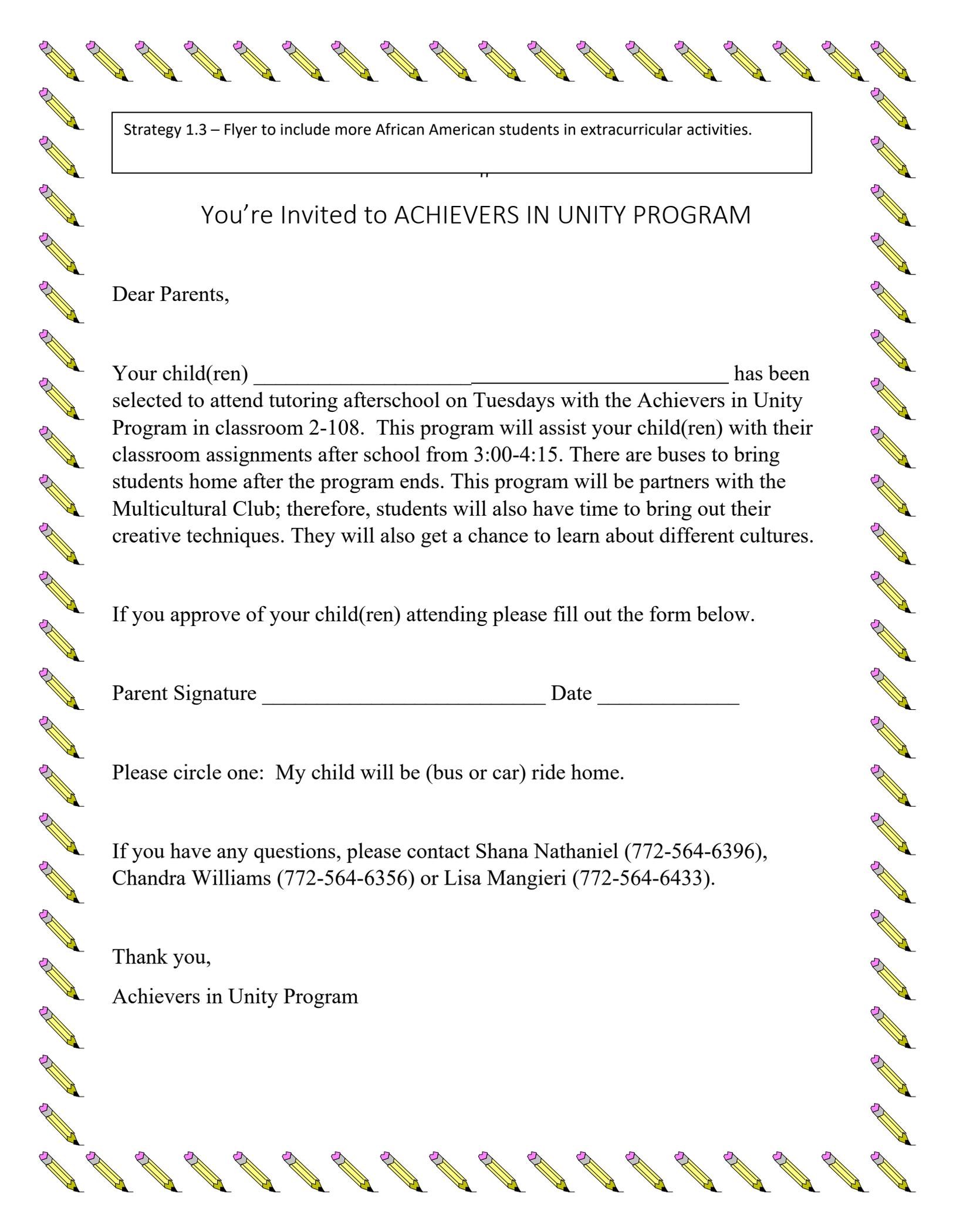
Storm Grove Middle School

African American Achievement Plan Evidence

Strategy 1.1:

8th Grade ELA students studied Fredrick Douglas as part of their curriculum. This shows evidence of images Fredrick Douglas as discussed during ELA classes.





Strategy 1.3 – Flyer to include more African American students in extracurricular activities.

You're Invited to ACHIEVERS IN UNITY PROGRAM

Dear Parents,

Your child(ren) _____ has been selected to attend tutoring afterschool on Tuesdays with the Achievers in Unity Program in classroom 2-108. This program will assist your child(ren) with their classroom assignments after school from 3:00-4:15. There are buses to bring students home after the program ends. This program will be partners with the Multicultural Club; therefore, students will also have time to bring out their creative techniques. They will also get a chance to learn about different cultures.

If you approve of your child(ren) attending please fill out the form below.

Parent Signature _____ Date _____

Please circle one: My child will be (bus or car) ride home.

If you have any questions, please contact Shana Nathaniel (772-564-6396), Chandra Williams (772-564-6356) or Lisa Mangieri (772-564-6433).

Thank you,

Achievers in Unity Program

Strategy 1.3

Sample List of students our Success Coach is tracking.

Key
ED - economically disadvantaged
LEP - limited English proficiency
ADA - average daily attendance
SUS - suspension
CF - course failure
Ct lv 1 - FSA score

Name	SID	Schl	Grade	Race/Eth	ESE	ED	LEP_C ODE	Ct ADA Chronic	Ct SUS	Ct CF	Ct Lvl 1/2	Ct 1+ EWI	Ct 2+ EWI
Student 1	1	SGMS	06	B	N	N	ZZ		1			1	
Student 2	2	SGMS	06	NR	N	Y	ZZ		1	1		1	1
Student 3	3	SGMS	06	O	N	Y	ZZ	1	1	1		1	1
Student 4	4	SGMS	06	NR	N	N	ZZ	1	1			1	1
Student 5	5	SGMS	06	NR	N	Y	ZZ		1			1	
Student 6	6	SGMS	06	NR	N	N	ZZ		1			1	
Student 7	7	SGMS	07	NR	N	Y	ZZ		1			1	
Student 8	8	SGMS	07	O	N	Y	ZZ		1	1		1	1
Student 9	9	SGMS	07	A	N	Y	ZZ		1	1		1	1
Student 10	10	SGMS	07	NR	N	N	ZZ	1	1	1		1	1
Student 11	11	SGMS	07	H	N	Y	LF	1	1		1	1	1
Student 12	12	SGMS	07	PI	N	N	LF		1			1	
Student 13	13	SGMS	07	NR	N	Y	ZZ	1	1	1		1	1
Student 14	14	SGMS	07	NR	N	Y	ZZ		1		1	1	1
Student 15	15	SGMS	07	NR	N	Y	ZZ		1			1	
Student 16	16	SGMS	07	H	N	Y	LY	1	1		1	1	1
Student 17	17	SGMS	07	H	N	Y	LA		1			1	
Student 18	18	SGMS	07	NR	Y	Y	ZZ	1	1			1	1
Student 19	19	SGMS	07	H	N	N	ZZ		1	1	1	1	1
Student 20	20	SGMS	07	B	N	Y	ZZ		1			1	
Student 21	21	SGMS	07	NR	N	N	ZZ		1			1	
Student 22	22	SGMS	07	B	N	Y	ZZ	1	1	1	1	1	1
Student 23	23	SGMS	07	NR	N	Y	ZZ		1	1		1	1
Student 24	24	SGMS	07	NR	N	N	ZZ		1		1	1	1
Student 25	25	SGMS	07	NR	N	N	ZZ		1			1	
Student 26	26	SGMS	07	O	Y	Y	ZZ	1	1			1	1
Student 27	27	SGMS	08	NR	N	N	ZZ		1			1	
Student 28	28	SGMS	08	NR	N	Y	ZZ	1	1		1	1	1
Student 29	29	SGMS	08	O	N	Y	ZZ		1		1	1	1
Student 30	30	SGMS	08	NR	N	N	ZZ		1			1	
Student 31	31	SGMS	08	NR	N	Y	ZZ		1		1	1	1
Student 32	32	SGMS	08	H	Y	Y	LA		1		1	1	1
Student 33	33	SGMS	08	H	Y	Y	LA		1	1	1	1	1
Student 34	34	SGMS	08	B	N	N	ZZ		1			1	
Student 35	35	SGMS	08	NR	N	N	ZZ		1	1	1	1	1

Strategy 1.3

Sample Intervetnion Log from our Success Coach

Success Coach Daily Intervention Log - August 2021								
Date	Time	Name	ID#	Grade	Referred by	Reason for Referral	Notes	Follow up
8/15/2021	#####	Student 1	1	#####	Walker	Sleeping in class	Met with student . . .	8/17/2021
8/24/2021	10:00	Student 2	2	8	Coppola	Broke clock in PE	Met with student and discussed the importance of following directions in class. She was assigned a lunch detention and wrote a reflection on the matter.	8/25/2021
8/24/2021	8:00	Student 3	3	7	Duchmein	Out of dress code	Met with student and discussed that storm grove has a dress code that is part of the rules and procedures of the school that needs to be followed by all students. She understood but was upset over an incident that happened on the bus. I told her I would address the other student involved and follow up with her to see if the behavior continues.	8/25/2021
8/24/2021	2:00	Student 4	4	8		no referral/ teachers reporting not doing anything	Met with student. He informed me he is new to school and his parents are going through a rough divorce so he doesn't want to be at school. He said he understands that he has to do work. I will be checking in on him frequently.	8/26/2021
8/24/2021	11:45	Student 5	5	6	Harris	disruptive	Sat in Ms. Harris' room with student. Have heard from multiple teachers he is disruptive in class. He seems to want that extra pat on the back for a job well done.	8/27/2021
8/24/2021	2:00	Student 6	6	8	Bell	Walked out of class	Student walked out of class because he didn't want to do anything. He said the teacher was making him be quiet and do his work and he just doesn't want to. I talked with him about making better choices within the classroom.	8/25/2021
8/24/2021	11:30	Student 7	7	7	Pohlman	Disruptive	Went to Mr. Pohlman's class after being called student was being disruptive. Talked with him and he said he knows he needs to stay on task but is bored. We talked about the importance of behaving in class.	8/27/2021
8/24/2021	7:45	Student 8	8	8		Check in	Checked in with "Art" this morning. He seemed in good spirits.	8/27/2021

Strategy 2.1

After being assigned to ASPIRE, the ASPIRE teachers puts in place the following interventions:

Interventions for students

- ASPIRE overview of procedures and expectations
- Student Reflection Worksheet
- Goal Setting Worksheet
- Adolescent brain development articles/discussion
- Examples of Student Success Behaviors Worksheet
- Check-in/Check-out procedures throughout the week

Strategy 2.1

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8/24/2021	7:45	Student 8	8	8		Check in	Checked in with "Art" this morning. He seemed in good spirits.	8/27/2021

Strategy 2.1

Our success coach meets with teachers identified by administration who need support with classroom management. The notes below are from one of these meetings.

On October 6, 2021, our Success Coach, Mrs. Mangieri, and Mrs. Duchemin, met with a science teacher to discuss:

- Student Code of Conduct
- Student behaviors and appropriate consequences
- Implementing interventions prior to writing an Office Discipline Referral

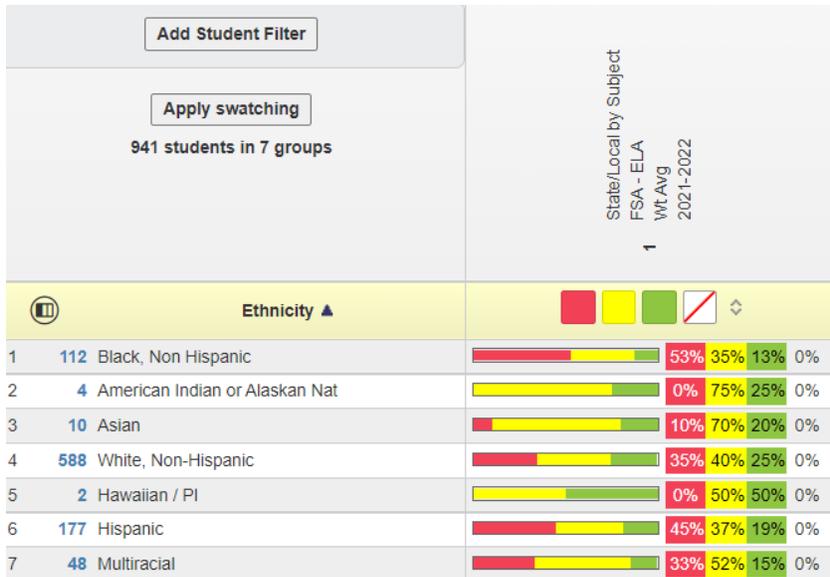
After the meeting, the parties agreed to have follow up meetings and observations with the Success Coach and Mrs. Duchemin.

Strategy 2.1

Our administration team and instructional coaches review data often. After every Unit Assessment or i-Ready diagnostic, our teacher teams review the data during collaborative planning, including spiraling back to reteach weaker areas.

Below is a piece of data that we review. The data shows Unit Assessment data by race. Races under 10 students are redacted.

Data is as of the week of October 4, 2021.



Add Student Filter		State/Local by Subject FSA - EOC Algebra 1 Wt.Avg 2021-2022 1				
Apply swatching						
196 students in 7 groups						
Ethnicity ▲						
13	Black, Non Hispanic		23%	31%	46%	0%
1	American Indian or Alaskan Nat		0%	0%	100%	0%
2	Asian		0%	0%	100%	0%
131	White, Non-Hispanic		12%	32%	56%	0%
1	Hawaiian / PI		0%	0%	100%	0%
37	Hispanic		19%	30%	51%	0%
11	Multiracial		0%	45%	55%	0%

Add Student Filter		State/Local by Subject EOC - Civics Wt.Avg 2021-2022 1				
Apply swatching						
280 students in 6 groups						
Ethnicity ▲						
27	Black, Non Hispanic		59%	15%	26%	0%
3	Asian		0%	33%	67%	0%
175	White, Non-Hispanic		13%	27%	60%	0%
1	Hawaiian / PI		0%	0%	100%	0%
53	Hispanic		30%	34%	36%	0%
21	Multiracial		19%	19%	62%	0%

Add Student Filter		State/Local by Subject FCAT - Science Wt. Avg 2021-2022				
Apply swatching		1				
921 students in 7 groups						
Ethnicity ▲						
1	109 Black, Non Hispanic		55%	38%	7%	0%
2	4 American Indian or Alaskan Nat		25%	50%	25%	0%
3	10 Asian		10%	30%	60%	0%
4	578 White, Non-Hispanic		32%	36%	32%	0%
5	2 Hawaiian / PI		50%	0%	50%	0%
6	165 Hispanic		47%	35%	19%	0%
7	53 Multiracial		40%	40%	21%	0%

Below is the i-Ready usage as of 10/11/21.

ELA:

All Students:



African American Students:



Math:

All Students:



African American Students:



Strategy 2.3

Storm Grove received prior authorization for all students who received an Out of School Suspension.

Redacted sample below.

Student Suspension Form			
School	<input type="text" value="Storm Grove Middle"/>	Date	<input type="text" value="09/24/2021"/>
Student's Name	<input type="text" value="REDACTED"/>	Grade	<input type="text" value="8"/>
Dates of suspension	<input type="text" value="9/27 and 9/28"/>	Number of days	<input type="text" value="2"/>
Reason for Request			
<p>We have two students who have continued to fight/try to fight since the beginning of school. They have been to ASPIRE and ALTOSS as well as multiple interventions from administration and our success coach. Earlier in the day there was another incident. Our success coach and security monitor intervened and stopped the incident.</p> <p>This incident escalated to the incident that occurred on a moving school bus at the end of the day. It was described as a brawl/maylay and the driver and other students were visibly shaken. The driver stopped the bus and tried to intervene. The driver was hit but we are unable to identify who hit the driver because of the number of students that jumped in.</p> <p>The two students have now begun to get others to join in and also instigate all day long for the other one to "hit first". There have been no less than 5 additional instances where a fight would have broken out if security/admin/success coach had not intervened.</p> <p>This is creating a dangerous situation on our campus and we are very fearful it will escalate.</p>			

Unit 2: Functions

Unit Goal: Students will understand the concept of a function and use function notation. Students will analyze linear functions only and investigate key features of graphs. They will also create, solve, and model graphically linear equations and inequalities in one variable; recognize arithmetic sequences as linear functions.

Standards:

- F-IF.2.4*: (Modeling Standard) For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- A-REI.4.10: Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
- F-IF.2.5: Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. *For example, if the function $h(n)$ gives the number of person-hours it takes to assemble engines in a factory, then the positive integers would be an appropriate domain for the function.*
- N-Q.1.2: Define appropriate quantities for the purpose of descriptive modeling.
- F-IF.1.1: Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.
- F-IF.1.2: Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- F-IF.1.3: Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.
- F-IF.2.6: Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.
- F-LE.1.1: Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 - Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- F-LE.2.5: Interpret the parameters in a linear or exponential function in terms of a context
- A-SSE.1.2: Interpret expressions that represent a quantity in terms of its context.
 - Interpret parts of an expression, such as terms, factors, and coefficients.

- Interpret complicated expressions by viewing one or more of their parts as a single entity.
- A-CED.1.2: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- F-IF.3.7A: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
 - Graph linear and quadratic functions and show intercepts, maxima, and minima.
- F-LE.1.2: Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
- S-ID.2.6c: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - Fit a linear function for a scatter plot that suggests a linear association.
- S-ID.3.7: Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
- F-BF.2.3: Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. *Include recognizing even and odd functions from their graphs and algebraic expressions for them.*
- F.BF.1.1: Write a function that describes a relationship between two quantities.
 - Determine an explicit expression, a recursive process, or steps for calculation from a context.
 - Combine standard function types using arithmetic operations. *For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.*
 - Compose functions. *For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.*
- F-IF.3.9: Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). *For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.*

ESE/ELL: Per individual IEP

Pull small groups daily based on students understanding and knowledge

Kagan strategies implemented for differentiation

Lesson 1: Domain and Range

Date Taught	September 27, 28
Learning Target	SWBAT represent a identify domain and range from a graph, table or set of numbers.
Lesson	<u>Textbook pages:</u> Chapter 4

	<u>Direct Instruction</u> : Coordinate plane preview Domain and range PowerPoint Guided Notes
	<u>Guided Practice</u> : Examples reviewed in then notes
	<u>Independent Practice</u> : Online PowerPoint practice
Assignment(s):	Domain and range worksheet
Assessment:	Review of online practice

Lesson 2: Introduction to Functions and Relations

Dates Taught	September 29,30 October 1
Learning Target	SWBAT represent a relation four different ways: ordered pairs, table, mapping, and a graph.
Lesson	<u>Textbook pages</u> : Chapter 4 Functions Sheet
	<u>Direct Instruction</u> : Functions and relations Sheet #1-3 Is it a function- tables, mapping and graphs
	<u>Guided Practice</u> : Examples reviewed in then notes
	<u>Independent Practice</u> : Online PowerPoint practice Functions math lib
Assignment(s):	Homework #1 worksheet
Assessment:	Review of workbook p. 111- 112 Quiz

Lesson 3: Equations as Functions

Dates Taught	October 4
Learning Target	SWBAT graph a function using an equation and given specific domain values and find solutions to a function.
Lesson	<u>Textbook pages</u> : Chapter 4
	<u>Direct Instruction</u> : Input/output notes
	<u>Guided Practice</u> : Examples reviewed in the notes
	<u>Independent Practice</u> : rally coach practice
Assignment(s):	IReady
Assessment:	Exit ticket

Lesson 4: Sketch a Graph

Dates Taught	October 5
Learning Target	SWBAT sketch a graph based off a given scenario and describe key features of a graph.
Lesson	<u>Textbook pages</u> : Chapter 4
	<u>Direct Instruction</u> : Warm up Plotting points preview Graphing from table notes Include questions such as for what values of x is the graph increasing?
	<u>Guided Practice</u> : Examples reviewed in the notes http://www.graphingstories.com/
	<u>Independent Practice</u> : Practice given in the notes (reference pages in direct instruction)
Assignment(s):	Half sheet

Assessment:	Observation and listening to questions asked

Lesson 5: Function Notation

Dates Taught	October 6
Learning Target	SWBAT evaluate functions using function notation.
Lesson	<u>Textbook pages:</u> Chapter 4
	<u>Direct Instruction:</u> Function Notation and Evaluating functions worksheet Whiteboard practice
	<u>Guided Practice:</u> Examples reviewed in the notes
	<u>Independent Practice:</u> Sketching and function notation practice All record round robin
Assignment(s):	Interactive notebook
Assessment:	Review of homework Observation and listening to questions asked

Lesson 6: Identifying Zeros of a Function

Dates Taught	October 7
Learning Target	SWBAT locate the zeros of a function on a graph and from an equation algebraically.
Lesson	<u>Textbook pages:</u> Chapter 4
	<u>Direct Instruction:</u> Identifying the zeros notes p. 30-31

	<u>Guided Practice</u> : Examples reviewed in the notes
	<u>Independent Practice</u> : Worksheet Gradual release using whiteboards from notes to practice
Assignment(s):	Half sheet homework
Assessment:	Review of homework Observation and listening to questions asked

Lesson 7: Rate of Change and Slope

Dates Taught	October 8-12
Learning Target	SWBAT calculate the slope from a graph and two ordered pairs.
Lesson	<u>Textbook pages</u> : p. 294-297
	<u>Direct Instruction</u> : Problems 1-4 Daily review quiz (day 1)
	<u>Guided Practice</u> : Got it? #1-4 Intro to negative/ positive slope (day 1) Slope from graph notes (day 2) Slope formula (day 3)
	<u>Independent Practice</u> : Powerpoint activity (day 2) Worksheet rally coach (day 3)
Assignment(s):	Workbook p. 139-140 Exit ticket (day 3)
Assessment:	Review of homework Observation and listening to questions asked

Lesson 8: Slope Intercept Form

Dates Taught	October 13
Learning Target	SWBAT write linear equations using slope-intercept form and graph those equations
Lesson	<u>Textbook pages</u> : p. 308-311
	<u>Direct Instruction</u> : Slope intercept notes
	<u>Guided Practice</u> : Got it? #1-6 Whiteboard problems from notes
	<u>Independent Practice</u> : Half powerpoint practice Slope worksheet (day 2)
Assignment(s):	Workbook p. 147-148 Half practice powerpoint for homework
Assessment:	Review of homework Observation and listening to questions asked

Lesson 10: Standard Form

Dates Taught	October 15/18
Learning Target	SWBAT graph linear equations using intercepts and write linear equations in standard form.
Lesson	<u>Textbook pages</u> : p. 322-324
	<u>Direct Instruction</u> : Standard step by step notes day 1 Standard notes with graphing day 2
	<u>Guided Practice</u> : Problems from notes
	<u>Independent Practice</u> : Daily review warm up Standard worksheet day 1

	Rally coach day 2
Assignment(s):	Homework back of practice Rally coach worksheet
Assessment:	Review of homework Observation and listening to questions asked

Lesson 11: Review

Dates Taught	October 19
Learning Target	SWBAT graph linear equations using intercepts and write linear equations in standard form and slope intercept form.
Lesson	<u>Textbook pages:</u> p. 322-324
	<u>Direct Instruction:</u> Review numbered heads together
	<u>Guided Practice:</u> Problems from practice
	<u>Independent Practice:</u> Daily review quiz Review for test
Assignment(s):	Review sheet
Assessment:	Unit 1 test Observation and listening to questions asked

Unit 1 Test

Lesson 12: Point Slope Form

Dates Taught	October 21-22
Learning Target	SWBAT graph linear equations using two given points.

Lesson	<u>Textbook pages:</u> p. 315-320
	<u>Direct Instruction:</u> Notes slope and point given day 1 Notes just two points day 2
	<u>Guided Practice:</u> Problems from notes Gradual release to practice
	<u>Independent Practice:</u> Rally coach worksheet Practice problems
Assignment(s):	Homework interactive notebook
Assessment:	Review of homework Observation and listening to questions asked

Lesson 13: Word Stories

Dates Taught	October 25
Learning Target	SWBAT translate given word problems into linear equations, solve and graph.
Lesson	<u>Textbook pages:</u> Chapter 4
	<u>Direct Instruction:</u> Flipbook notes
	<u>Guided Practice:</u> Problems from the notes
	<u>Independent Practice:</u> All record round robin practice sheet
Assignment(s):	Homework interactive notebook
Assessment:	Review of homework Observation and listening to questions asked

STORM GROVE MIDDLE SCHOOL

6400 57th Street • Vero Beach, FL 32967

772-564-6400 • Fax: 772-564-6321

Anne Bieber, Principal

August 25, 2021

You have been selected to participate on the Storm Grove African American Student Council for the school year 2021-2022. This group will meet once a month to discuss relevant school concerns, positive experiences and ideas. We will meet at different times to ensure that no one class is interrupted too often. Out meeting dates are listed below:

September 8, 2021

October 6, 2021

November 3, 2021

December 1, 2021

January 6, 2022

February 2, 2022

March 2, 2022

April 6, 2022

May 4, 2022

We are excited to hear your voice and ideas!

Sincerely,



Robyn Bethel, Assistant Principal

Storm Grove Middle School

772-564-6327

Robyn.Bethel@indianriverschools.org



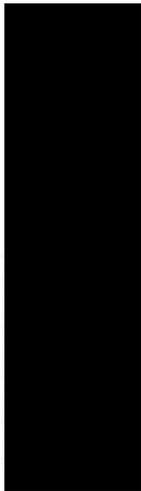
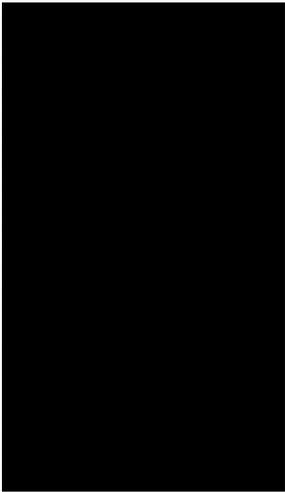
School District of Indian River County

STORM GROVE MIDDLE SCHOOL

6400 57th Street • Vero Beach, FL 32967

772-564-6400 • Fax: 772-564-6321

Anne Bieber, Principal



8th
8th
8th
7th
7th
7th
6th
6th
6th
6th

Strategy 3.1

Individual Student List (Redacted for FERPA)

Last First M	Student ID	Grade	Single Race	Activities Activity
Student 1	1	07	White	Cross Country
Student 2	2	08	Black or African American	Cross Country
Student 3	3	06	White	Cross Country
Student 4	4	07	White	Cross Country
Student 5	5	08	White	STEAM
Student 6	6	06	Hispanic	Cheerleading
Student 7	7	06	Hispanic	Soccer (Co-Ed)
Student 8	8	07	White	S.W.A.T.
Student 9	9	08	Other	Soccer (Co-Ed)
Student 10	10	07	White	Cross Country
Student 11	11	08	Black or African American	STEAM
Student 12	12	06	White	Cross Country
Student 13	13	07	White	Cheerleading
Student 14	14	07	White	S.W.A.T.
Student 15	15	07	White	Future Florida Educators of America
Student 16	16	08	White	Cheerleading
Student 17	17	06	Black or African American	Future Florida Educators of America
Student 18	18	07	White	Volleyball
Student 19	19	08	White	National Junior Honor Society
Student 20	20	07	White	Cross Country
Student 21	21	06	Other	Cheerleading
Student 22	22	06	White	Volleyball
Student 23	23	07	Other	Future Florida Educators of America
Student 24	24	07	White	Student Council
Student 25	25	08	Other	Cross Country
Student 26	26	06	White	STEAM
Student 27	27	06	Black or African American	Soccer (Co-Ed)
Student 28	28	07	White	Cheerleading
Student 29	29	07	White	Student Council
Student 30	30	06	White	Student Council
Student 31	31	08	White	Volleyball
Student 32	32	06	Hispanic	Volleyball
Student 33	33	06	Hispanic	STEAM
Student 34	34	08	White	Volleyball
Student 35	35	07	Other	Cheerleading
Student 36	36	06	Black or African American	African American Student Council
Student 37	37	08	White	National Junior Honor Society
Student 38	38	08	White	National Junior Honor Society
Student 39	39	08	White	Soccer (Co-Ed)
Student 40	40	07	White	Soccer (Co-Ed)
Student 41	41	08	White	STEAM
Student 42	42	06	White	STEAM
Student 43	43	06	Hispanic	STEAM
Student 44	44	08	White	Soccer (Co-Ed)
Student 45	45	06	White	Cross Country
Student 46	46	08	Black or African American	African American Student Council

Student 47	47	06	White	STEAM
Student 48	48	06	White	Cross Country
Student 49	49	07	White	Future Florida Educators of America
Student 50	50	08	White	Soccer (Co-Ed)
Student 51	51	07	White	Cross Country
Student 52	52	08	White	National Junior Honor Society
Student 53	53	08	Hispanic	Soccer (Co-Ed)
Student 54	54	07	White	Cheerleading
Student 55	55	07	White	Volleyball
Student 56	56	07	White	Cheerleading
Student 57	57	06	White	Cross Country
Student 58	58	08	White	Soccer (Co-Ed)
Student 59	59	06	White	Student Council
Student 60	60	07	Hispanic	African American Student Council
Student 61	61	08	Hispanic	Soccer (Co-Ed)
Student 62	62	08	White	Soccer (Co-Ed)
Student 63	63	08	Black or African American	Cheerleading
Student 64	64	06	White	Cheerleading
Student 65	65	06	White	Cross Country
Student 66	66	08	White	Cross Country
Student 67	67	07	White	Volleyball
Student 68	68	06	Other	Cross Country
Student 69	69	07	Hispanic	Soccer (Co-Ed)
Student 70	70	08	Black or African American	African American Student Council
Student 71	71	08	Black or African American	Cross Country
Student 72	72	08	White	National Junior Honor Society
Student 73	73	08	White	STEAM
Student 74	74	08	White	National Junior Honor Society
Student 75	75	07	White	Soccer (Co-Ed)
Student 76	76	06	White	Future Florida Educators of America
Student 77	77	08	White	National Junior Honor Society
Student 78	78	08	White	Volleyball
Student 79	79	07	White	Cheerleading
Student 80	80	06	Black or African American	Future Florida Educators of America
Student 81	81	07	White	Student Council
Student 82	82	08	White	Cross Country
Student 83	83	07	Black or African American	African American Student Council
Student 84	84	06	White	Cheerleading
Student 85	85	06	Black or African American	African American Student Council
Student 86	86	06	Other	Soccer (Co-Ed)
Student 87	87	06	Black or African American	Volleyball
Student 88	88	08	White	National Junior Honor Society
Student 89	89	07	White	Cross Country
Student 90	90	07	White	Cheerleading
Student 91	91	08	White	National Junior Honor Society
Student 92	92	06	Black or African American	African American Student Council
Student 93	93	08	White	Cheerleading
Student 94	94	06	White	Future Florida Educators of America
Student 95	95	06	White	STEAM
Student 96	96	08	White	National Junior Honor Society
Student 97	97	07	Hispanic	Soccer (Co-Ed)
Student 98	98	06	White	Soccer (Co-Ed)

Student 99	99	08	Black or African American	National Junior Honor Society
Student 100	100	08	Black or African American	Poetry
Student 101	101	08	White	Cross Country
Student 102	102	08	White	National Junior Honor Society
Student 103	103	07	White	Volleyball
Student 104	104	07	White	Cheerleading
Student 105	105	07	White	Cross Country
Student 106	106	08	White	National Junior Honor Society
Student 107	107	08	White	Cross Country
Student 108	108	08	White	Soccer (Co-Ed)
Student 109	109	08	White	Cross Country
Student 110	110	06	White	Future Florida Educators of America
Student 111	111	07	White	Volleyball
Student 112	112	08	White	Student Council
Student 113	113	06	American Indian or Alaskan N	STEAM
Student 114	114	08	White	Poetry
Student 115	115	08	White	National Junior Honor Society
Student 116	116	08	White	Volleyball
Student 117	117	06	White	Future Florida Educators of America
Student 118	118	07	Black or African American	Volleyball
Student 119	119	08	White	Future Florida Educators of America
Student 120	120	06	White	Future Florida Educators of America
Student 121	121	08	White	National Junior Honor Society
Student 122	122	06	White	Student Council
Student 123	123	08	White	Soccer (Co-Ed)
Student 124	124	08	White	National Junior Honor Society
Student 125	125	08	Hispanic	Future Florida Educators of America
Student 126	126	07	Other	STEAM
Student 127	127	08	Hispanic	Soccer (Co-Ed)
Student 128	128	08	White	Volleyball
Student 129	129	08	Hispanic	National Junior Honor Society
Student 130	130	08	Black or African American	National Junior Honor Society
Student 131	131	06	White	Future Florida Educators of America
Student 132	132	06	White	STEAM
Student 133	133	07	White	Cross Country
Student 134	134	06	Hispanic	STEAM
Student 135	135	06	Hispanic	Cross Country
Student 136	136	06	White	Volleyball
Student 137	137	08	White	National Junior Honor Society
Student 138	138	07	White	Cheerleading
Student 139	139	07	White	Cross Country
Student 140	140	07	White	Cross Country
Student 141	141	06	White	Cross Country
Student 142	142	07	White	Soccer (Co-Ed)
Student 143	143	07	White	Soccer (Co-Ed)
Student 144	144	08	Hispanic	Poetry
Student 145	145	08	Hispanic	National Junior Honor Society
Student 146	146	08	White	Cheerleading
Student 147	147	08	White	National Junior Honor Society
Student 148	148	08	White	National Junior Honor Society
Student 149	149	06	Black or African American	African American Student Council
Student 150	150	07	Other	Soccer (Co-Ed)

Student 151	151	07	Black or African American	Cheerleading
Student 152	152	07	Black or African American	African American Student Council
Student 153	153	08	White	National Junior Honor Society
Student 154	154	08	Hispanic	National Junior Honor Society
Student 155	155	08	White	Volleyball
Student 156	156	08	White	National Junior Honor Society
Student 157	157	06	White	Cheerleading
Student 158	158	08	White	National Junior Honor Society
Student 159	159	07	Hispanic	Volleyball
Student 160	160	08	White	Cross Country
Student 161	161	06	White	Cheerleading
Student 162	162	08	White	National Junior Honor Society
Student 163	163	06	White	Cheerleading
Student 164	164	08	White	National Junior Honor Society
Student 165	165	08	White	Future Florida Educators of America
Student 166	166	06	White	STEAM
Student 167	167	08	White	National Junior Honor Society
Student 168	168	08	Black or African American	African American Student Council
Student 169	169	07	White	Student Council
Student 170	170	07	Hispanic	S.W.A.T.
Student 171	171	06	Hispanic	Future Florida Educators of America
Student 172	172	08	White	Future Florida Educators of America
Student 173	173	06	White	Future Florida Educators of America
Student 174	174	08	Hispanic	STEAM
Student 175	175	07	White	Volleyball
Student 176	176	08	White	Soccer (Co-Ed)
Student 177	177	08	White	Volleyball
Student 178	178	08	White	National Junior Honor Society
Student 179	179	07	White	Soccer (Co-Ed)
Student 180	180	08	White	Soccer (Co-Ed)
Student 181	181	08	White	National Junior Honor Society
Student 182	182	06	White	Cheerleading

Percent by Race		
Row Labels	Count of Single Race	
American Indian or Alaskan Na	*	*
Black or African American	22	12%
Hispanic	22	12%
Other	*	*
White	128	70%
Grand Total	182	100%

*Less than 10