AAAP Quarter 2

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 2

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 1/3/2022 **Verified by** AB

Quarter 2 Reflection

We continue to modify our SIP with specific intentional support for our bubble students, bottom quartile and ESSA groups. This includes specific strategies the teachers are using to address these groups, which include our Black students (ESSA group for SGMS). We will also begin our A2 interventions focusing on our ESSA groups and bottom quartile.   The leadership team continues to provide support with data chats and walk throughs as well as with our Success Coach, Literacy and Math Coaches. Our ASPIRE teacher has been implementing interventions with our Early Warning students.   We have seen an increase in iReady weekly minutes as well as lessons passed. We will continue with incentives for passed lessons as well as minutes complete.   In reviewing our extra curricular activities our percent of black students has increased to 31% which is much higher than overall enrollment. We will continue to recruit and advertise our extra curricular activities.

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	2
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	11/1/2021, 12/3/2021
Summary of observation(s):	

During the week of November 1st, 2021, 7th Grade Civics studies studied the Civil Rights Act of 1964, Voting Rights and the corresponding amendments, and the 13th Amendment.   On December 3rd, 2021, our 8th Grade ELA students worked in groups to discuss Letter From Frederick Douglas to Harriet Truman.

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		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
	%			%			%			%	

Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

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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:	10/27/21, 11/3/21, 11/10/21, 11/17/21, 12/1/21

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:
Our teachers discuss EWS data and instructional strategies in the collaborative planning meetings.   The administration team also meets every week to discuss EWS data. During these meetings, we discuss with the success coach students that need to receive interventions such as check-in and check out. The check-ins have been successful for many of our students.   Administration and School Counselors have made phone calls home to students who have low attendance. In addition, SGMS has mailed letters home to all students who have ten days or more absences.   Our ASPIRE teacher also implements a check-in and check-out system with students who attend ASPIRE frequently.   The intervention process consists of the Student Success Coach conducting daily/weekly academic or behavioral check in and check outs with selected students based on an MTSS recommendation, their Behavior plan accommodations or the Early Warning indicators. These check in and check outs consist of initiating organizational skill training, looking into the struggles with in the classroom whether academic or behavioral and developing plans to be more successful and overall well-being of students. Students with behavioral concerns have been placed on electronic point sheets to assist teachers in expressing what they are seeing within the classrooms. This data is used for MTSS purposes to help develop proper interventions such as further evaluations, mental health referrals, outside community support and/or classroom interventions. The Student Success Coach assist in the classroom with these students to offer academic support. Students are pulled out of elective classes periodically to discuss behavior and academic support to problem solve with the Success Coach. Guidance Counselors and the Student Success Coach work together to identify students in danger of failing Semester 1 and work together to develop the support the student needs to be successful.   Currently there are 9 teachers working with the Student Success Coach to develop strategies for dealing with behavior issues and gain classroom management support. Weekly/Monthly meetings are conducted to discuss what is working and what is not and what changes can be made or new strategies that can be implemented. The Student Success Coach also does observations in the classroom to recognize areas of future support and additional resources that may be needed for classroom success. All teachers are aware of the support the Student Success Coach offers and regularly email or meet with her to ask questions about classroom management and behavior concerns of students when needed. Many teachers have set up classroom observations as well so they can get feedback from the Student Success Coach regarding classroom management.

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**
8.6	69.8

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:	Every Monday

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
Our MTSS meets every Monday to discuss discipline issues, of which our succcess coach is apart of. They discuss interventions for students who have the biggest needs.

ACHIEVEMENT

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

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
Achievement is discussed through the MTSS process every Monday based on specific students referred to MTSS   Teachers discuss Achievement with coaches and administration on Wednesdays during collaborative planning after new data is received (Unit Assessment/ iReady,etc.) Plans are made for small group, lunch tutoring and after school tutoring based on the data.   The reward incentive that was put in place during Quarter 1 for iReady lessons passed and minutes (30-45 per week) has been very successful and continued through the 2nd quarter.

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**
36	38

AAAP Quarter 2

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:	1/3/2022
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?

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): Our teachers continue to participate in data chats to support collaborative planning, including students on the bubble, bottom quartile, high achieving students and our ESSA subgroups, Black, Hispanic, ED, SWD. Storm Grove had a positive impact review on December 6, 2021.

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.

Directions - How to Mass Add Log Records

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
40	129	31 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 13

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

Tryouts are announced in the morning and at lunch with the times and locations. The availability for support for fees/equipment is announced during pre season announcements and during all lunches. Teachers are reminded to look out for and refer to administration students who might want to try out but mention in class or to a friend that the expense is too great.

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:	2

| Percentage of Interviewers on Interview Committee by Race	
African American	**White, Non-Hispanic**
0	100

(Optional) Additional information:
We had one open position for a specialized VE communications class. There were three interviews scheduled. The only minority applicant cancelled the morning of the interview.
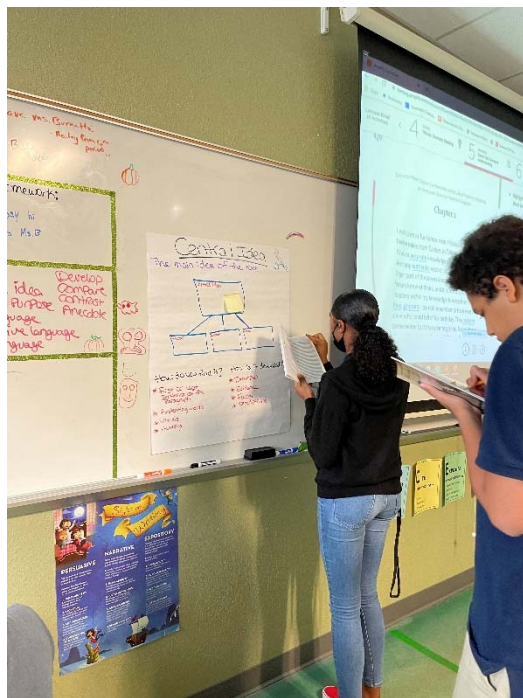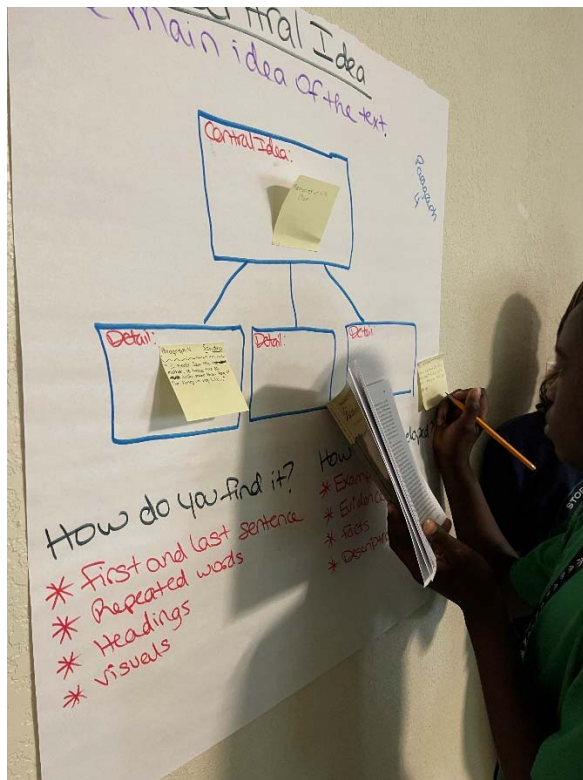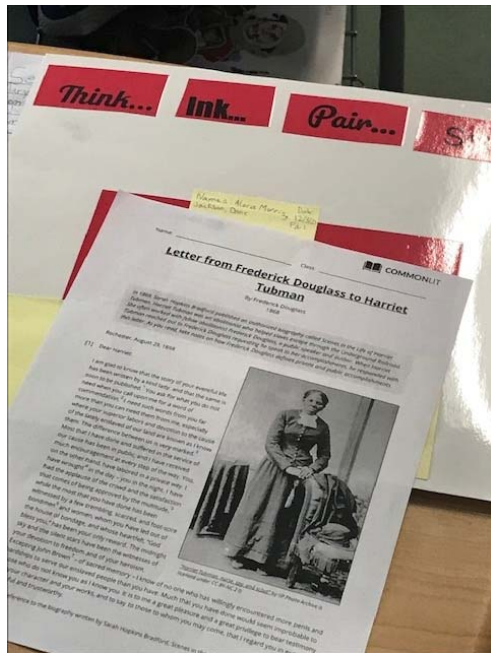
Storm Grove Middle School

African American Achievement Plan Evidence

Strategy 1.1:

Mrs. Burnette's 8th Grade ELA class working on *Narrative of the Life of Fredrick Douglass An American Slave*.
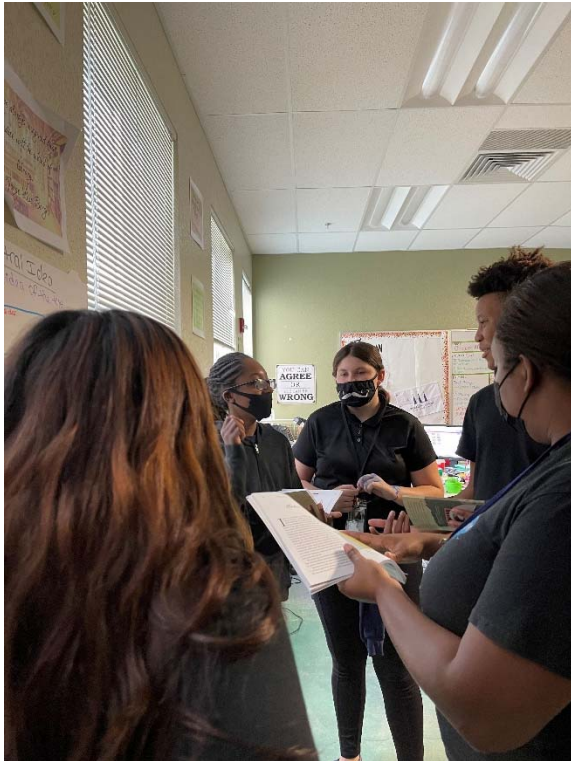
7th Grade Civics Class discussing voting rights, the 13th Amendment and the Civil Rights Act of 1964

✓oting Rights

amendment 15 1869
Men of any race can vote (If they pay poll)

amendment 19 1920
All women can vote

amendment 23 1961
People who live in Washington D.C. can vote

amendment 24 1964
No poll tax

amendment 26 1971
vote at age 18

13 freed slaves
African americans who were enslaved were set free.

CIVIL RIGHTS ACT OF 1964
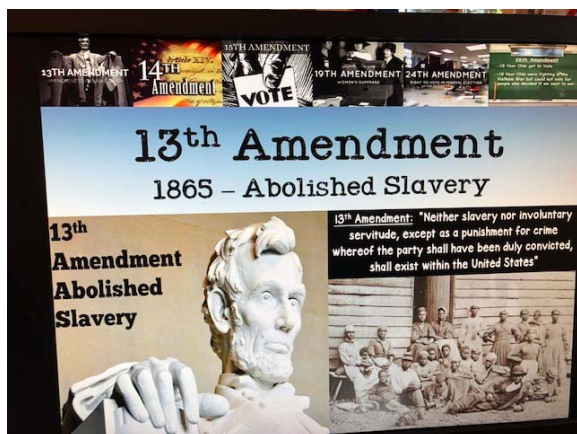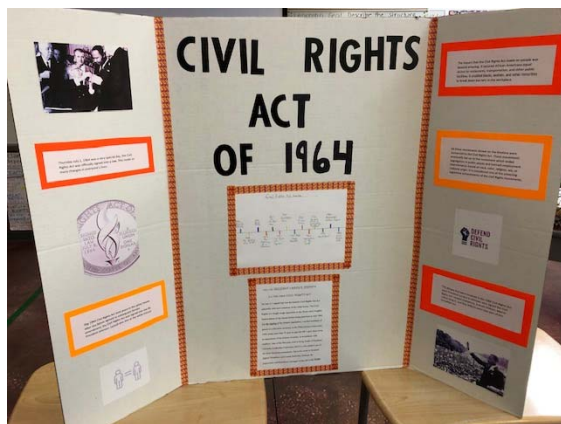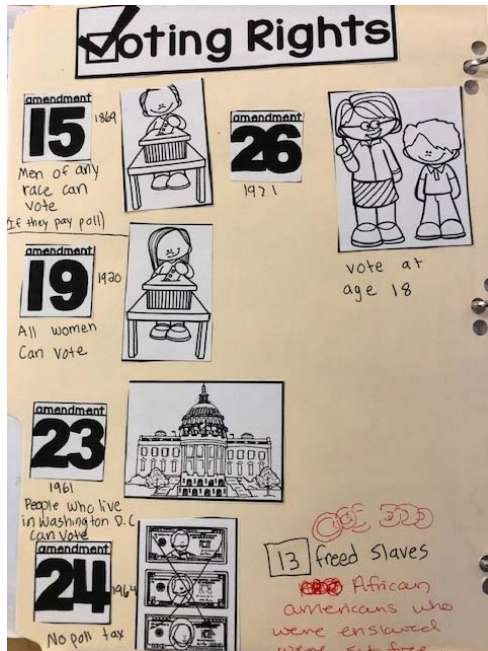
1.3 Sample List of Counselors meeting with F Students

Last First M	Student ID	Grade	Single Race	Course	Met with	Date
Student 1	*	07	Black or African American	M/J LANG ARTS 2	Blume	14-Oct
Student 2	*	08	Black or African American	M/J COMPRE SCI 3	Blume	15-Oct
Student 3	*	06	Black or African American	M/J MATH 1	Blume	15-Oct
Student 4	*	08	Black or African American	M/J LANG ARTS 3	Cathcart	14-Oct
Student 5	*	08	Black or African American	M/J US HIST&CAR PLAN	Cathcart	14-Oct
Student 6	*	07	Black or African American	M/J LANG ARTS 2	Cathcart	14-Oct
Student 7	*	08	Black or African American	ALG 1 HON	Cathcart	25-Oct
Student 8	*	08	Black or African American	M/J LANG ARTS 3	Cathcart	14-Oct
Student 9	*	07	Black or African American	M/J LANG ARTS 2	Cathcart	14-Oct
Student 10	*	07	Black or African American	M/J MATH 2	Cathcart	15-Oct
Student 11	*	07	Black or African American	M/J LANG ARTS 2	Cathcart	15-Oct
Student 12	*	07	Black or African American	M/J LANG ARTS 2	Cathcart	25-Oct
Student 13	*	08	Black or African American	M/J LANG ARTS 3	Cathcart	26-Oct
Student 14	*	07	Black or African American	M/J CIVICS	King	15-Oct
Student 15	*	06	Black or African American	M/J COMPRE SCI 1	King	26-Oct
Student 16	*	07	Black or African American	M/J LANG ARTS 2	King	26-Oct
Student 17	*	08	Black or African American	M/J US HIST&CAR PLAN	King	15-Oct
Student 18	*	06	Black or African American	M/J COMPRE SCI 1	King	27-Oct
Student 19	*	07	Black or African American	M/J CIVICS	King	27-Oct
Student 20	*	06	Black or African American	M/J COMPRE SCI 1	King	15-Oct
Student 21	*	08	Black or African American	M/J US HIS ADV & C/P	King	27-Oct
Student 22	*	08	Black or African American	M/J COMPRE SCI 3	King	19-Oct

3.1 Sample Success Coach Intervention Log for Quarter 2

Success Coach Daily Intervention Log - November 2021

Date	Time	Name	ID#	Grade	Referred by	Reason for Referral	Notes	Follow up
1-Nov	7:45	Student 1	*	6		check in	Escorted student from bus to the cafeteria because he was irritated about something from the bus	12-Nov
1-Nov	7:50	Student 2	*	8		check in	Spoke to student in the cafeteria seemed in good spirits	
1-Nov	8:00	Student 3	*	6		behavior	Told he needs to go to class wandering the halls	3-Nov
1-Nov	8:30	Student 4	*	7		academics	Sat in class and helped with assignment	
1-Nov	9:00	Student 5	*					
1-Nov	12:45	Student 6	*	6	Nevins	behavior	Talkimg in class. Spoke about the 3R's	9-Nov
2-Nov	9:00	Student 7	*	8	Herron	academics	Student is failing every class. Will work with ESE support teacher to help.	12-Nov
2-Nov	9:45	Student 8	*	7		check in	Having a good day.	
2-Nov	11:00	Student 9	*	8	Martinelli	behavior	Being disruptive. Spoke to student about the importance of staying focused.	
2-Nov	11:45	Student 10	*	7	Held	behavior	Stduent got kicked out of class for being disruptive. Talked about improving behavior.	10-Nov
2-Nov	1:00	Student 11	*	6	Nevins	behavior	Student struggling in this class to stay focused.	
2-Nov	2:15	Student 12	*	6		check in	Having a good day.	
2-Nov	2:30	Student 13	*	8	Martinelli	academics	Failing class. Will go into support.	
3-Nov	7:45	Student 14	*	6		check in	having a good day.	
3-Nov	9:30	Student 15	*	6	Jaffe	behavior	Talked to mom.	9-Nov

Date	Time	Student		Grade	Referred by	Category	Notes	Follow-up
3-Nov	11:00	Student 16	*	8	Cannon	behavior	Being disruptive. Spoke to student about the importance of staying focused.	
3-Nov	11:45	Student 17	*	8		academics	Failing classes. Will offer support.	
3-Nov	12:00	Student 18	*	6		behavior	wandering the halls. Explained the importance of being in class.	30-Nov

1.4 Number of Students Enrolled in Advanced Classes	
Race	Count of single_ethnicity
American Indian or Alaskan Native	2
Asian	9
Black or African American	44
Hispanic	72
Native Hawaiian or Other Pacific Islander	2
Other	24
White	356
Grand Total	509

MTSS/IPST

Date: 10/18/2021

Tier 1: Academic/Behavioral

Attendance

African American Achievement Plan

Mental Health

Student	ID	Grade	Race	Notes
• Cell ... ?	Rel. + re: Mentor trauma • DCS	6	B	
- Review		6	W	
- Parent request		8	B/H	Parent Cons. w/ Teacher
- Review data	1ˢᵗ per- in Math/Boy, in Reading/ use of IEP review	6	W	

gift cards

3.1 Extracurricular Activities

Race	Count of single_ethnicity
American Indian or Alaskan Native	*
Asian	*
Black or African American	52
Hispanic	40
Other	21
White	163
Grand Total	280