

# AAAP Quarter 2



## 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 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 1/5/2022 Verified by Tosha Jones

#### Quarter 2 Reflection

Gifford Middle School staff continue to provide both academic and behavior supports to ensure student success. This is evident within our weekly Collaboration, Professional development, and Impact Review Reflections. We have made changes within our Master schedule to help support students with high needs and will use the allocated A2 funds to expand ELO for those students as well. We have found that students respond better when incentives are available therefore we have used our PBIS program to encourage students to meet or exceed their goals (iReady, Unit Assessments, and othe academic measures) to be included in our available incentives. Our School Counselors will begin to meet individually with students as the 1st Semester has come to an end to begin implementing academic plans for those that are not on track for promotion.

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	12/07-all ELA classes
Summary of observation(s): Amplify : Unit 8B: Liberty & Equity Sub-Unit-2: Narrative of teh Life of Frederick Douglass Lesson#14: "The third day of September"	

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											

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in
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developing and implementing interventions for African American students who are not on-track to graduate.

<b>Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:</b>	10/26-10/26/2021
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**Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:**

During conference nights teachers are to contact families that have not scheduled conferences to discuss the following EWI: Academics, Behavior, Attendance. A template is provided to the teachers to document the conference. During this time teachers are advised to give student data, supports given and ELO opportunity information. During our monthly Problem Solving meeting and weekly Tier 2/3 MTSS meeting, we discuss and plan supports for students based on EWI. Those supports are then put into place by the teachers and support staff, monitored for fidelity and reviewed for feedback to make adjustments(if needed) or continue the course of action.

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**

13

**White, Non-Hispanic**

30

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**

<b>Date(s) of Problem-Solving Session(s) for Discipline:</b>	11/05/2021
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**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. Based on information from Impact Review #1 student engagement was an area for improvement which research shows in directly tied to student achievement. To help support the teachers with engagement strategies Kagan Professional Development was available to all teachers on 11/01/2021. The PBIS team facilitated a school wide plan to target tardies with an incentive that would encourage students to follow the new plan.

**ACHIEVEMENT**

<b>Date(s) of Problem-Solving Session(s) for Achievement:</b>	10/22
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**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. The Master Schedule was reviewed and changes were made based on educator quality and student needs. Additional support was placed in our Alg. I to help support our BQ/ESE students. Based on information from Impact Review #1 student engagement was an area for improvement which research shows in directly tied to student achievement. To help support the teachers with engagement strategies Kagan Professional Development was available to all teachers on 11/01/2021.

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**

19

**White, Non-Hispanic**

6

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**

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<p>Select One:</p>	
<input type="checkbox"/> No out-of-school suspensions were assigned during this time frame.	
<input checked="" type="checkbox"/> All out-of-school suspensions were pre-approved by a principal supervisor.	
<p>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.</p>	
<p>Date of Quarterly Review of School Improvement Plan:</p>	<p>1/3/2022</p>
<p>Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?</p>	<p>Yes</p>
<p>If no, what modifications will be made to address the achievement gap?</p>	
<p>Summary of Action Steps/Plan based upon District Impact Review (based upon District &amp; School Level Reviews):</p>	

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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.

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 1/3/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
91	192	48 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 21

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

Focus Calendar Canvas Announcements Flyers posted around campus Connect-Calls Social Media Morning/Afternoon Announcements PowerPoint w/ Announcements and Upcoming Events playing during each grade level lunch.

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
0	0

(Optional) Additional information:

We have not interviewed for any positions; however we will be conducting interviews this week to fill one ESE Support Facilitation position.

# GIFFORD MIDDLE SCHOOL AAAP QUARTER 2 EVIDENCE:

## Strategy 1.1

**Agenda**

Unit 8B: Liberty and Equality  
Sub-unit 2: Narrative of the Life of Frederick Douglass  
Lesson 14: "The third day of September"

**Learning Goal**

Students will read to examine Douglass's feelings before and after his escape to the North.  
Students will write to explain Douglass's feelings upon his arrival to a "free" state and the steps that may lay ahead for him.

**Standards**

R.2.1 structure  
C.1.3 argumentative writing

23 **GMS 16-17 CLA** **GMS OLPHIN**

# Strategy 1.3

OFFICE DISCIPLINE REFERRALS																	
AUGUST – 9/10						SEPTEMBER 11 – 10/1						OCTOBER					
BLACK / AA			SWD			BLACK / AA			SWD			BLACK / AA			SWD		
CIR/ODR	STD NTS	% POP	CIR/ODR	STD NTS	% POP	CIR/ODR	STD NTS	% POP	CIR/ODR	STD NTS	% POP	CIR/ODR	STD NTS	% POP	CIR/ODR	STD NTS	% POP
7	7	10.9%	7	7	18.6%	15	9	14%	11	7	17%	21	11	17%	26	10	23%
NOVEMBER						DECEMBER						JANUARY					
BLACK / AA			SWD			BLACK / AA			SWD			BLACK / AA			SWD		
FEBRUARY						MARCH						APRIL					
BLACK / AA			SWD			BLACK / AA			SWD			BLACK / AA			SWD		
MAY																	
BLACK / AA			SWD														
CIR/ODR	STD NTS	% POP	CIR/ODR	STD NTS	% POP												

TWO OR MORE CORE F's											
AUGUST – 9/10				SEPTEMBER 11 – 10/1				OCTOBER			
BLACK / AA		SWD		BLACK / AA		SWD		BLACK / AA		SWD	
STDNTS	% POP	STDNTS	% POP	STDNTS	% POP	STDNTS	% POP	STDNTS	% POP	STDNTS	% POP
12	18.7%	16	37.2%	13	24%	14	33%	15	23%	14	33%
NOVEMBER				DECEMBER				JANUARY			
BLACK / AA		SWD		BLACK / AA		SWD		BLACK / AA		SWD	
FEBRUARY				MARCH				APRIL			
BLACK / AA		SWD		BLACK / AA		SWD		BLACK / AA		SWD	
MAY											
BLACK / AA		SWD									
STDNTS	% POP	STDNTS	% POP								

**LESS THAN 90% DAYS ATTENEDED**

AUGUST – 9/10						SEPTEMBER 11 – 10/1						OCTOBER					
BLACK / AA			SWD			BLACK / AA			SWD			BLACK / AA			SWD		
STDNTS	% POP	RATE	STDNTS	% POP	RATE	STDNTS	% POP	RATE	STDNTS	% POP	RATE	STDNTS	% POP	RATE	STDNTS	% POP	RATE
23	35.9%	86%	15	34.8%	88%	28	44%	86%	19	45%	86%	26	40%	87%	18	40%	87%
NOVEMBER						DECEMBER						JANUARY					
BLACK / AA			SWD			BLACK / AA			SWD			BLACK / AA			SWD		
FEBRUARY						MARCH						APRIL					
BLACK / AA			SWD			BLACK / AA			SWD			BLACK / AA			SWD		
MAY																	
BLACK / AA			SWD														
STDNTS	% POP	RATE	STDNTS	% POP	RATE												

## Strategy 1.4

Race/Eth	B		Total	
	Ct	%	Ct	%
ALG 1	4	1	4	1
ALG 1 HON	11	1	11	1
GEO HON	2	1	2	1
M/J ADV WORLD CLTRS	6	1	6	1
M/J CIVICS ADV	9	1	9	1
M/J COMPRE SCI 1 ADV	10	1	10	1
M/J COMPRE SCI 2 ADV	9	1	9	1
M/J COMPRE SCI 3 ADV	9	1	9	1
M/J CRIT THINK	73	1	73	1
M/J LANG ARTS 1, ADV	5	1	5	1
M/J LANG ARTS 2, ADV	9	1	9	1
M/J LANG ARTS 3, ADV	6	1	6	1
M/J MATH 1 ADV	10	1	10	1
M/J MATH 2, ADV	8	1	8	1
M/J US HIS ADV & C/P	6	1	6	1
SPANISH 1	11	1	11	1

## Strategy 2.1

### **GIFFORD MIDDLE SCHOOL**

#### UNIT ASSESSMENT PROBLEM-SOLVING WORKSHEET

<b>COURSE / SUBJECT / GRADE LEVEL:</b>	ELA Problem Solving Unit 2 6 <sup>th</sup> grade		
<b>TEAM MEMBERS:</b>	Ms. Jackson Ms. Taylor Ms. Ridlen		
<b>DATE:</b>	11/10/21	<b>UNIT ASSESSMENT:</b>	2

TARGETED STANDARD FOR PROBLEM-SOLVING				
TARGETED STANDARD	EOC/FSA REPORTING CATEGORY	UNIT(S) OF INSTRUCTION THE STANDARD IS ASSESSED	GMS PERCENT CORRECT 2020 - 2021	GMS PERCENT PROFICIENT 2020 - 2021
RI 1.3	Key Ideas and Details	3	53.3	54
	REPORTING CATEGORY 2018-2019 FSA/EOC RESULTS		SDIRC PERCENT CORRECT 2020 - 2021	SDIRC PERCENT PROFICIENT 2020 - 2021
			65.0	67
ESSA SUB-GROUP DATA				
BLACK/AFRICAN-AMERICAN UNIT ASSESSMENT PERCENT PASS				
District 53%    GMS 38%				
SWD UNIT ASSESSMENT PERCENT PASS				
District 42%    GMS 23%				

DEFINE THE TARGETED STANDARD
LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
IDENTIFY THE STATE ASSESSMENT/CONTENT LIMITS FOR THE TARGETED STANDARD
<p> .</p> <p> Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about events, individuals, or ideas.</p> <p></p> <p></p> <p></p>

# Kagan Certificate



**Kagan Cooperative Learning Day 1™**

*Tosha Jones*

Vero Beach, FL • November 1, 2021 • 6.25 Hours

*Joyce Stiglitz*

Joyce Stiglitz  
National Certified Trainer  
Kagan Professional Development

*Spencer Kagan Laurie Kagan*

Dr. Spencer Kagan & Laurie Kagan  
Directors, Kagan Publishing & Professional  
Development

## Strategy 2.2

### AIMS FOLLOW UP MEETINGS

11/29/21

#### Follow Up Notes

Met with [REDACTED], states he is living with aunt and was recently at Wave Crest for 3 weeks. [REDACTED] stated he preferred being at Wave Crest instead of being back with his aunt. He said that with his aunt he does what he wants.

Point sheet and/or check in/check out is recommended. Follow FBA, student to check in weekly with Mr. Connor

Currently failing World Cultures, Math 1, ELA and Learning Strategies

Check on MH counselor, does he have a counselor outside of school? He said he used to see a counselor when he was at Dodgertown

Attendance is at 98% ada

11/29/2021

[REDACTED] – AIMS Follow Up

Currently failing Math 2, ELA and Civics, [REDACTED] reported she has stayed after for tutoring one time in the last month. Mr. Connor meets with [REDACTED] frequently (more than weekly). Attendance is currently at 86% ada. [REDACTED] behaviors have escalated since meeting with Mr. Brown on 10/11. Met with Mr. Connor and Mr. Connor said the upcoming holidays are problematic for [REDACTED] and she is still working through a lot of trauma.

Recommendation – ROI with currently counseling agency to work with her for wrap around services at school, Handle with Care added to [REDACTED] focus for all staff to be aware. Updated behavior plan, there are notes of that being in progress.

Oct 4<sup>th</sup> - 8<sup>th</sup>

	Be Safe By going to and remaining in assigned area on time. Hands and Feet to Self	Be Responsible By Following directions within 30 seconds; remaining on task. Complete assignments	Be Respectful Refrain from disrupting class; use appropriate language; Be compliant, not defiant. Raising hand to be called.	Comments
Monday	0 1 2	No Computer 0 1 2	0 1 2	did work on phone in class
Tuesday	0 1 2	0 1 2	0 1 2	No Computer again... Talking out to other students
Wednesday	0 1 2	0 1 2	0 1 2	Playing around with another student, taking him w/ penal.
Thursday	0 1 2	0 1 2	0 1 2	Did his work & followed directions when I asked him to stop tapping
Friday	Touching Taking things 0 1 2	reminded to stop tapping 0 1 2	0 1 2	refuses to use a computer So he uses his phone to do his work
TOTAL	8/10 ____%	6/10 ____%	8/10 ____%	
Color-Green, Yellow, Orange, Red				
Initials				

Goal for the week: 24/30 = 80%

Total for today: \_\_\_/30 = \_\_\_%

**KEY**  
0 = Not at all  
1 = Somewhat  
2 = Great Job!

## Strategy 2.3

# Student Suspension Form



School

Gifford Middle

Date

12/10/2021

Student's Name

Grade

7

Dates of suspension

12/10-12/16

Number of days

5

Reason for Request

NT-L brought a taser on the bus and to school. A parent informed the bus driver at the AM bus stop that they saw NT-L in possession of a taser. NT-L threw the taser away on campus, when asked the student stated she did not bring a taser to school. A review of the cameras identified NT-L threw the taser away at the 400-wing exterior trash can.

## Strategy 2.4

GMS Curriculum and Instruction Impact Review Summary Sheet #2			
Strategies	Evident	Partial	Not Evident
Collaborative Planning	2	0	0
Standards Based Instruction and Tasks	20	3	1
Monitoring/Formative Assessment	8	15	1
Differentiation	6	7	11
Engagement and Participation	15	8	1
Classroom Environment	13	8	3
<p>1. What are some areas of growth from the last Impact Review?</p> <p>The areas of growth since the last Impact Review include the following:</p> <ul style="list-style-type: none"> <li>• Engagement and participation have increased, and Kagan strategies are being implemented</li> <li>• Standards-based instruction</li> <li>• Classroom environment continues to be an area of strength</li> <li>• Collaborative planning was evident</li> </ul>			
<p>2. What are your next steps based on your observations from today's Impact Review?</p> <ul style="list-style-type: none"> <li>• Provide the data from this Impact Review to faculty/staff members and celebrate success!</li> <li>• Informal PD designed to assist teachers in incorporating monitoring and differentiation during collaborative planning (C/I will model this expectation during collaborative planning)</li> </ul>			

## Strategy 3.1



**Good evening, Dolphin Families:**



This is your Principal, Ms. Jones with the announcement and events for this week:

1. There is no school tomorrow November 1<sup>st</sup> we will see you on Tuesday!
2. Tuesday is B -Day; 5-6-7-8.
3. Students drop off begins at 7:30. There is NO ADULT SUPERVISION before this time.
4. Students are encouraged to have breakfast AND LUNCH AT school  
Breakfast and Lunch is **FREE** to all students for the entire school year;  
Although all students are receiving free meals this year, families will still need to fill out a meal application. You can find the application by visiting our Facebook page or the SDIRC's website.
5. Science Research Club will resume this Wednesday November 3<sup>rd</sup>, 3-4:15, after school bus is available.
6. Afterschool tutoring will also resume on Tuesday and Thursday, 3-4:15 after school bus is available.
7. As a new safety protocol students are required to have and wear their lanyards and id Cards while on the bus and on campus. Student will need to scan their cards as they get on and off the bus, for breakfast/lunch and snack also for book check out in the Media center. All GMS staff members will also wear their ID badges while on campus during school hours.  
Replacement id badges cost \$5.
8. Please remember those non-glass refillable water bottles.
9. If your student is absent, please be sure to have them log into their Canvas accounts for assignments, teachers are required to have a minimum of 5 days of assignments for each class.
10. To stay connected with Gifford Middle School please consider joining our Facebook pages Gifford Middle or Gifford Middle Parent Group.

That is all for now, I hope you have a great evening!

TOGETHER WE MAKE OUR SCHOOL A SUCCESS  
GIFFORD MIDDLE SCHOOL ANNOUNCEMENTS:  
10/19/20021



**F.I.N.S. UP FOCUS: CONTRIBUTING/TAKING ACTION**

Today is TEAL Day Block Schedule students you will go to Periods 1,2,3,4.

Students and Staff GMS mask level GREEN; therefore, masks are required for all staff and OPTIONAL for students indoors when physical distancing is not possible and on school transportation .

Cheer Team Bake Sale will continue today, assorted goods are available, and all proceeds will benefit the GMS Cheer Team.

Today is another Think Pink Casual for a Cause Dress Down Day to support our NJHS. For \$1 you may dress down and an additional \$1 you may wear backless shoes or flipflops, as a reminder you must be within the SDIRC's dress code policy.

Open Gym for Boys interested in Basketball will be held today and Thursday must be in the gym by 3:00 doors will be locked at 3:01!

**Lunch Menu**

- Regular/Spicy Chicken Sandwich
- Tangerine Chicken
- Cheese/Pepperoni Pizza
- Turkey and Cheese Sandwich
- Peanut Butter & Grape Uncrustable
- Assorted Salads
- Fruits/Vegetables
- Milk



**Breakfast and Lunch is FREE for ALL student for the ENTIRE SCHOOL YEAR.**



**Staff/Student Birthdays:  
CARLOS MARISCAL CASTANEDA**

Last First M	Grade	Activities Activity	Single Race
	06	Cross Country	Black or African American
	06	Basketball	Black or African American
	06	Chorus	Black or African American
	06	Drama Club	Black or African American
	06	Band	Black or African American
	06	Chorus	White
	06	Orchestra	White
	06	Soccer (Co-Ed)	White
	06	Cross Country	Black or African American
	06	Chorus	White
	06	Band	Black or African American
	06	Chorus	Black or African American
	06	Cross Country	Black or African American
	06	Cross Country	Black or African American
	06	Chorus	Hispanic
	06	Orchestra	Hispanic
	06	Orchestra	White
	06	Cross Country	Other
	06	Art Club	White
	06	Band	White
	06	Soccer (Co-Ed)	Hispanic
	06	Orchestra	White
	06	Volleyball	White
	06	Band	Black or African American
	06	Soccer (Co-Ed)	Hispanic

06	Volleyball	Other
06	Band	Hispanic
06	Soccer (Co-Ed)	Black or African American
06	Drama Club	Hispanic
06	Chorus	Hispanic
06	Orchestra	White
06	Art Club	White
06	Soccer (Co-Ed)	Black or African American
06	Band	White
06	Cross Country	Black or African American
06	Cheerleading	Black or African American
06	Drama Club	Black or African American
06	Cheerleading	Black or African American
06	Orchestra	White
06	Art Club	White
06	Art Club	White
06	Band	White
06	Art Club	Hispanic
06	Cheerleading	Hispanic
06	Chorus	Hispanic
06	Soccer (Co-Ed)	Hispanic
06	Art Club	Hispanic
06	Chorus	White
06	Band	White
06	Art Club	White
06	Orchestra	Black or African American
06	Cross Country	White

06	Orchestra	Black or African American
06	Soccer (Co-Ed)	White
06	Band	White
06	Band	White
06	Band	White
06	Chorus	Black or African American
06	Basketball	Hispanic
06	Chorus	Asian
06	Volleyball	Asian
06	Chorus	Hispanic
06	Basketball	Hispanic
06	Yearbook Club	White
06	Band	White
06	Orchestra	Asian
06	Band	White
06	Art Club	White
06	Chorus	Black or African American
06	Band	Hispanic
06	Basketball	Black or African American
06	Drama Club	White
06	Band	White
06	Chorus	White
06	Drama Club	White
06	Cross Country	Black or African American
06	Band	Black or African American
06	Cheerleading	White
06	Band	Black or African American

06	Cheerleading	Black or African American
06	Chorus	White
06	Orchestra	White
06	Band	Black or African American
06	Drama Club	Hispanic
06	Band	Hispanic
06	Chorus	Hispanic
07	Art Club	White
07	Soccer (Co-Ed)	Black or African American
07	Basketball	Black or African American
07	Band	Black or African American
07	Soccer (Co-Ed)	Hispanic
07	Band	White
07	Basketball	White
07	Basketball	Black or African American
07	Basketball	Black or African American
07	Cheerleading	White
07	Art Club	White
07	Band	Hispanic
07	Yearbook Club	Black or African American
07	Soccer (Co-Ed)	Black or African American
07	Basketball	Black or African American
07	Orchestra	Black or African American
07	Cross Country	Black or African American
07	Drama Club	Black or African American
07	Band	White

07	Drama Club	Black or African American
07	Art Club	White
07	Band	Hispanic
07	Orchestra	Hispanic
07	Band	White
07	Cheerleading	White
07	Orchestra	White
07	Chorus	White
07	Drama Club	White
07	Band	White
07	Soccer (Co-Ed)	Hispanic
07	Soccer (Co-Ed)	Hispanic
07	Cheerleading	Black or African American
07	Band	White
07	Chorus	Hispanic
07	Cheerleading	White
07	Band	White
07	Art Club	Hispanic
07	Chorus	Hispanic
07	Band	White
07	Basketball	Black or African American
07	Basketball	Black or African American
07	Band	Black or African American
07	Yearbook Club	Black or African American
07	Band	White

07	Chorus	Hispanic
07	Cross Country	Black or African American
07	Chorus	White
07	Chorus	White
07	Band	White
07	Chorus	White
07	Volleyball	White
07	Chorus	White
07	Basketball	Black or African American
07	Cheerleading	White
07	Band	White
07	Band	Black or African American
07	Band	Hispanic
07	Drama Club	Hispanic
07	Cheerleading	White
07	Band	White
07	Band	White
07	Chorus	White
07	Band	White
07	Cross Country	Asian
07	Band	White
07	Orchestra	White
07	Orchestra	White
07	Chorus	Hispanic
07	Band	Hispanic
07	Cheerleading	White

07	Chorus	White
07	Drama Club	White
07	Cheerleading	White
07	Basketball	Black or African American
07	Art Club	Black or African American
07	Volleyball	Hispanic
07	Band	White
07	Drama Club	White
07	Orchestra	White
07	Cheerleading	White
07	Orchestra	White
07	Drama Club	White
07	Drama Club	Black or African American
07	Basketball	Black or African American
07	Cross Country	Black or African American
07	Band	Hispanic
07	Orchestra	White
07	Drama Club	Hispanic
07	Chorus	White
07	Basketball	Black or African American
07	Drama Club	Black or African American
07	Basketball	Black or African American
07	Orchestra	Black or African American
07	Basketball	Black or African American
07	Soccer (Co-Ed)	White
07	Art Club	White
07	Band	White
07	Band	White
07	Volleyball	White

07	Orchestra	Black or African American
07	Orchestra	White
07	Volleyball	White
07	Cross Country	Black or African American
07	Drama Club	Black or African American
07	Basketball	Black or African American
07	Drama Club	Black or African American
07	Band	White
07	Basketball	White
08	Band	White
08	Band	White
08	Orchestra	White
08	Art Club	White
08	Soccer (Co-Ed)	Hispanic
08	Art Club	White
08	Orchestra	White
08	Volleyball	White
08	Band	White
08	Basketball	Black or African American
08	Cross Country	Black or African American
08	Volleyball	White
08	Chorus	White
08	Volleyball	White
08	African American Student C	Hispanic
08	Band	Hispanic
08	Basketball	White
08	Orchestra	White
08	Cross Country	Black or African American

08	African American Student C	Black or African American
08	Chorus	Black or African American
08	Basketball	Black or African American
08	African American Student C	Black or African American
08	Volleyball	Other
08	Band	Hispanic
08	Band	Black or African American
08	Basketball	White
08	Band	White
08	Chorus	White
08	Volleyball	White
08	Chorus	Hispanic
08	African American Student C	Black or African American
08	Band	Black or African American
08	Soccer (Co-Ed)	Hispanic
08	Orchestra	Hispanic
08	Cheerleading	White
08	Band	White
08	Volleyball	White
08	Band	White
08	Basketball	Hispanic
08	Band	White
08	Band	White
08	Cheerleading	Black or African American
08	Chorus	White
08	Orchestra	White

08	Basketball	Black or African American
08	Band	Black or African American
08	Orchestra	White
08	Cheerleading	Black or African American
08	African American Student C	Black or African American
08	Chorus	White
08	Orchestra	Hispanic
08	Soccer (Co-Ed)	Hispanic
08	African American Student C	Other
08	African American Student C	Black or African American
08	African American Student C	Black or African American
08	Cheerleading	Black or African American
08	Chorus	Black or African American
08	Basketball	Black or African American
08	Art Club	White
08	Basketball	Black or African American
08	African American Student C	Black or African American
08	Band	Black or African American
08	Art Club	White
08	Band	Hispanic
08	Art Club	Black or African American
08	African American Student C	Black or African American
08	Cross Country	Black or African American
08	Chorus	Hispanic
08	Band	White
08	African American Student C	Black or African American
08	Cheerleading	Black or African American

08	Art Club	White
08	Band	Black or African American
08	African American Student C	Black or African American
08	Basketball	Black or African American
08	Band	White
08	Chorus	White
08	Cheerleading	Black or African American
08	African American Student C	Black or African American
08	Basketball	Black or African American
08	African American Student C	Other
08	Band	Other
08	Band	White
08	Art Club	White
08	Basketball	Asian
08	African American Student C	Black or African American
08	Basketball	Black or African American
08	Chorus	White
08	Volleyball	White
08	Band	Hispanic
08	African American Student C	Black or African American
08	Band	Black or African American
08	African American Student C	Black or African American
08	Art Club	Black or African American
08	Basketball	Black or African American
08	Band	White
08	Soccer (Co-Ed)	Hispanic
08	Basketball	Hispanic
08	African American Student C	Black or African American

08	African American Student C	Black or African American
08	Soccer (Co-Ed)	White
08	Soccer (Co-Ed)	Hispanic
08	Band	Hispanic
08	Cross Country	Black or African American
08	Art Club	Other
08	Soccer (Co-Ed)	Hispanic
08	Orchestra	Hispanic
08	Band	White
08	Orchestra	Hispanic
08	Band	Hispanic
08	Art Club	Black or African American
08	Orchestra	Black or African American
08	African American Student C	Black or African American
08	Drama Club	White
08	Art Club	White
08	Cheerleading	White
08	Chorus	White
08	Orchestra	Asian
08	Chorus	Black or African American
08	Cheerleading	Black or African American
08	Art Club	Hispanic
08	Chorus	Hispanic
08	African American Student C	Black or African American
08	Band	Other
08	Band	White
08	Band	Black or African American