

# AAAP Quarter 3



## 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 3

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 3/30/2022 Verified by Christopher Taylor

### Reflection

We review our SIP with specific, intentional support for our bubble students, bottom quartile, and ESSA groups. This includes specific strategies teachers are using to address these groups, which include our Black students. The A2 program is running smoothly, including pulling students from our bottom quartile. Administration participates in data charts and walkthroughs and has ongoing conversations with our Success Coach, Literacy, and math coaches. All ELA and Math teachers reviewed and submitted their specific strategies for our students who are on the bubble. We had a field day for students who made their stretch goal was allowed to throw a pie at an administrator's face as an incentive.

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)

02/28/2022, 2/14/2022, 2/18/2022, 3/01/2022

#### Summary of observation(s):

8th grade ELA learned about the contributions of African American women who contributed to the Space Race. In Civics, during the month of February, students conducted research projects pertaining to the advancement of rights for POC, specifically African Americans during the Civil Rights Movement. We tied this into a review of the Bill of Rights and the Civil War amendments and Civil Rights amendments and a review of several landmark Supreme Court cases that furthered the cause of racial equality. Students researched a monumental event or person that contributed to the Civil Rights Movement. In US History, we have discussed America from 1789-1814. We've discussed the following regarding African American History: John Adams family didn't enslave people, he was against slavery. Thomas Jefferson had a well-documented relationship with his slave Sally. We've done a Lewis and Clark Project where students have learned and had the opportunity to learn more about York. The slave on the trip was instrumental in the Expedition. We also discussed the Cotton Gin and Industrialization and discuss how the Cotton Gin increased the use of slave labor in the south.

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
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Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	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:**

Every Monday

**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. Power BI is reviewed with teachers during discipline discussions with the success coach. To build positive teacher-student relationships, we try to reduce office discipline referrals and minor infractions. 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. 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 in the classroom, whether academic or behavioral. Students with behavioral concerns have been placed on electronic point sheets to assist teachers in expressing what they see within the classrooms. The MTSS team uses this data to help develop proper interventions such as further evaluations, mental health referrals, outside community support and/or classroom interventions. The Student Success Coach assists 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. For the third quarter, 12 teachers are working with the Student Success Coach to develop strategies for dealing with behavior issues and gain classroom management support. 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 Student Success Coach's support and regularly email or meet with her to ask questions about students' classroom management and behavior concerns when needed. In addition, many teachers have set up classroom observations to 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 %	69.4 %

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 team continues to meet every Monday to discuss discipline issues, of which our success coach is a part of. They discuss interventions for students who have the biggest needs. The administration team also reviews discipline data often, including risk ratio data.

## 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:**

The administration pulled a list of students who are predicted to be close to either making an achievement or a learning gain. Our ELA, reading, and math teachers received the list and created an action plan on what they would do specifically to help that student during the last stretch. Every Monday, achievement is discussed through the MTSS process 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.) Based on the data, plans are made for small groups, lunch tutoring, and after-school tutoring. We are continuing the reward incentive that was put in place during Quarter 1 for iReady lessons passed and minutes (30-45 per week).

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Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter  
All Grade Levels Served by the School (Combined)

African American	White, Non-Hispanic
48	81

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 3

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: 3/2/2022

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 Impact Review on March 7th was overall positive. We saw a lot of positive teaching. There is still a need for monitoring and differentiation of instruction moving forward. We will review Kagan strategies during collaborative planning. Teachers were trained on these strategies at the beginning of the year and focused on student engagement.

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.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 2/25/2022

Total Count of African American Students Participating in One or More Extracurricular Activities	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or More Extracurricular Activities
40	133	30 %

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. PE teachers were asked to help recruit students to participate in sports they may not have played in the past. 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.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 16

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: 1

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
0 %	100 %

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(Optional) Additional information:  
SGMS had one vacant position, which was orchestra. All applicants were White.

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## Evidence for African American Achievement Plan

### 1.1 African American History Lessons

#### 8<sup>th</sup> Grade ELA

8<sup>th</sup> grade ELA learned about the contributions of African American women to the Space Race through the following assignments/activities:

1.

### Who Is Katherine Johnson?

By NASA  
2017

*Katherine Johnson (1918-2020) was an African American physicist and mathematician who worked at NASA during the early years of the space program. In this biography, the NASA Science Team describes Johnson's early life and her time working on their space missions. As you read, take notes on the challenges Johnson faced along her career path.*

- [1] Katherine Johnson was an African-American mathematician who worked for NASA from 1953 until 1986. She was a human computer. In a time when minorities held very few jobs in mathematics and science, Johnson was a trailblazer. Her work in calculating the paths for spaceships to travel was monumental<sup>1</sup> in helping NASA successfully put an American in orbit around Earth. Then her work helped to land astronauts on the moon.

#### **What Was Katherine Johnson's Early Life Like?**



2.

2.

# The Women of Hidden Figures

By Jessica McBirney  
2017

*Beginning in 1955, the United States and the Soviet Union began competing in the Space Race, a race to determine who would achieve superiority in spaceflight. The following text describes some of the people who made significant contributions to this race and who were, until recently, hidden from popular history. As you read, take notes on the challenges that each woman faced due to prejudice based on her race and gender.*

- [1] When the movie *Hidden Figures* hit theaters in December 2016, few Americans had ever heard of Katherine Johnson, Dorothy Vaughan, Mary Jackson, or any of the women who worked as “computers” behind the scenes of the Space Race in the 1960s. These women and their peers at NASA are a key part of American history. African American women did much of the difficult number-crunching for our most famous space missions, including John Glenn’s first orbit of the Earth.

The film *Hidden Figures* was based on the 2016 book, *Hidden Figures: The American Dream and the Untold Story of the Black Women Who Helped Win the Space Race* by Margo Lee Shetterly. The film and book

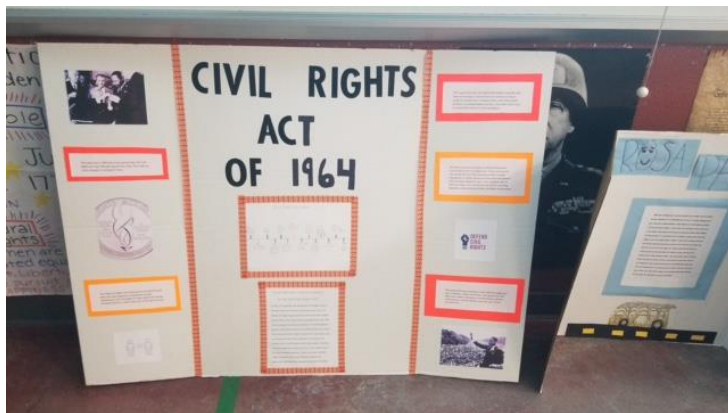
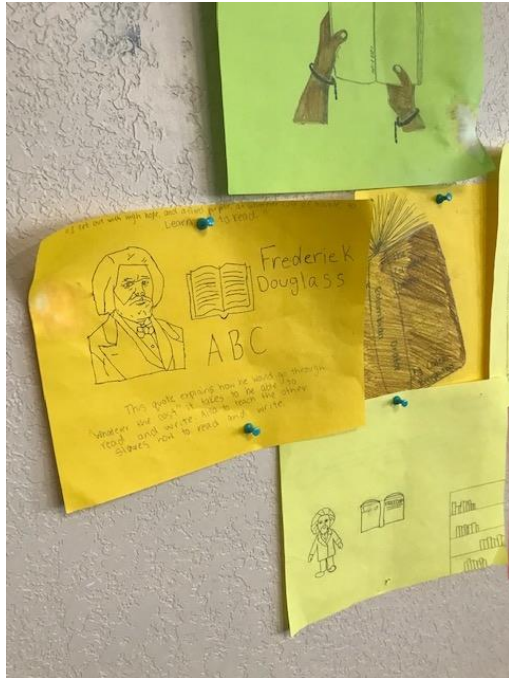


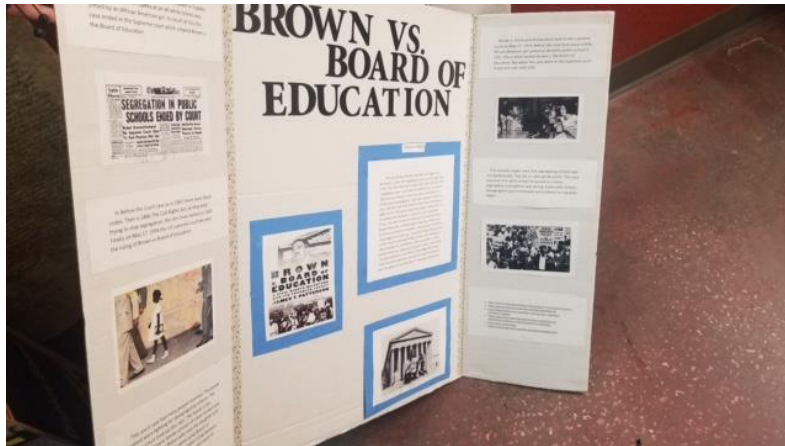
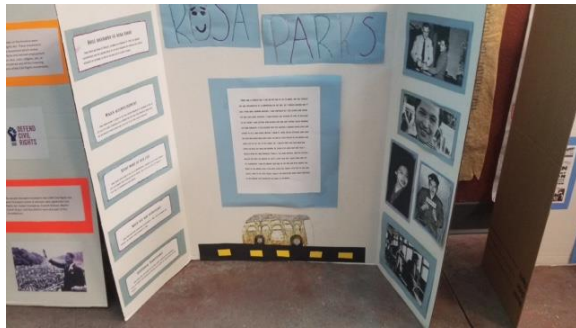
["Hidden Figures Award Ceremony \(NHQ201612010029\)"](#) by NASA HQ PHOTO is licensed under CC BY-NC-ND 2.0.



## 7<sup>th</sup> Grade Civics

In Civics, during the month of February, students conducted research projects pertaining to the advancement of rights for POC, specifically African Americans during the Civil Rights Movement. We tied this into a review of the Bill of Rights and the Civil War amendments and Civil rights amendments, as well as a review of several landmark Supreme court cases which furthered the cause of racial equality. Students researched a monumental event or person that contributed to the Civil Rights Movement





## **8<sup>th</sup> Grade US History**

This quarter so far, we have discussed America from 1789-1814. We've discussed the following in regard to African American History: John Adams family didn't own slaves, he was against slavery. Thomas Jefferson had a well-documented relationship with his slave Sally. We've done a Lewis and Clark Project where students have learned and had the opportunity to learn more about York, the slave on the trip was instrumental in the Expedition. We are about to start Chapter 11, where we discuss the Cotton Gin and Industrialization and will be discussing how the Cotton Gin increased the use of slave labor in the south.



### 1.3 and 2.4

Below is an email from Kirsten Blackwell, 6<sup>th</sup> Grade ELA teacher, with the strategies she is implementing for students who are on the 'bubble' for making a learning gain or earning a achievement level on the FSA.

#### General Strategies:

- High expectations
- Ability to re-do Solo lessons for better comprehension and strategy review
- Preferential seating- either near the front or next to a strong and focused peer (or both 😊) and doing Rally Coaches or partner shares to have constant elevated conversations
- Specific feedback on writing to help them focus on what to improve
- Using physical textbook written annotations in addition to the computer work on Amplify to reinforce pulling important pieces from the text
- Required one-sentence summary annotations on Unify Assessments
- Using popsicle sticks to call on kids so they can't fly under the radar and now allowing "I don't know" or "I haven't gotten there yet" as a response
- 

#### Specific Strategies:

\*\*\*sits in a group that is ability tiered, with the highest person her face partner and med-high her shoulder partner. \*\*\* is med-low in the group. She wants to do well for her peers, but I also encourage her a lot and make sure she is on task as she can wander. Her comprehension is low, especially for informational texts, so we are working through how to break down the text using one sentence summaries and how to break down the questions. \*\*\*'s Unify scores have been 1.) 62% 2.) 71% 3.) 76% (yay!): **green** the last two tests.

\*\*\* is capable, but chooses not to work to her ability. She is content with the bare minimum and is very distracted with socializing. So, strategies for her include sitting her with someone that she isn't tempted to socialize with, and checking in on her frequently. She also needs reminders to answer written questions fully and to focus on reading the questions first to guide annotations on assessments. Her weaker areas are vocab and informational text, so I encourage her to use the vocab app on Amplify and reinforce the importance of one sentence summaries. 1.) 54% 2.) 71% 3.) 53% (she was out with Covid for 2 weeks and came back on assessment day, so that could account for her last score- I am going to offer her a re-take before we review).

\*\*\* is one of the hardest working kiddos I have ever met! He needs to use his extra time accommodation- which he does. He asks clarifying questions and talks things through with me, which for him is the biggest strategy to help him. 1.) 54% 2.) 79% 3.) 94% (yay!): **green** the last two tests and WOO HOO on that 94%! This is a great boost for \*\*\* as he sometimes doubts himself.

\*\*\* struggles with wanting to be present (mentally) and complete work. I pulled him from Music Theory during ELA planning to work with him one on one and help him with concepts that he was struggling with. I speak frequently to \*\*\*'s parents about his progress. He also does not like to ask me clarifying questions, but we are working on that! 1.) 54% 2.) 93% 3.) 71% \*\*\* was absent for the testing day, and took the test during class, which I think made it harder for him to focus and he rushed it- so that could be partially why he dropped in scores. \*\*\* needs to slow down and focus on assignments/assessments. He tends to rush, so with him the strategy is to have him take his time and go back into the text to find answers. He does redo low assignments (solos in Amplify), but the idea is to get it right the FIRST time. So we review strategies like reading the questions first and meaningful annotations to help him know where to go back into the text to find the answers. In talking to his parents at conferences, Mom says he tends to wax and wane, and part of that is due to maturity because he is an August baby. So it's just a matter of keeping on him, reinforcing strategies, and staying in communication with his parents. Unify Scores- 1.) 62% 2.) 100% 3.) 71%: **green** the last two tests

\*\*\* struggles with being the "class clown" or center of attention, and is very pulled into drama, so a lot of strategies with him are reigning him in and pleading with him to do his work. He is in my smallest ELA class, so I can explain things to him when necessary in a smaller group. He is actually motivated to do well, it is just on his terms. He does not have accommodations, but is a slow test taker because he is easily distracted, so he requires a lot of redirection. I talk to his mom A LOT to help him refocus when his "silliness" gets out of hand. He's an early 6 on iReady and works slowly through lessons, but passes them with high scores- his weaknesses are fictional text and vocab. We are talking about theme right now, and I worked with \*\*\* in class on both theme and symbolism yesterday to help him understand our current fictional selection. 1.) 62% 2.) 50% 3.) 71%: **green** the last test

\*\*\* is motivated to do well and a hard worker. She sits with three other highly motivated ladies and they have really great conversations together on Amplify topics. I think this helps her confidence. We are working on her asking me questions when she struggles, because she can be a little quiet and hesitant to speak up-- but again using the popsicle sticks helps with this because she is fairly forced to participate. 😊 Unify Scores are 1.) 46% 2.) 86% 3.) 76%: **green** the last two tests, but a dip in the last assessment, so I will be meeting with her to review the questions she struggled on.

\*\*\*tends to be a little lacking focus, so I have her seated with positive role models and give her a lot of reminders. I have seen a lot of improvement in her writing, with her last essay being very well written. She takes feedback well. Her mom is really supportive of her as well. \*\*\*also tends to try to fly under the radar, so I check in with her frequently to make sure she is on task and has answers that are meeting the assignment, and if not I ask her leading questions to get her headed in the right direction. 1.) 54% 2.) 71% 3.) 71%: **green** the last two tests

\*\*\*struggles with focusing. I give her a lot of redirection and also pulled her from Music Theory (during ELA planning) to work one on one with her to help her catch up and work and understand some concepts (both nonfiction Amplify solo and poetry elements). 1.) 31% 2.) 86% 3.) 82%: **green** the last two tests

\*\*\*is sitting with a student that is a positive role model. I monitor his computer all the time because he likes to "wander" away from what we are working on (I am getting better with blocking stuff, but the kids circumvent Lanschool). I speak to his mom, but she has a lot of children and is overwhelmed and says he works so slowly and she doesn't have the time to sit with him. I told her that he needs to do a little work every single night, even if he says he doesn't have homework. Since he does work slowly, we try to prioritize which assignments get the most bang for the buck and have him do those. Unify scores have been 1.) 38% 2.) 79% 3.) 65%.

\*\*\*is a case of motivation. He tries to fall asleep a lot, and vocalizes frequently that he doesn't want to "do stuff"... so I try to keep him motivated and don't accept his whining (and neither do his group members). He sits right up front! I make sure to check in on his work frequently, and have him re-do things he is just "pencil-whipping"... Unify scores have been 1.) 38% 2.) 79% 3.) 82% (yay!): **green** the last two tests!



## 1.4 Advanced Classes Report

Advanced Classes Report	
Race	Count of single_ethnicity
American Indian or Alaskan Native	*
Asian	9
Black or African American	44
Hispanic	75
Native Hawaiian or Other Pacific Islander	*
Other	23
White	353
Grand Total	508

2.1 Success Coach Student Contact Log

STORM GROVE Success Coach Student Contact Log

122

Responses

05:11

Average time to complete

Active

Status

4.  
Student's Race

Black	61
White	43
Hispanic	*
Asian	0
Other (Bi-racial)	11
Other	*

5.  
Student's grade

6th	45
7th	32
8th	45
9th	0
10th	0
11th	0
12th	0

6.

Reason for visit

Admin referral	1
Teacher-student	20
Student-teacher	1
Student-student	7
ASPIRE	9
Returning from SERT	0
Returning from ACE	0
EWS	77
Check in/Check out	20
Food	0
Academics	0
Mentoring	0
Observation	0
Other	11



**List of Students on CICO**  
**(MTSS purposes, safety plan from ALTOSS, or behavior plan**  
**accommodation) Or Electronic Point Sheet Data Tracking**  
**(MTSS purposes or behavior plan accommodation)**

B - \*  
B - \*  
B - \*  
\*\* - \*  
W - \*  
B - \*  
H - \*  
W - \*  
W - \*  
B - \*  
W - \*  
W - \*  
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\*Students name redacted

\*\*Race redacted