



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



Quarter of the School Year: 4

School: Storm Grove Middle School

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 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.

These assurances have been reviewed and verified on: 6/2/2022 CT (initials)

Quarterly Reflection

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

We reviewed 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 ran 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 each grade level as part of our PBIS program to incentivize good behavior.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 4

Date of Summary: 6/2/2022

School: Storm Grove Middle School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	April 12, April 25, May 11, May 16
Summary of Observation(s):	<p>During the 4th quarter, the administration completed four observations:</p> <ul style="list-style-type: none">• Statehood for Florida and Texas, which included the argument over both becoming slave states.• Life in the South: Coverage of the increase of slave labor due to the cotton gin and higher production of cotton. Also discussed what slave culture and structure of the south looked like, and the opportunities available for free African Americans in the north during the Antebellum period (1840-1860).• Emancipation Proclamation and the continued war efforts of 1863-64.• Greater focus on the 54th Massachusetts Regiment and its involvement in the Civil war. Also discussed the fact that by the end of the Civil War, 10% of the north's soldiers were African Americans that served in segregated regiments. <p>In addition to these observations, there were other topics taught such as. Reconstruction, the Freedmen's Bureau, segregation, Underground Railroad, and Jessie Owens.</p>

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, 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
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	(%)

**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 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. 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 and work together to develop the support the student needs to be successful. For the fourth quarter, school counselors are working with the Student

	<p>Success Coach to develop strategies for dealing with behavior issues and gain classroom management support.</p> <p>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.</p> <p>During the last week of school, school counselors worked closely with students who were in danger of failing core courses, with an emphasis on 8th grade students.</p>
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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%	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 <u>Discipline</u> :	Every Monday
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<p>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.</p> <p>We had a field day for each grade level as part of our PBIS program as an incentive for good behavior.</p>
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	Every Monday
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<p>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. During the last week of school, school counselors worked closely with students who were in danger of failing core courses, with an emphasis on 8th grade students.</p>

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 (#)
87	113

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 4
Select one:	<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.

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:	March 30, April 18
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 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):	During the 4th 9 weeks, SGMS focused on helping students achieve on the FSA. Teachers focused on students who were close to making a learning gain or achievement. Teachers reviewed their list of close students and submitted a plan to the administration to document their action steps to help those students achieve. Two weeks before the Algebra 1 EOC, the instructional coach held a "boot camp" after school.

Strategy AAP 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:		May 2, 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
65	133	48%
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.
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		16

**Data should be retrieved from the Power BI [Extracurricular Activities](#) public-facing dashboard.*

Strategy AAP 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:	10
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
20%	80%
(Optional) Additional information:	<p>All Black applicants were offered an interview. Unfortunately, there were only two Black applicants total for all positions posted.</p> <p>In addition, we had zero minority applicants for our instructional openings.</p>

Storm Grove Middle School

African American Achievement Plan Sample Evidence

1.1

Sample of African American Curriculum

8th Grade U.S. History:

Dates of detailed coverage:

- 3/29-3/30: Indian Removal Act, which included info on: Cherokees owning slaves, Runaway Slaves going to Florida and blending with runaway Native Americans to form the Seminole Tribe.
- 4/12-4/13: Statehood for Florida and Texas, which included the argument over both becoming slave states.
- 4/19-4/20: Obtaining California and Utah and both of those areas choosing to be free territories and later states.
- 4/25-4/26: Life in the South: Coverage of the increase of slave labor due to the cotton gin and higher production of cotton. Also discussed what slave culture and structure of the south looked like, and the opportunities available for free African Americans in the north during the Anti-Bellum period (1840-1860).
- 4/27-4/28: Covered the burgeoning abolitionist movement and its leaders, the Underground Railroad and the creation of Liberia early in our country's history.
- 4/24-5/2: Causes of the Civil War, which include several components tied to abolition, state's rights to allow slavery, slave conditions, slave uprisings, westward expansion, Missouri Compromise and the Kansas-Nebraska Act, which both directly link to slavery and the argument over it nationally.

The entire month of May has been devoted to the Civil War and Reconstruction – so all of it is critical to understanding our African American story.

- 5/9-5/10: Beginning of the Civil War, which included the involvement of African American soldiers in the North, and how slaves were made to support the war effort in the South.
- 5/11-5/12: Emancipation Proclamation and the continued war efforts of 1863-64.
- 5/16-5/17: Greater focus on the 54th Massachusetts Regiment and its involvement in the Civil war. Also discussed the fact that by the end of the Civil War, 10% of the north's soldiers were African Americans that served in segregated regiments.
- 5/23-5/24: Reconstruction period, including re-admittance into the United States, the 13th, 14th and 15th Amendments, the Freedman's Bureau, politics in the south during Reconstruction, black codes and segregation, the creation of the KKK and the end of Reconstruction.

1.3 School Counselor List	
Race	Count of Single Race
American Indian or Alaskan Native	2
Black or African American	13
Hispanic	26
Other	3
White	45
Grand Total	89

last_name	first_name	student_id	Single Race	grade_level	course_title	Met With	Date
*	*	*	Black or African American	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	White	08	M/J LANG ARTS 3	King	4/4/2022
*	*	*	Hispanic	08	M/J US HIS ADV & C/P	King	4/4/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	King	5-Apr
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	*	08	M/J LANG ARTS 3	Cathcart	4/4/2021
*	*	*	*	08	M/J US HIST&CAR PLAN	Cathcart	4/4/2022
*	*	*	Hispanic	08	M/J PRE-ALG	King	4/5/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4-Apr
*	*	*	White	08	M/J US HIST&CAR PLAN	Cathcart	4/4/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	White	08	M/J LANG ARTS 3	King	4/4/2022
*	*	*	White	08	M/J PRE-ALG	King	4/4/2022
*	*	*	Hispanic	08	M/J PRE-ALG	King	4/5/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	King	4/5/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	Cathcart	4/4/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	Cathcart	4/4/2022
*	*	*	Black or African American	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	Black or African American	08	M/J PRE-ALG	Cathcart	4/1/2022
*	*	*	*	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	*	08	M/J US HIST&CAR PLAN	Cathcart	4/1/2022
*	*	*	Black or African American	08	M/J US HIST&CAR PLAN	Cathcart	4/1/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	Black or African American	08	M/J LANG ARTS 3	King	4/1/2022
*	*	*	Black or African American	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	White	08	M/J PRE-ALG	Cathcart	4/1/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	Cathcart	4/1/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4/1/2022
*	*	*	White	08	M/J COMPRE SCI 3	Cathcart	4/1/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/4/2022
*	*	*	White	08	M/J LANG ARTS 3	King	4/1/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	White	08	M/J COMPRE SCI 3	Cathcart	3/31/2022
*	*	*	White	08	M/J LANG ARTS 3	Cathcart	3/31/2022
*	*	*	Black or African American	08	M/J COMPRE SCI 3	King	4/1/2022
*	*	*	Black or African American	08	M/J US HIST&CAR PLAN	King	4/1/2022
*	*	*	White	08	M/J US HIS ADV & C/P	Cathcart	4/1/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	Cathcart	4/1/2022
*	*	*	Hispanic	08	M/J PRE-ALG	Cathcart	4/1/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4/1/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	King	4/1/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	Cathcart	4/1/2022
*	*	*	Black or African American	08	M/J LANG ARTS 3	King	4/1/2022
*	*	*	Black or African American	08	ALG 1	King	4/1/2022
*	*	*	White	08	M/J LANG ARTS 3	King	4/5/2022
*	*	*	White	08	M/J LANG ARTS 3	King	4/5/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	King	4/5/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	3/31/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	King	31-Mar
*	*	*	Hispanic	08	M/J COMPRE SCI 3	King	4/5/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4/5/2022
*	*	*	Hispanic	08	M/J PRE-ALG	King	4/5/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	King	4/5/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4/5/2022
*	*	*	White	08	M/J COMPRE SCI 3	Cathcart	4/1/2022
*	*	*	Black or African American	08	M/J LANG ARTS 3	King	4/1/2022

*	*	*	White	08	ALG 1	King	4/1/2022
*	*	*	White	08	M/J LANG ARTS 3, ADV	King	4/5/2022
*	*	*	White	08	ALG 1	Cathcart	4/1/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	King	4/1/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4/1/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	King	4/5/2022
*	*	*	Hispanic	08	M/J LANG ARTS 3	King	4-Apr
*	*	*	Hispanic	08	M/J PRE-ALG	King	4/4/2022
*	*	*	Hispanic	08	M/J US HIST&CAR PLAN	King	4/4/2022
*	*	*	White	8	M/J COMPRE SCI 3	Cathcart	4/1/2022
*	*	*	White	08	M/J US HIST&CAR PLAN	Cathcart	4/1/2022

1.4 Advanced Class Report	
Race	Count of single_ethnicity
American Indian or Alaskan Native	*
Asian	10
Black or African American	45
Hispanic	75
Native Hawaiian or Other Pacific Islander	*
Other	24
White	350
Grand Total	507