



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Storm Grove Middle School

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

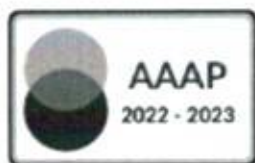
- Action steps included within the 2022-2023 African American Achievement Plan have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American 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 October 21, 2022: (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?)

Based on the current data we will continue supporting our students through opportunities for tutoring. Using the data from Quarter 1 we identified a need to increase those opportunities and have created a "lunch availability" opportunity for those students needing extra time/support in getting course recovery or classwork completed. This is an everyday opportunity. In addition, we will continue to identify and support those students that are becoming "chronic" in absenteeism. Our support in this area has reflected in slight improvements for several students and we hope to increase that success. We will continue to advertise and offer support for African American students to participate in extra-curricular activities.



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Date of Summary: October 21, 2022

School: Storm Grove Middle School

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

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	5
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	9/19/22, 9/19-23/22, 10/3-10/22
Summary of Observation(s):	<ul style="list-style-type: none"> Lessons on "British of African Decent" (Supplement to Dhal and Narrative), use maps to trace significant migrations from Africa and analyzed results located sites in Africa and Asia where archaeologists have found evidence of early human societies and trace their migration patterns to other parts of the world "Narrative of the Life of Olaudah Equiano" from our textbook where students answered basic questions regarding an excerpt from the text. Extension lesson of "Narrative of the Life of Olaudah Equiano" to further detail the meanings of quotes in the narrative.

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 (i.e., August 1, 2022)											
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)

Quarter 1: 08.10.2022 – 10.10.2022
 Quarter 2: 10.11.2022 – 12.21.2022
 Quarter 3: 01.09.2023 – 03.17.2023
 Quarter 4: 03.27.2023 – 05.31.2023



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*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.

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:
(i.e., August 1, 2022)

Every Tuesday

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

- Identified students will be invited to participate in daily lunch time support in completion of course recovery requirements.
- Identified students will be invited to participate in our A2 afterschool tutoring for support in current classwork.
- Students identified as "Severe" absenteeism will be monitored through our attendance initiative. Those student that need additional support will be submitted to our MTSS team for further actions deemed by the team.

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)**

Black/African American (%)

White, Non-Hispanic (%)

9%

69%

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:

8/16/22, 8/30/22, 9/13/22, 9/27/22,

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

Team reviewed and modified Tier 2 and Tier 3 behavior plans for students needing extra behavioral supports.

Achievement

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

8/23/22, 9/6/22, 9/20/22, 10/4/22

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

Students were identified using SDIRC F's and D's reports. Individual conferences held with identified students.



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Support opportunities were offered through afterschool tutoring and lunch tutoring sessions.

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)

Black/African American (%)

28%

White, Non-Hispanic (%)

47%

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:
(i.e., August 1, 2022)

October 10, 2022

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

☒ Yes
☐ 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):

Through use and support of our approved A2 tutoring plan, we will be able to provide curriculum support to all identified students on a regular basis. This support will be fluid to meet the ongoing changing needs of our students.

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

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

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
(%)



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Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	

*Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

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:	3
Percentage of Interviewers on Interview Committee by Race	
Black/African American 25 %	White, Non-Hispanic 75 %
(OPTIONAL) Additional information:	

Storm Grove Middle School Evidence and Artifacts

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.

(Samples of teachings)



BLACK EDWARDIANS 1902- 1920

- There was a significant black presence in Britain in the early part of the 20th century, 1902 to 1920
- There were British people of African birth or descent in every social group - in all walks of life - living in Britain during the Edwardian era.
- The black middle classes in particular from this period were visible but their contribution to society has been largely overlooked from traditional history viewpoints.
- Here are some black Edwardians who we know about. They were born or living in or passing through Haringey.

EDWARDIAN COLONIAL TROOPS AT ALEXANDRA PALACE, 1902



To celebrate the Coronation
of King Edward VII ...

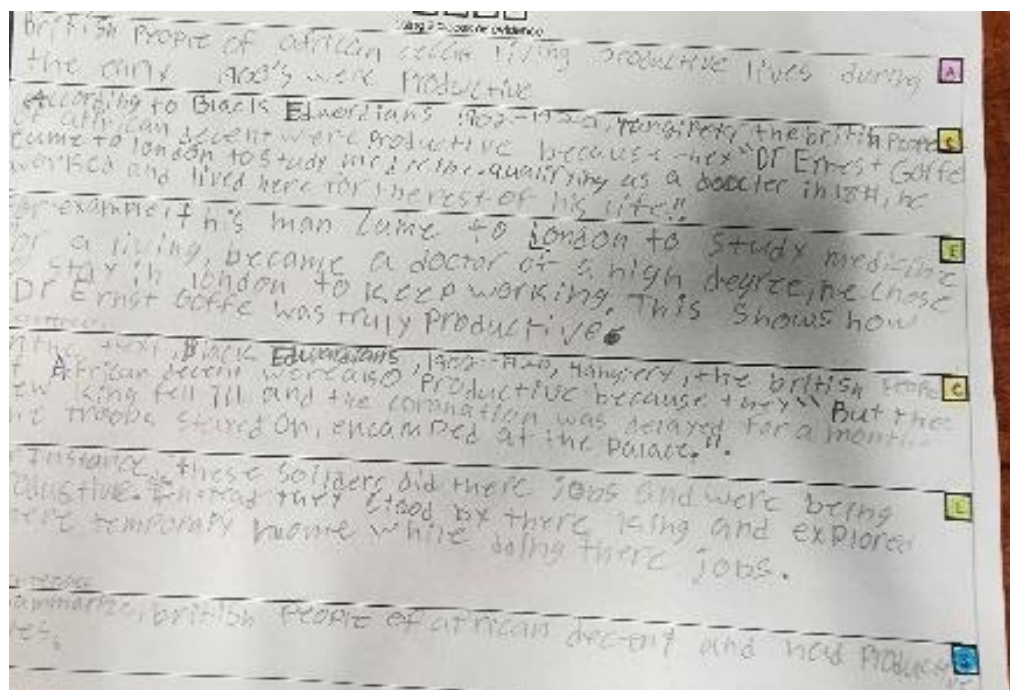
- troops from across the British Empire were brought to England to take part in the ceremony.

- To mark the coronation of Edward VII in 1902, colonial troops from around the world gathered at Alexandra Palace
- But the new King fell ill and the coronation was delayed for a month. The troops stayed on, encamped at the Palace, and to while away the time they explored their temporary home in London, in particular neighbouring Wood Green.
- An unrivalled collection of photographs recording their stay survives in the collections at Bruce Castle Museum and Archive (external link).

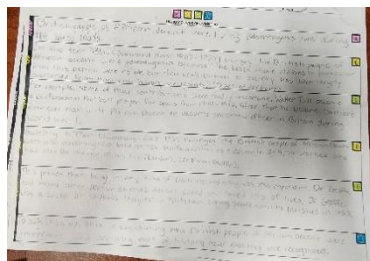
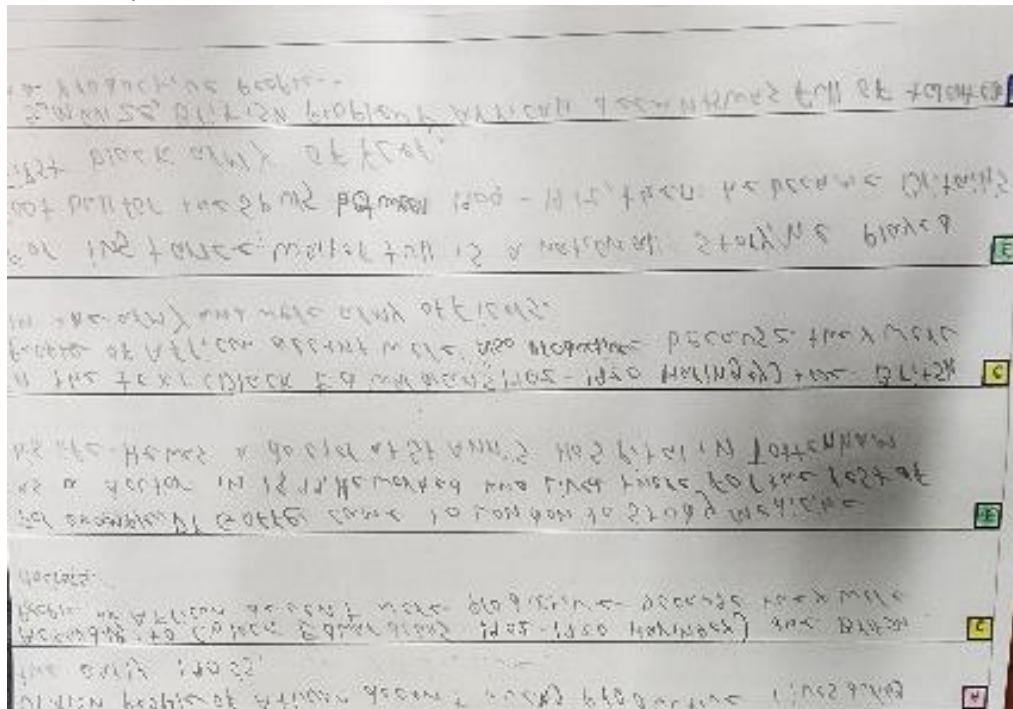


- The troops were based at **Alexandra Palace**, taking over the Banqueting Hall and creating a camp in the Park.
- The extent of the Empire was at its peak, with military from all around the world attending.

Work Samples



Work Samples Continued



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.

Identified students at end of Quarter 1 that are currently not on track to graduate.

School	GD	Race/Eth
SGMS	06	B
SGMS	08	B
SGMS	06	B
SGMS	08	B
SGMS	08	B
SGMS	06	B
SGMS	08	B
SGMS	08	B
SGMS	08	B
SGMS	08	B
SGMS	08	B
SGMS	06	B
SGMS	08	B
SGMS	08	B

Identified students at end of Quarter 1 that are listed as Severely Absent

School	GD	Ra
SGMS	07	B
SGMS	07	B
SGMS	06	B
SGMS	08	B
SGMS	06	B
SGMS	07	B
SGMS	07	B
SGMS	08	B
SGMS	07	B
SGMS	07	B
SGMS	08	B
SGMS	07	B
SGMS	06	B
SGMS	06	B
SGMS	07	B
SGMS	06	B
SGMS	06	B
SGMS	06	B
SGMS	06	B

Each School Counselor met with African American students who earned a D or F during the 1st 9-weeks:

Student ID	Grade	Single Race	Course	Teacher	Grade	Date Seen
1	06	Black or African American	M/J COMPRE SCI 1	**	53% F	9/14/2022
2	08	Black or African American	M/J Intens Read 3	**	62% D	9/14/2022
3	08	Black or African American	M/J PRE-ALG	**	60% D	9/14/2022
4	07	Black or African American	M/J MATH 2	**	50% F	9/15/2022
5	08	Black or African American	M/J Intens Read 3	**	61% D	9/15/2022
6	06	Black or African American	M/J MATH 1 ADV	**	57% F	9/15/2022
7	08	Black or African American	ALG 1 HON	**	66% D	9/16/2022
8	07	Black or African American	M/J MATH 2	**	57% F	9/16/2022
9	06	Black or African American	M/J MATH 1	**	23% F	9/16/2022
10	06	Black or African American	M/J LANG ARTS 1, ADV	**	51% F	9/16/2022
11	07	Black or African American	M/J COMPRE SCI 2 ADV	**	69% D+	9/16/2022
12	07	Black or African American	M/J CRIT THINK	**	66% D	9/16/2022

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.

Count and Percent of Students in Level 3 Courses		
Row Labels	Count	Percent
Asian	12	2%
Black or African American	54	9%
Hispanic	84	15%
Native Hawaiian or Other Pacific Islander	*	*
Other	28	5%
White	396	69%
Grand Total	575	100%

Strategy 2.1

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

Interventions for students

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