



School District of Indian River County
African American Achievement Plan 2020 -2021
Assurances of Implementation of Action Steps



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 2020-2021 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: 3/22/2021 KRW (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?)

Our AAAP is being implemented with fidelity. Although our school is predominately minority it has allowed our staff to focus on supporting the African American student community. It allows us to monitor their growth and examine our teaching strategies to ensure students are making progress. It also shines a light on students who need additional help, so that they do not regress.



SDIRC School Data Chats & Impact Reviews – Elementary

Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 3/22/2021

St Peter's Academy School: Choose an item.

Action Steps: 1.4, 1.5, 1.25, 2.6

Action Step 1.4

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	January 11, February 16, March 16					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	16	76	11	81	12	80

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	March
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)	To continue to monitor growth of the students receiving interventions and develop community connections.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	No one was screen for gifted placement
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Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	January 11, February 16, March 16
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Teachers will also receive training on the cultural norms of members of our student body and staff. Activities will be plan that include the students' entire family.



SDIRC DataCom – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of Datacom: 3/22/2021

St Peter's Academy School: Choose an item.

Action Steps: 1.12, 1.16, 1.37, 1.38

Action Steps 1.12, 1.16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	January 12, February 17, March 17
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Grade level teams continually review I-Ready and weekly scores to monitor African American Student, and adjust teaching techniques and materials to prevent or stop regression.

Action Step 1.38

Date(s) of School Level Data Chat: (provide data from the most recent data chat)	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	4	19	6	21	1	8



SDIRC Quarterly Update Additional Action Steps – Elementary Component: African American Achievement Plan 2020 – 2021



Last Date of Review: 3/22/2021

St Peter's Academy School: Choose an item.

Action Steps: 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	10/15/20. 1/11/21, 2/15/21, 2/26/21, 3/10/21
Summary of Observation(s)	<p>Kindergarten and first studied Ruby Bridges, the desegregation of schools and also studied George Washington Carver. 2nd grade students studied Harriet Tubman, the underground railroad 3rd & 4th grade students studied famous Black Americans past and present. 5th grade students created a wall of famous and influential Blacks. This class evaluated the quotes from these people and discussed how they are relevant today. These students also wrote inspirational quotes of their own. 5th grade students also studied how the Black community of Tulsa flourished until the Tulsa massacre destroyed it.</p> <p>2nd & 5th grade students created and presented an African American History program to the school and parents via zoom. 5th grade also created a Black inventors hall of fame museum for other class to walk through.</p>

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	Afterschool tutoring for grades 3 – 5, Saturday school for grades 4 & 5,				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity 45	1	20	24		
Total Percentage Breakdown of Participants by Race/Ethnicity	2	44	56		

*Attach evidence of a parent work or extended learning activity for students.

Action Step 1.11

Date of Student Committee Meeting	January 17, February 24
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	<p>The student committee felt that all students had equal access to all extracurricular activities. Students also felt that they would like to join a league and play other schools and not just play against other students. Students offered suggestions about expanding to soccer, swimming and double dutch.</p>

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Our recognition ceremonies included: Academic Honors, Attendance awards, and Student of the month for all grade levels				
126	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	3	40	45	12	3
Total Percentage Breakdown of Participants by Race/Ethnicity	2	32	36	10	2

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	January - March
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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.

Action Step 2.9

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	25	30

Action Step 4.31

17	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	3	18