



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



**Quarter of the School Year: 1**

**School: St. Peter's Academy**

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: 10/8/2021 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?)

The opportunities for growth to close the achievement gap are everywhere. One of the major steps that we have taken is to decrease the ratio of student to instructor. Each class K-5 has at least one qualified assistant to work with the African American students. Students are in homogeneous groups to cover missing skills. Monitoring the data and comparing the growth rate to attendance data has been very helpful in determining some of the cause for the growth gaps.



**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: 1**

**Date of Summary: 11/18/2021**

**School: St. Peter's Academy**

**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): Implement a curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.**

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	8/25, 9/2, 9/8, 9/21, 9/27
Summary of Observation(s)	The teachers are incorporating black History each week. K-3 are doing biographies from different periods of African American history. My walk through observations have included students working whole group, small group and individual presentations.

**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	9/1, 9/15, 9/29							
	Kindergarten		First		Second		Third	
	#	%	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	7	100	6	100	5	100	5	100

**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	8/25, 9/8, 9/22
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students	Students were placed in homogeneous groups based on I-Ready assessments and classroom observations.

**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 (%)
53	2

**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.**

Date(s) of Problem-Solving Session(s) for <u>Discipline</u>	N/A for St Peters
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>	
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>	

**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 (#)

**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.**

Timeframe of Reported Out-of-School Suspensions	8/23/21-9/30/21
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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.

**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	09/28/21
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)	<ol style="list-style-type: none"> <li>1. Review I-ready, My Math pretest and Journeys Post test scores to determine academic level.</li> <li>2. Identify the academic need,</li> <li>3. Group students with the same need</li> <li>4. Meet with groups 30 minutes daily</li> <li>5. Check progress on fifth day</li> <li>6. Use CBM and I-ready to monitor progress</li> <li>7. Chart progress</li> <li>8. Adjust strategies as needed</li> <li>9. Reevaluate to determine mastery</li> </ol>

**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	9/21/21
<b>SECONDARY ONLY</b> Number of Students Participating in the African American Student Council (All Grade Levels)	

**Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.**

Date of Interview	Percentage of Interviewers on Interview Committee by Race	
	African American (%)	White, Non-Hispanic (%)
<b>9/14/21</b>	<b>100</b>	
<b>9/21/21</b>	<b>100</b>	

Williams 5<sup>th</sup> Week 4 9-7

- Then and now	Monday 8/30	Tuesday 8/31	Wednesday 9/01	Thursday 9/02	Friday 9/03
7:45	Good morning Homework collection. Dailies				
	Non Fiction September 11 2001			Fiction Nine Ten	
		<a href="#">Where were you</a>	<a href="#">Timeline</a>	<a href="#">Photos</a>	<a href="#">9/11/01 quiz</a>
Aaap	Mary bowser and the civil war spy				
Zoom	<a href="https://us02web.zoom.us/j/83559488112?pwd=bml5QjVjbFhBRlIVenhWall5d0l3UT09">https://us02web.zoom.us/j/83559488112?pwd=bml5QjVjbFhBRlIVenhWall5d0l3UT09</a> Meeting ID: 835 5948 8112 Passcode:				
	Target Skill Compare & Contrast Target Strategy Infer/Predict <a href="https://www-k6.thinkcentral.com">https://www-k6.thinkcentral.com</a>				
	Reading Block Rotation				
Spelling	Long I and O	Spelling sort	Practice test		Test
Workbook	28	29			
8:45	Breakfast	Breakfast	Breakfast		Breakfast
Vocabulary	Practice words	sentences	Definition scramble		test
Grammar 106-107	Subjects & Predicates	Subject verb agreement	Comas in compound		test
Workbook	Page31	Page 32	Page33-34		
			Connect to writing 35		
Essential Question	How did the attack on September 11 effect your life today?				
	Fiction nine ten			Non Fiction	
Reading	Aloud	Pairs	Alone		
Text	46-47	Question	Review		
	Read and comprehend	Details/ Theme	Drawing conclusions		Test
	Prediction				
11:00 Math	Percentages/decimals/ fraction conversion				
IXL					
Workbook	Pretest	decimals	percentages		Quiz
Chapter two 11:30	vocabulary	Pretest	Lesson1 & 2		Quiz
Lunch /PE	Lunch /PE	Lunch /PE	Lunch /PE	Lunch /PE	Lunch /PE

Williams 5<sup>th</sup> Week 4 9-7


The Plan

Groups 9:45 – 10:45

These students will travel together for small group reading	Intellects	Scholars	Thinkers	brainiacs

Rotation:

		Williams	Meyers	Boudrot	Alexander
Monday	9:45	Intellects	Scholars	Thinkers	brainiacs
Target Skill	10:15	Scholars	Thinkers	brainiacs	Intellects
Tuesday	9:45	Thinkers	brainiacs	Intellects	Scholars
Target strategy	10:15	brainiacs	Intellects	Scholars	Thinkers
Wednesday	9:45	Intellects	Scholars	Thinkers	brainiacs
Grammar	10:15	Scholars	Thinkers	brainiacs	Intellects
Thursday	9:45	Thinkers	brainiacs	Intellects	Scholars
Grammar	10:15	brainiacs	Intellects	Scholars	Thinkers
Friday	9:45	Intellects	Scholars	Thinkers	brainiacs
	10:15	Scholars	Thinkers	brainiacs	Intellects

During whole group Staff Please pay close	Williams	Meyers	Boudrot	Alexander

Williams 5<sup>th</sup> Week 4 9-7

attention to the students in your group.				

Group Activities:

8:15-8:45 Monday -Thursday

	Intellects	Scholars	Thinkers	brainiacs
8:15 coral reading	Meyers		Boudrot Hall	Alexander Small room
Books	Green Eggs and ham		Cat in the Hat	Horton Gears a who.
Activity Echo, Choral Reading, & Target Strategy	Teacher will:		Student will:	
	Ask for predictions, Explain echo reading Explain choral reading. Ask questions to check for understanding. Introduce Target strategy.		Give predictions, participate in echo and choral reading	
Purpose	To Build reading Fluency and solidify weekly target strategy,			

Break out reading

## Artifacts for AAAP

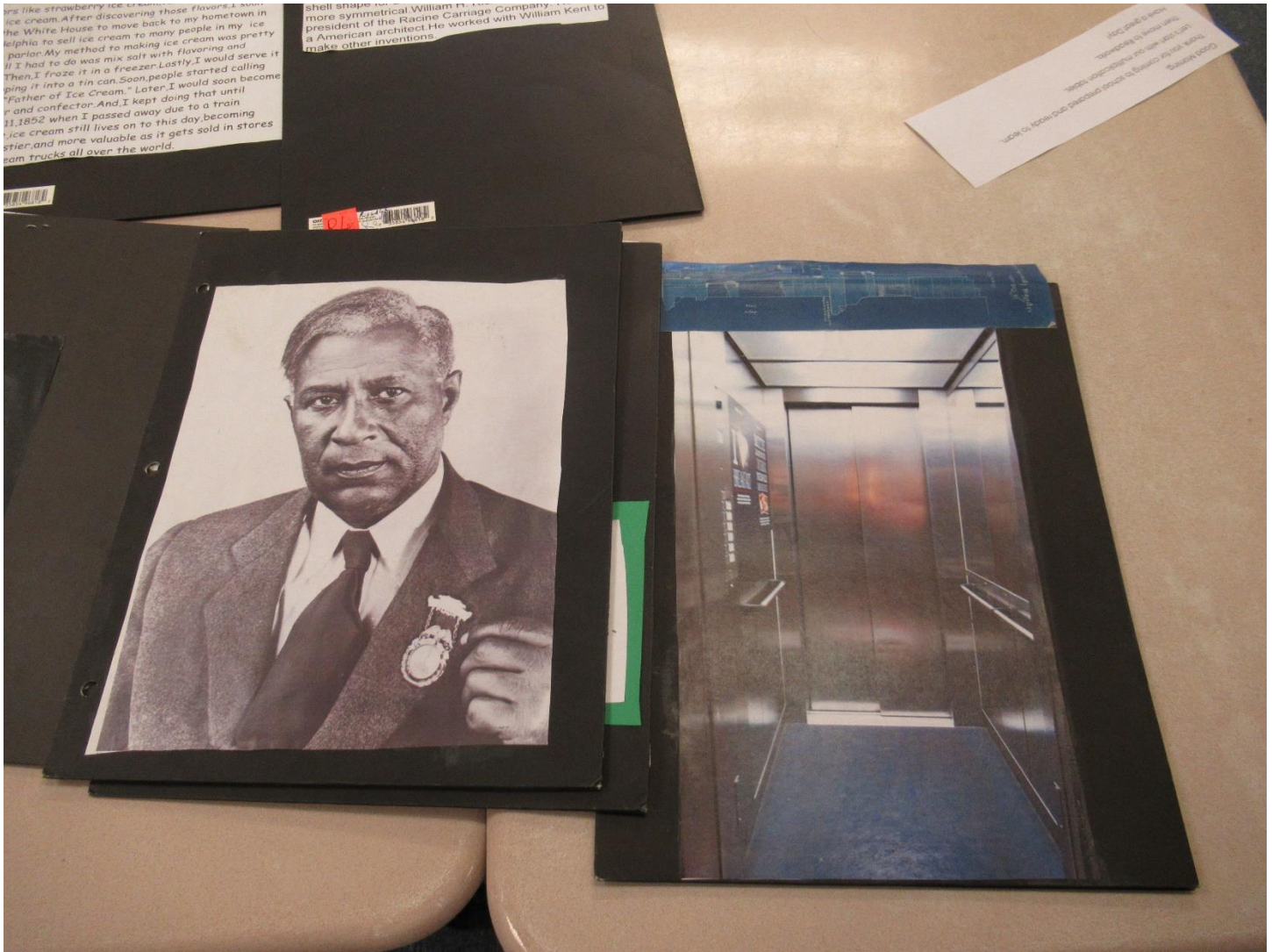
Books used in class to understand the achievements and history of Black People in America







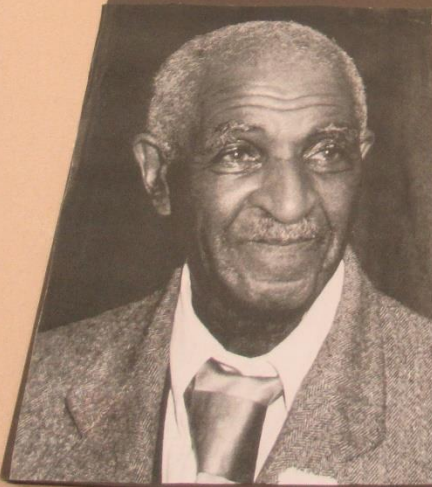
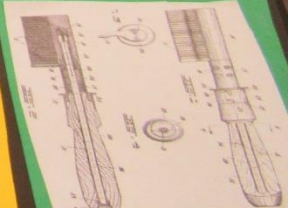
## Students created a black inventors museum





My name is Augustus Jackson and I am the creator of the famous dessert called ice cream. I was born in Philadelphia, Pennsylvania on April 16, 1808. I served as a chef in the White House during the 1820s at the age of 12. Soon at the age of 24, I created a new dessert treat in 1832. Well, I technically didn't make it but I made amazing flavors like strawberry ice cream, vanilla ice cream, and mint ice cream. After discovering those flavors, I soon left the White House to move back to my hometown in Philadelphia to sell ice cream to many people in my ice cream parlor. My method to making ice cream was pretty easy. All I had to do was mix salt with flavoring and cream. Then I froze it in a freezer. Lastly, I would serve it by scooping it into a tin can. Soon, people started calling me the "Father of Ice Cream." Later, I kept doing that until a caterer and confectioner. And I kept doing that until January 11, 1852 when I passed away due to a train crash. But ice cream still lives on to this day, becoming better, tastier, and more valuable as it gets sold in stores and ice cream trucks all over the world.

William H. Richardson, was born January 5, 1859 and died December 14, 1878. The baby buggy was invented on June 1, 1866. He designed the dished shell shape for a basket-shaped carriage that was more symmetrical. William H. Richardson was President of the Racine Carriage Company. He was a American architect. He worked with William Kent to make other inventions.



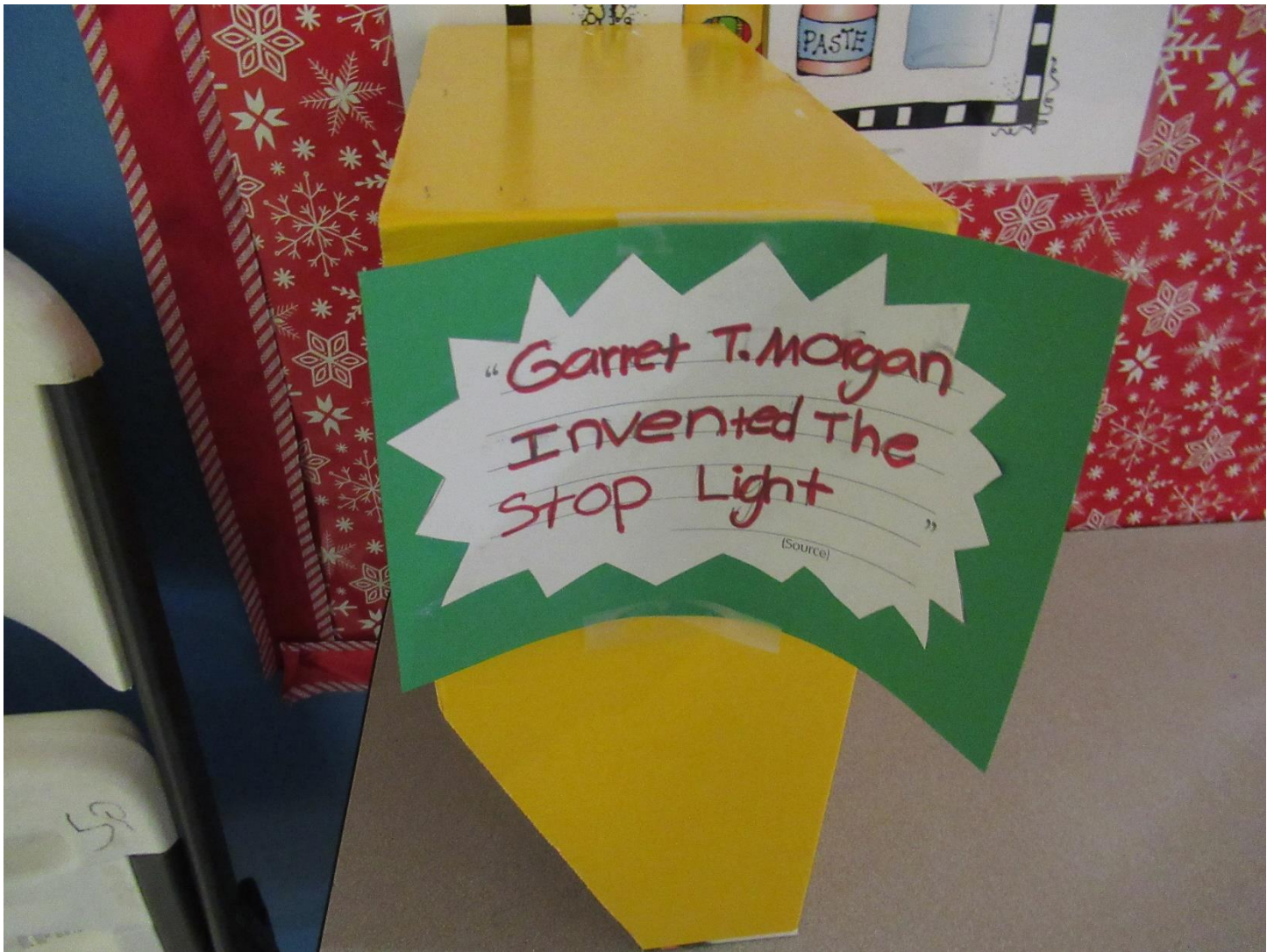


Wilhelm Röntgen  
Invented the  
Imaging X-ray

(Source)







Fifth Grade researched Historical Black Colleges



Fifth graders researched historical Black colleges

Williams 5<sup>th</sup> Week 14 11-15

Boudrot will be in Mrs. Vargas' class this week

### Rotations

	Vocabulary	Math Remediation (Williams)	Science (computers)	Grammar (Meyers)	Character Analysis
10:00	Singers	Dancers	Runners	Swimmers	Walkers
10:30	Dancers	Runners	Swimmers	Walkers	Singers
11:10	Runners	Swimmers	Walkers	Singers	Dancers
11:40	Swimmers	Walkers	Singers	Dancers	Runners
12:10	Walkers	Singers	Dancers	Runners	Swimmers

Vocabulary	Word of the day, Use vocabulary from both stories to write a story. At least five paragraphs using figurative language to create pictures in the readers head (visualization)
Math Remediation	Division, percentages and conversions of fractions, decimals and percentages
Science	Identify parts of the scientific method, recreate the penny experiment,
Grammar	Revisit verb tenses 384-5, pronouns 350, and complex sentences 286
Character Analysis	Begin to create character charts for Jessie and Lizzie. Also create notes for compare/ contrast writing assignment,

### Small Group

Singers	Dancers	Runners	Swimmers	Walkers
██████	██████	██████	████████	██████
██████	██████	██████	██████	██████
████████	██████	██████	██████	██████
██████	██████			

-	Monday 11/15	Tuesday 11/16	Wednesday 11/17	Thursday 11/18	Friday 11/20
7:45	Good morning Homework collection. Dailies				



Williams 5<sup>th</sup> Week 14 11-15

	Practice Music				
Sequence	Non Fiction Biographies			Fiction Bridge to Terabithia	
Social studies AAAP	Jacob Lawrence	Aaron Douglas	John Robinson	Arturo Schomburg	Quiz review
	James Armistead Lafayette	Robert Smalls	Harold Moody	Oscar Mlcheaux	Quiz review
Zoom	<a href="https://us02web.zoom.us/j/83559488112?pwd=bml5QjVjbFhBRlVenhWall5d0l3UT09">https://us02web.zoom.us/j/83559488112?pwd=bml5QjVjbFhBRlVenhWall5d0l3UT09</a> Meeting ID: 835 5948 8112 Passcode: 4rgzgx				
	They Call Her Molly Pitcher Target Author's Conclusions and Generalizations Target Strategy Analyze/evaluate <a href="https://www-k6.thinkcentral.com">https://www-k6.thinkcentral.com</a>				
	Reading Block				
8:00 Whole group	Bridge 3	Bridge 4	Bridge 5	Bridge 6	Quiz
9:15 Molly Pitcher					
Word of the day	devour	fascinate	clarify		Significant
Spelling	Spelling	Spelling sort	Practice test		Test
Workbook	172	173	174		
8:45		Breakfast	Breakfast		Breakfast
Vocabulary		sentences	Definition scramble		test
Grammar	Figurative Language	Verbs Past tense	Future tenses		
Workbook	171	175	176		
			Connect to writing 35		
Essential Question	Does your attitude impact the outcome?				
	Fiction nine ten			Non Fiction	
Reading	Aloud	Pairs	Alone		
Readworks.org	Scientific Instruments	The Scientific Method	The Scientific Method	The Penny Experiment	Miss Johnson's Plant Experiment
Text		Question	Review		
	Read and comprehend	Details/ Theme	Drawing conclusions		Test
	Prediction				
11:45 Math	Multiplication/Division				
IXL	Review Division and multiplication				

Williams 5<sup>th</sup> Week 14 11-15

Workbook					Quiz
Chapter 11:30	Vocabulary chapters 5	Pretest	Lesson 3 & 4		Quiz
Lunch /PE	Lunch /PE	Lunch /PE	Lunch /PE		Lunch /PE
1:20	Math	Math	Math		Math
2:15	Tools of the trade				
Science	Identify steps	Music	Perform simple Experiment		Fun Friday
Homework	Book report Spelling/vocab	Spelling/vocab	Spelling/vocab Writing		Spelling/vocab

The Plan

Group Activities:

11:25 - Monday -Thursday

11:25 coral reading	Williams	Meyers	Boudrot Hall	
Books	Green Eggs and ham	Green Eggs and ham	Cat in the Hat	Horton Gears a who.
Activity Echo, Choral Reading, & Target Strategy	Teacher will:		Student will:	
	Ask for predictions, Explain echo reading Explain choral reading. Ask questions to check for understanding. Introduce Target strategy.		Give predictions, participate in echo and choral reading	
Purpose	To Build reading Fluency and solidify weekly target strategy,			

Amaya: Thank you for visiting our classroom. We are so happy you are here. We can wait to show you, our specialty.

Krystal: Each student in our classroom is bright, capable, and talented. We are all special, Together, we can accomplish many things,

Keyla: However sometimes we want to shine alone. This is one of those times where we want to split from the class and work in smaller groups or let the spotlight shine on us all alone.

Reya: Please stand as we open our program with prayer:  
Dear Lord, Thank you for this day, Thank you for a loving family and a great school. We appreciate all the ways you show us your love. Please bless each family represented here today.

Jenny: Are you ready to get this party started? (pause) Well let's start the show with Lamar Collins and his fantastic basketball skills.  
(Lamar performs)  
We will continue with Martavius showing off his skills with the basketball skills.

Damia: Are you ready for some FOOTBALL? Well here is Martre to show you how its done.

Violeta: Its time to get our steps in, so if you will follow Mrs. Meyers, we are headed outside to see Jenny, Emily and Damia Tumble.

Ruby: Bet you didn't know how much walking we were going to do, but let's move up to our classroom for the rest of the show.

Break Parents will get water and a snack

Reya: Keyla is going to demonstrate how creative she is.

Jenny: Brain will amaze you with the magic he can create with paper and pencils

Krystal: Music has the power to move us. So please put you hands together for Ruby singing One day in your life.

Amaya Have you ever wanted to know what's going to happen in the future? Well wonder no more here is the amazing Miss Krystal

Keyla: Do you know how TicToc, join facebook group? Violeta does and wants to share a few tidbits with you.

Damia Izabella is going to get her hands dirty and we will gasp at her creations.

Amaya: Are class is full of artist and Joel is no exception, so lets see what he will create today.

Violeta: Friends, everybody wants them and in the 5<sup>th</sup> grade classmates are becoming friends. Last but not least Elizabeth and Reya are going to dance their way into your hearts.

Ms. Meyers: Thank you for coming please feel free to enjoy a snack and take your students home.