



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



Quarter of the School Year: 3

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: 3/30/2022 _____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?)

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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: 3

Date of Summary: 3/30/2022

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): 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	3
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	1/19/22, 2/21/22, 3/7/22
Summary of Observation(s):	<ol style="list-style-type: none"> 1. Lesson plans include African American activities. 2. African American books were displayed. 3. Subjects Discussed <ol style="list-style-type: none"> a. Tulsa Oklahoma Black Wall Street b. Rosewood c. Black Inventions d. Famous Black Poets e. Contributions in Medicine 4. AA poems were written in k-2. 5. 5th grade had famous AA quotes. 6. 4th grade did AA projects.

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 (%)
12	12	100	8	8	100	9	9	100	12	12	100

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

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 (%)
n/a	n/a

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> :	02/14/22, 3/14/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	<ol style="list-style-type: none"> 1. Remove student from classroom 2. Conference with Dean & Student 3. Speak with student and parent 4. Decide consequence
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	02/21/22, 3/15/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	<ol style="list-style-type: none"> 1. Evaluate Data to determine students who need extra help. (I-ready & weekly test scores) 2. Develop tier three groups to meet the needs. (No more than 4 students in a group) 3. Use norm referenced material the aligns with Florida Standards. (I-ready & CBM) 4. Assign student a peer mentor Check progress

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.	
Reported Out-of-School Suspensions for:1/4-3/18/22	3
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:4	1/18/22, 2/15/22, 3/15/22
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"> 1. Provide Teachers with current and grade level material. 2. Dedicate time for AAAP lessons 3. Align African American Historical persons, inventions, and contributions with Florida standards. 4. Use AAAP literature and nonfiction that aligns with Florida state standards.
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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:	2/28/22	
Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
60	70	86
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	<ol style="list-style-type: none"> 1. Survey students and parents for interest levels in activities. 2. Choose highest 3 choices 3. Investigate the best way to introduce new activity. 4. Find a sponsor for new activities. 5. Gather materials needed for activities. 6. Set start dates. 	
(SECONDARY ONLY) 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.

Number of Interviews Conducted by the Interview Committee:	10	
Percentage of Interviewers on Interview Committee by Race		
African American (%)	White, Non-Hispanic (%)	
50%	10%	
(Optional) Additional information:	40% were Hispanic	

Artifacts

Artifacts

We are

African Americans

Beautiful

Creative

Dreamers

Energetic

Forgiving

Giants

Humorous

Intelligent

Jewels

Kind

Lively

Mysterious

Fifth grade came up with these words and performed for their parents via zoom. Describing how the words matter and represent African Americans

Attached you will find quotes

If you want to believe there is good
in the world, be good.



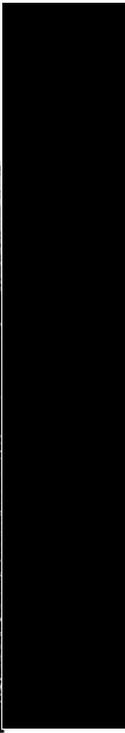
If Matters if you Commit Suicide And Your Own
Family Cares about you.



If Someone hates you for the color of your skin
But don't worry about it because you're beautiful!
no matter what skin color you have

Don't Let your fear take over you
Let yourself take over your fear

Don't ever give up if someone is trying to stop
you "EVER!"



"African Americans have suffered both past and present but we can let
[redacted] that take us down we have to unite and fight for justice."



Be a willow not an oak
Bend don't Break

The world can be a cruel place but you can make a huge difference by reaching
or by volunteering.



[REDACTED]

1. Martin Luther King Jr. gave a good speech.
2. He had to go to jail.
3. Martin Luther King Jr. had 3 children and a wife and he was a good man.
4. He wanted to change the rules.
- 5.

Black people were not allowed to go to the park. Martin Luther King Jr. was a good hero back then.

White people did not like Black people because they did not want the laws to change.

Black people did not like the way whites were treating them because they were hurting the protesters with dogs.

The women were mad when they decided to walk to work every day and not go on the bus.

Martin Luther King Jr. helped us a lot so now we can go to the same school every day.

[REDACTED]

EACH YEAR IN JANUARY, WE CELEBRATE
MARTIN LUTHER KING DAY. WE
REMEMBER THE LIFE AND WORK OF A GREAT LEADER. WHOEVER
DR MARTIN LUTHER KING SR. WAS BORN ON JANUARY 15, 1929.
WHERE KING GREW UP WITH LEADERS
IN THE UNFAIR LAWS THAT TOOK MANY
RIGHTS AWAY
FROM BLACK
PEOPLE. THEY
KEPT BLACK
PEOPLE AND
OR APART

Friday 4, 2022

1. Martin Luther King helped black people.
2. Martin Luther King started college at the age of fifteen. He decided to become a minister.
3. Martin Luther King was in charge of the protest.
4. He protected the right all Black Americans to vote.
5. Martin Luther King was killed April 4, 1968.

FRIDAY 4, 2022

Martin Luther King Jr was
born in January 15 1929

Martin Luther King Jr cannot
sit with white people

Martin Luther King be come
The first you it sahrsh

Martin Luther King was the
person who helped.

In 1968 a white man shot and
killed King in Tennessee.

White people do not like
black people.

He help black people and
he was a hero.

[REDACTED]

The people sit in the park.
King organized marches and gave
a famous speech.

On August 6, 1965, the president
signed the Voting Act into laws.

Martin Luther King Jr was a great leader.

When Martin grew white leaders made unfair laws.

Bathrooms for black people were not as clean as

for white people. Black people had to sit at the back of the bus. They had to give their seats to white

people. If there was no more seats. The police used fire hoses and attacked dogs and hurt the protesters.

Tá Mya Dawkins

1. Why were the people all around the
sad when Martin Luther King
jr died

2. He wanted things to change but
it did not go well

3. They shot him because he tried
to make black and white people
in the same class and school but the
people did not let him.

4. He was born on January 15, 1929

5. His wife made his birthday a
holiday.

1 He got kill because he was makeing good Rules.

2 He was a great leader.

3 He was in college when he was 15.

4 He knows that white people didn't like him.

5 Black people can't sit on the front seat that on bus.

[REDACTED]

Martin Luther King Jr. was a great leader.

When Martin grew white leaders made unfair laws.

Bathrooms for black people were not as clean as for white people. Black people had to sit at the back

of the bus. They had to give their seats to white

people if there was no more seats. The police

used fire hoses and attack dogs and hurt

the protesters.

Date Feb thw 3, [REDACTED]

1 Martin Luther King Jr got black people and White people together

2. When black people go on the bus to go to work the black people have to go to the back and the white people go in the front. If there is not enough of the white people so the black people have to give their seat.

3. Martin Luther King Jr died in 1968 April 4

4. In 2011 a memorial opened in Washington D. C.

5. Martin Luther King Jr was born January 15, 1929.

MAKING LUTHER KING
1. In 1965 King helped plan a march to protest how Black voters were treated in Alabama. King led the protestors, but they didn't get far before police attacked them.

2. Three weeks later, the protestors marched again. This time, members of the U.S. Army sent by the president protected the protestors.

3. On August 6, 1965, the President signed the Voting Rights of all Black Americans to vote.

4. Where King grew up, white leaders made unfair laws that took many rights away from Black people.

• Martin Luther King Jr.

1. Martin Luther King was a good leader
2. White people kept segregation
3. Black people couldn't be in white neighborhoods
4. White leaders made unfair rules
5. Black people had to sit in the back of the bus

A

1 Martin Luther King helped black people.

2 Martin Luther King started college at the age of fifteen. He decided to become a Minister.

3 Martin Luther King was in charge of the protest.

4 He protected the right of all Black Americans to vote.

5 Martin Luther King was killed April 4, 1968.