

AAAP



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



Fellsmere Elementary School

2021-2022 Quarter 1

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 the 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.

Reviewed on 11/3/2021 Verified by Jennifer Alderton

Quarterly Reflection

As a school, we have been working diligently on the achievement, activities, and equity of all students. We will be working more in the second quarter to increase participation in our extra-curricular activities for African American students. We have extended learning opportunities that are beginning, and some enrichment programs that will open as well. We will continue to work closely with our school counselor, Mrs. Arce, and our local community, to provide opportunities to all students, and outreach if they are not being responsive to our requests. This has been working well for us in the first quarter, and we look forward to even better involvement during quarter two.

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

9

Date(s) of Walk-throughs to Observe implementation of African American History Teachings: (i.e. 8/27/2021, 9/13/2021, and 9/17/2021)

9/7, 9/9, 9/10/ 9/13, 9/15, 9/16, 9/17, 10/6, 10/7

Summary of observation(s):

Second grade students were working on a story of George Washington Carver. Students in 3rd grade were working during our sweep on a story with Rosa Parks. Many of the units of study within the new Amplify curriculum discuss different cultures, and traditions. 2nd grade students also did work learning cultural practices around Diwali.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:

9/24/21-9/29/21

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	0 %	1	20 %	1	33 %	1	100 %

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in

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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

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: 9/29/21

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

No concerns regarding discipline at this time.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: 9/21-9/29

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

Please see uploads for achievement data

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 Quarter 1

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: 10/1/2021

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

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): 1. Continue collaborative planning sessions with all grade level teams 2. Increase the display of authentic student work around campus and within the classrooms. 3. By moving collaborative planning for ELA to later in the week, allow for time to discuss the "how" of

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instructional delivery, giving teachers the time to discuss how differentiation will occur in Tier 1 instruction

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.

Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
2.5 %	85 %	%	11.8 %	0.5 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:			11/2/2021	
(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: 3

Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
0	80

(Optional) Additional information:

Date: 9/29/2021

What are the student counts for African American students?

	AA – ELA Achievement			AA – ELA Learning Gains			AA- ELA BQ		
3 rd 1	Yes 0	Maybe 0	Not Yet 1	Yes NA	Maybe NA	Not Yet NA	Yes NA	Maybe NA	Not Yet NA
4 th 1	Yes 0	Maybe 0	Not Yet 1	Yes 0	Maybe 0	Not Yet 1	Yes 0	Maybe 0	Not Yet 1
5 th 3	Yes 1	Maybe 0	Not Yet 2	Yes 0	Maybe 1	Not Yet 0	Yes 0	Maybe 1	Not Yet 0

	AA – Math Achievement			AA – Math Learning Gains			AA- Math BQ		
3 rd 1	Yes 0	Maybe 0	Not Yet 1	Yes NA	Maybe NA	Not Yet NA	Yes NA	Maybe NA	Not Yet NA
4 th 1	Yes 0	Maybe 0	Not Yet 1	Yes 0	Maybe 1	Not Yet 0	Yes 0	Maybe 1	Not Yet 0
5 th 3	Yes 0	Maybe 0	Not Yet 3	Yes 1	Maybe 0	Not Yet 0	Yes 1	Maybe 0	Not Yet 0

	AA – Science Achievement		
5 th 3	Yes 0	Maybe 0	Not Yet 3

Follow Up Needed:

Continue to progress monitor their success with their reading intervention and math small group instruction. Using classroom seating charts, Administration and Instructional Coaches observe these students specifically during walk-throughs of their understanding of learning target, partner work, and participation in class discussion (e.g. Are they being called on as equitably as other students). Feedback of these observations are provided to the teachers.