



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



Quarter of the School Year: 4

School: Fellsmere Elementary

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: 6/8/2022 _____RJEM_____ (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?)

FES was able to zoom in on the goals (Achievement, LG, BQ) set by the district in Power BI for ALL students in the areas of ELA, Math, and Science. FES progressed was accomplished in part by a relentless focus on healthy relationship in the building, a maniac measurement of progress, constant reflection/revision of the instructional mission, and finally a collective commitment to uplift every student to her/his potential with all the support possible. By doing all of this and way more, this school year FES thrived to be a distinct community where the students at ALL levels find joy, safety, emotional stability, and academic success. Gallop for Success, Nothing Less!



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: 4

Date of Summary: 6/8/2022

School: Fellsmere

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	8
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	March 29; April 6, 12, 22, 29; May 6, 9, 13, 17, 19.
Summary of Observation(s):	Many of the units of study within the new Amplify curriculum discuss different cultures, and traditions. During Q4, students in grades K-5 spent time studying various cultures and traditions from around the world.

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
Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	(%)
0	0	100	1	1	100	1	1	100	1	1	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 (%)

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> :	March 15 – May 20
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	As we ended the school year the school counselor, assistant principal, SRO, and principal visited ALL classrooms to remind ALL students of FES expectations as we approached a crucial time when behaviors could get out of control.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	May 2 – May 27
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We continued to adjust FES instruction in Tier 1, and Tier 2 with re-teach groups that were occurring as an extended learning opportunity (4 days a week). Math/ELA achievement and Math/ELA learning gains continued to increase little by little as we checked Power BI. FES leadership team (coaches and AP/P) continued to observe classrooms/provide feedback and engaged in collaborative planning and conversations to support and ensure the movement continued on the right direction. Also, Specials Area time was strategically used to extend learning opportunities for the students in Science, ELA, and Math.

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 4
Select one:	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input 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:	March 4, 2022
	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	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):	Based on Impact Review #3 (March 4) FES next steps were: Differentiation Ideas (individualized supports for students). Since then, FES has begun to address this strategy with teachers and coaches. More work to be done in this domain.

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:	June 7, 2022	
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
18	18	100
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	FES has reached out to parents via DOJO App, School Messenger, flyers, personal phone calls and just face to face contact at the school site.	
(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:	5
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
0	5
(Optional) Additional information:	1 Hispanic

Date: 6/7/2022

What are the **student counts** for African American students?

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

So far:

As FES looks at the results the district already has from 3rd grade ELA FSA, the one student Power BI had predicted not passing, has passed with a level 3. Joy to the world!