



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Fellsmere Elementary

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 24, 2022: R.J.E.M. (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?)

During the 1st Quarter of AAAP, FES made sure ALL African American students were part of the specific data chats (academic) and discipline review. FES was able to invite ALL 26 African American Students to be part of Peer 2 Peer Program where IB students from SRHS become mentors to our students. The program focuses on SEL, academics, problem solving skills, and attendance issues. It also motivates students to want to improve themselves and want to belong to FES school.

As we continue FES after school Camp, tier 1 instruction, and data analysis with the teachers and instructional coaches - FES will continue to monitor where they are and where they need to go with the right support.

Communication is a big part of the mission so phone calls to home will continue to be our best approach as we reach our African American parents personally to address any issues (academic, social, behavior, emotional) or celebrate success at any of these levels, too.



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Quarter of the School Year: 1

Date of Summary: October 21, 2022

School: Fellsmere Elementary

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	5
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	August 23, 2022/September 12, 2022/ September 21, 2022/September 22, 2022/October 7, 2022
Summary of Observation(s):	FES noticed the integration of African American Teaching within the Amplify curriculum (ELA). Many units of study in Amplify discuss several cultures.

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 (i.e., August 1, 2022)						September 13, 2022					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)
1	1	14	1	1	25	2	2	33	1	1	25

**Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.*

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: (i.e., August 1, 2022)	N/A
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A

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.



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Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/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> :	None.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	No needed for 1 st Quarter.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	September 13, 2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We looked at tier 1 instruction, tier 2 intervention groups, and enrichment students for after school camp on Tuesdays/Thursdays.

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)	
Black/African American (%)	White, Non-Hispanic (%)
N/A	N/A

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: <i>(i.e., August 1, 2022)</i>	October 7, 2022	
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?



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Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	
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Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	September 13, 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 (%)
26	26	100
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Continue to call them by phone. A personal call makes a difference. FES continues to use the classic: Permission slips, home flyers, and School Messenger to make them aware of the availability of extracurricular activities.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	N/A	
<i>*Data should be retrieved from the Power BI Extracurricular Activities public-facing dashboard.</i>		

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	
Black/African American (%)	White, Non-Hispanic (%)
0	90
(OPTIONAL) Additional information:	10% (Latino)

School

All

Grade

All

Type of Walkthrough

All

School Type

All

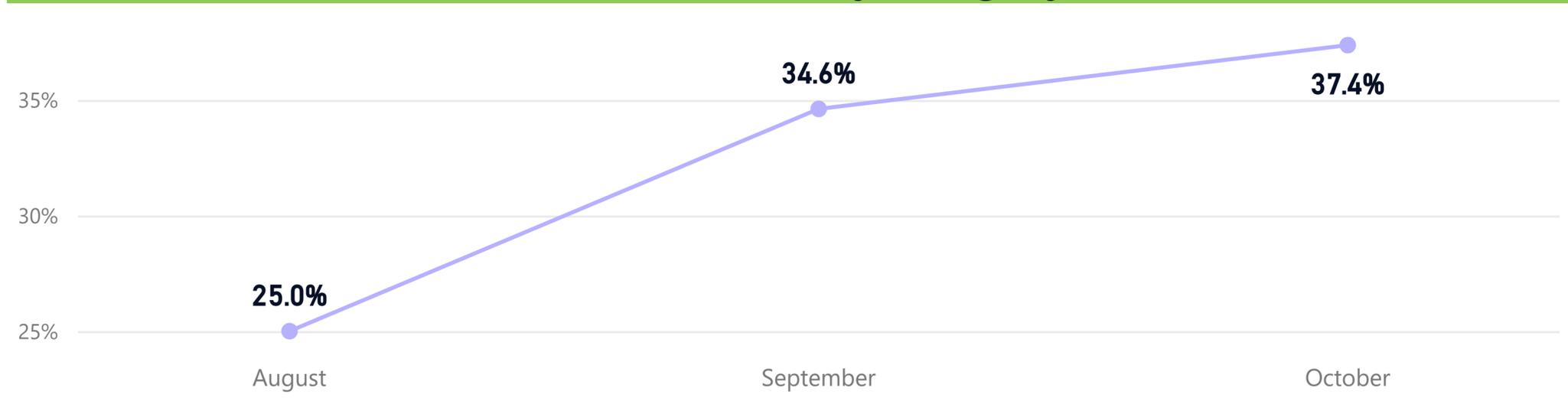
Content

- Select all
- ELA
- Math
- Science

Course Level

- (Blank)
- General

Percent Evident by Category



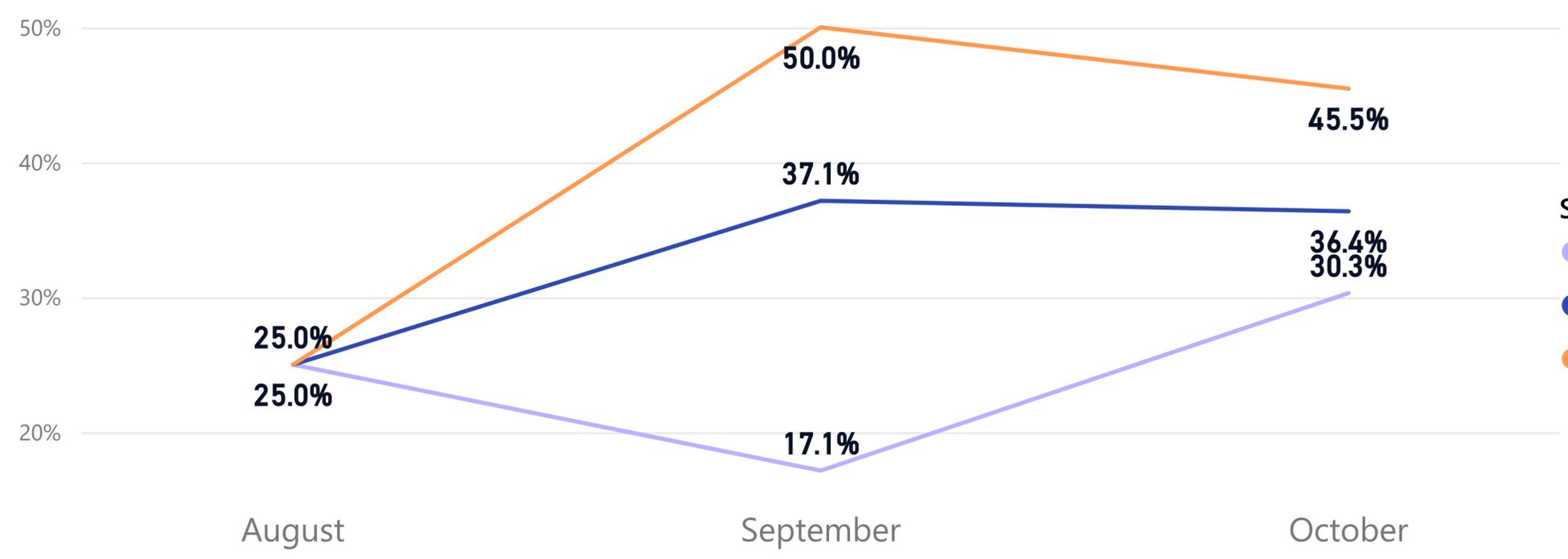
Category

- CP
- Differentiation
- Engagement
- Environment
- Monitoring
- SBI/Tasks

Month

- Select all
- August
- September
- October

Percent Evident by Standard



Standard

- Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitoring
- Learners receive/respond to feedback from teachers or peers to improve understanding
- Teacher checks for understanding throughout the lesson

Standard

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Count of Walkthroughs by Standard

Standard	August	September	October	Total
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitoring	4	35	33	72
Learners receive/respond to feedback from teachers or peers to improve understanding	4	35	33	72
Teacher checks for understanding throughout the lesson	4	34	33	71
Total	12	104	99	215

Student Discipline 22-23

Discipline Code

School	Currently En...	Date of Referral	(Blank)	559
FES	All	8/31/2022 10/11/2022	Ct ODR	Ct Students
Charter	Minor Infracti...			
All	N	Quarter	(Blank)	(Blank)
Discipline Co...	Transportation	1 2 3 4	Ct S's w ODR	Ct ODR w CR
All	All	Discipline by Demographics (Use arrows to drill down)		
Choice	All			
Location	All			
Grade	All			
Race/Eth	All			
ESE	School and Grade (Use arrows to drill down)			
All	Location			
ED	All			
ELL	All			
Homeless	All			

	Group 1	Group 2	Group 3	Group 4
8:45-9:05	SIP review and Impact Tool Review			
9:10-9:20	Suarez- K	Fuss- K	Lachman-2	Kerr-2
9:25-9:35	Fuss- K	Suarez-K	Kerr-2	Lachman-2
9:40-9:50	Gour-2	Strickland-2	Williams-5	Hinkle-5
9:55-10:05	Strickland-2	Gour-2	Hinkle-5	Williams- 5
10:10-10:20	Embrey-3	Kus-3	Howe-3	Reed- 3
10:25-10:35	Kus-3	Embrey-3	Reed-3	Howe-3
10:40-11:30	Debrief and Next Steps			

Group 1: Wickham, Brescia, Essig, Trimm

Group 2: Connley, Mowery, Teske, Robertson

Group 3: Justice, Digiacomio, McDonough

Group 4: Echeverria, Garcia, Carlsen