



# African American Achievement Plan 2022-2023

## Assurances of Implementation of Strategies/Action Steps

**Quarter of the School Year: 2**

**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 January 6, 2023: R.J.E.M.

### **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 Q2 of AAAP, FES continues to make sure ALL African American students were part of the specific data chats (academic) and discipline reviews.

FES still has ALL its 25 African American Students participating on the successful Peer 2 Peer Program where IB students (25 of them plus a group leader) from SRHS become mentors to our students on every Friday of the week. 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. This program will be ending for this year on Friday, April 7, 2022.

Communication is a never-ending mission, and a big part of what FES does. So, phone calls and visits to home will continue to be our best approach as FES reaches our African American parents personally to address any issues (academic, social, behavior, emotional) or celebrate success at any of these levels.

*Quarter 1: 08.10.2022 – 10.10.2022*

*Quarter 2: 10.11.2022 – 12.21.2022*

*Quarter 3: 01.09.2023 – 03.17.2023*

*Quarter 4: 03.27.2023 – 05.31.2023*



School District of Indian River County



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Next steps: FES Leadership Team has invited Mrs. Jody Houston on January 12 for a School Data Analysis, Impact Review #2 on January 13, and Data.Com on January 20, 2023. These 3 important events will continue to reshape the journey this school year.



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Quarter of the School Year: 2

Date of Summary: January 6, 2023

School: Fellsmere Elementary

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

<b>Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.</b>	
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)	October 20, 2022/November 10, 2022/November 4, 2022/ December 2, 2022/December 7, 2022
Summary of Observation(s):	Consistency continues during the 2 quarter as the integration of African American Teaching within Amplify Curriculum is still occurring.

<b>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.</b>											
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 (i.e., August 1, 2022)	November 29, 2022/December 1, 2022										
<b>African American Students Receiving Interventions for Substantial Reading Deficiencies</b>											
Kindergarten			First			Second			Third		
<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read &amp; Scheduled</i>	<i>Ct Need Fun Read</i>	Percent (%)	<i>Ct Need Fun Read &amp; 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.*

<b>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.</b>	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: (i.e., August 1, 2022)	
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.**



## African American Achievement Plan 2022-2023 Assurances of Implementation of Strategies/Action Steps

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 (%)

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> :	October 21, 2022/December 16, 2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	No need for Quarter 1
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	October 18, 2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We looked at tier 1 instruction and tier 2 intervention groups for Kindergarten, 1 <sup>st</sup> grade and 2 <sup>nd</sup> grade. The groups and scheduling for FES interventionist was also part of the conversation and planning.

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 (%)

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>	December 2, 2022	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?
	<input type="checkbox"/> No*	



## African American Achievement Plan 2022-2023

### Assurances of Implementation of Strategies/Action Steps

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	The groups and scheduling for FES interventionist [Mrs. Diaz] for Kindergarten, 1 <sup>st</sup> grade, 2 <sup>nd</sup> grade, and 3 <sup>rd</sup> grade were addressed, tweaked, and implemented.
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<b>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.</b>		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		November 29, 2022/December 1, 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 (%)
25	25	100
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		FES approach is the same and it works: FES makes a phone call home/a home mission to invite student(s)/catch parents on the car loop to invite student(s). The other ways are the eternal classic ones FES does: flyer and School Messenger to make them aware of the availability of extracurricular activities at school.
<b>(SECONDARY ONLY)</b> 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.*

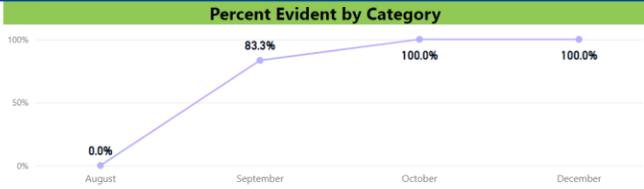
<b>Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.</b>	
Number of Interviews Conducted by the Interview Committee:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
1	95
(OPTIONAL) Additional information:	4% (Latino)

School: FES

Grade: 4

Type of Walkthrough: All

School Type: All



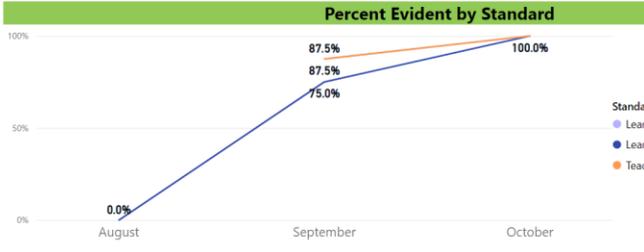
Category: Engagement, Environment, Monitoring, SBI/Tasks

Month: Select all, September, October, December

Start time: 8/19/2022 to 12/8/2022

Content: Select all, ELA, Math

Course Level: (Blank), General



Standard

- Learners are actively engaged in the learning ac...
- Learners collaborate with their peers to accompl...
- Teacher uses strategies and structures to facilita...

Standard

- Learners are actively engaged in the learning activities
- Learners collaborate with their peers to accomplish/complete projects, a...
- Teacher uses strategies and structures to facilitate participation by all stu...

### Count of Walkthroughs by Standard

Standard	September	October	December	Total
Learners are actively engaged in the learning activities	8	2	1	11
Learners collaborate with their peers to accomplish/complete projects, activities, tasks, and/or assignments	8	2	1	11
Teacher uses strategies and structures to facilitate participation by all students	8	2	1	11
<b>Total</b>	<b>24</b>	<b>6</b>	<b>3</b>	<b>33</b>



2022-2023 Scheduling

- 22-23 Schedule
- ELA
- Math
- Science
- All Course Schedule
- HS CCA
- MS Accel
- Course Distribution
- ScheduleAudit
- K-5 Fun Read**
- Go back



# Intensive Reading Audit: K-5



**Need Fun Read but Not Scheduled**

Student ID Schl Name Gd Race/Eth ED ESE ELL PM1 SS PM1 AL PM1 Per PM2 SS PM2 AL PM2 Per 22 FSA IR

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	PM1 SS	PM1 AL	PM1 Per	PM2 SS	PM2 AL	PM2 Per	22 FSA	IR
210385	FES	Guerrier, Nevaeh	4	B	Y	N	ZZ	255	Level 1	6%					
216543	FES	Noelssaint, Hope	3	B	Y	N	ZZ	240	Level 1	4%					
213507	FES	Staley, Michaela	4	B	Y	N	ZZ	270	Level 1	12%					
225596	FES	Stuckey, Lavonte	0	B	Y	N	ZZ								

This dashboard utilizes the students' prior year FSA ELA performance level (Level 1) for grades 4-5 and the 22-23 Fall iReady percentile (Below 9th percentile) for grades KG-3 to determine if a student should be scheduled in Functional Reading Skills (Fun Read - 5010022 for K-2 and 5010026 for Grade 3-5) according to the 22-23 Master Schedule Resource Guide.

**Full Schedule**

Name	Course Title	CourseID	Period	Teacher
Adams, A'Laysia	ART - GRADE 2	50010302	10	Strazinsky, Soph
Adams, A'Laysia	CONDUCT2	CONDUCT2	01	Kerr, Ashley
Adams, A'Laysia	HEALTH - GRADE 2	5008040	09	Kerr, Ashley
Adams, A'Laysia	LANG ARTS GRADE 2	50100432	02	Kerr, Ashley
Adams, A'Laysia	LIB SLKS/INFO LIT 2	50110202	13	Dunn, Kathryn
Adams, A'Laysia	MATH GRADE TWO	50120402	03	Kerr, Ashley
Adams, A'Laysia	MUS CHORAL E	50130102	11	Courtney, Charisv

- Discipline
- Dashboard Information
- Risk Ratio
- Discipline 22-23
  - District/School View**
  - ODR by Reporter
  - Classroom Removals
  - Recidivism
  - Student List
  - Student Detail
  - ODR Requires Admin
- Go back

### Student Discipline 22-23

School	Currently En...	Date of Referral	(Blank)	27
FES	All	8/31/2022 10/11/2022	Ct ODR	Ct Students
Charter	Minor Infracti...	Quarter	(Blank)	(Blank)
All	N		Ct S's w ODR	Ct ODR w CR
Discipline Co...	Transportation			
All	All			
Choice	Discipline by Demographics (Use arrows to drill down)			
All				
Location				
All				
Grade				
All				
Race/Eth				
B				
ESE	School and Grade (Use arrows to drill down)			Location
All				
ED				
All				
ELL				
All				
Homeless				
All				



# Walkthrough Data

## 85

Count of Observations

Completion time

8/16/2022 12/12/2022

Category

- Select all
- CP
- Differentiation
- Engagement
- Environment

School

FES

Grade

All

Type of Walkthrough

All

School Type

All

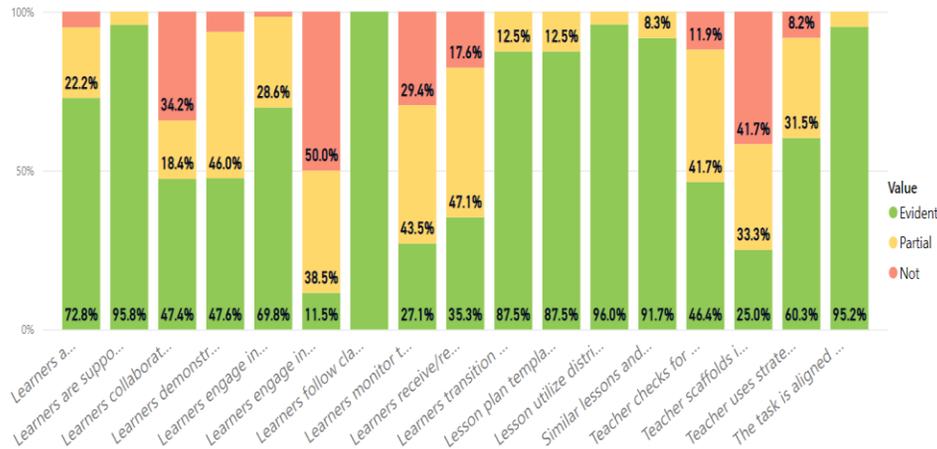
Content

- Select all
- ELA
- Math
- Science

Course Level

- (Blank)
- General

### Percent Rating by Standard



### Percent Rating by Category

Category	Evident	Partial	Not
CP	91.78%	8.22%	0.00%
Differentiation	18.00%	36.00%	46.00%
Engagement	60.43%	23.91%	15.65%
Environment	94.52%	5.48%	0.00%
Monitoring	36.22%	44.09%	19.69%
SBI/Tasks	70.90%	26.46%	2.65%