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

Quarter of the School Year: 3

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 March 31, 2023: RJEM

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 still has ALL its 25 African American Students participating on the successful Peer 2 Peer Program where IB students (26 of them) from SRHS become mentors to FES students on every Friday of the week during the school year. Today will be the last Friday for this mission since April 7 is Good Friday and there will be no students.
Students and mentors will have an opportunity to reflect about their experience, what they have learned, and setting goals for next school year. The program focuses on Social Emotional Learning, Academics, Problem Solving Skills, and Attendance issues. This interaction motivates **FES** students to better themselves and increase their desire to belong to our learning institution, **FES**. Also, it has inspired SRHS students to experience their impact and contribution with elementary students.
Communication is always improving at **FES** and a never-ending mission. Welcoming phone calls and visits home will be our best approach as **FES** reaches to African American parents to address any issues and/or celebrate moments of success.

School District of Indian River County

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Quarter of the School Year: 3

Date of Summary: March 17, 2023

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)*	January 2023: 9, 13 February 2023: 21, 28 March 2023: 9
Summary of Observation(s):	Consistency continues during the 3rd quarter, as the integration of African American Teaching within Amplify Curriculum is still occurring.

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)*	January 26, 2023 - February 8, 2023

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)	*Ct Need Fun Read & Scheduled*	*Ct Need Fun Read*	Percent (%)
1	1	14	1	1	33	2	2	40	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)*	
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	

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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)	
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 Discipline:	January 26, 2023 - February 8, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	Review classroom rules/procedures Review FES Expectations in classroom plus lunch Utilize flowchart and behavior intervention tracker form
Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	January 26, 2023 - February 8, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	We looked at tier 1 instruction and tier 2 intervention groups for Kindergarten all the way to 5th 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.e., August 1, 2022)*	Friday January 13, 2023

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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐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):	The groups and scheduling for FES interventionist [Mrs. Diaz] for Kindergarten, 1st grade, 2nd grade, and 3rd grade were addressed, tweaked, and implemented. Also, interventions for the classroom teachers were adjusted in grades 4th and 5th.	

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:	January 26, 2023 - February 8, 2023	
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 continues to work: we make phone calls home/home visitations/catch parents on the car loop to invite student(s). The other ways are the eternal classic ones: flyer home and School Messenger to make them aware of the availability of extracurricular activities at school.	
(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:	1
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
1	95
(OPTIONAL) Additional information:	4% (Latino)

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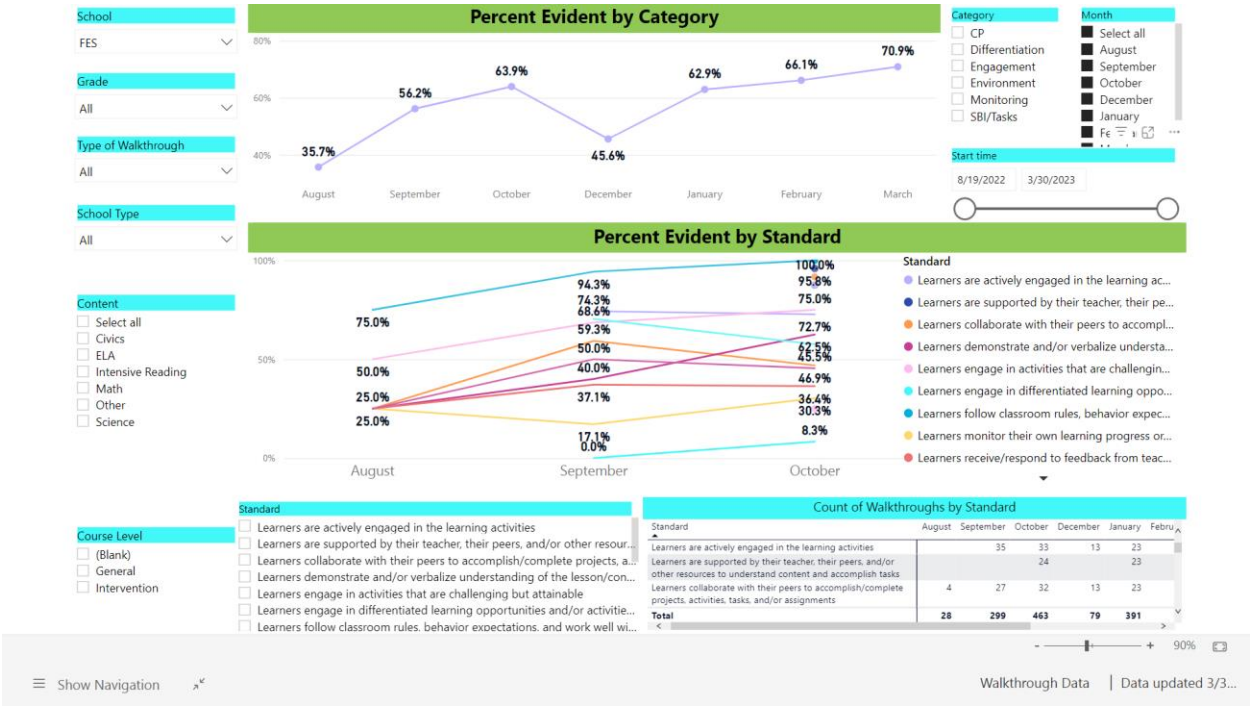
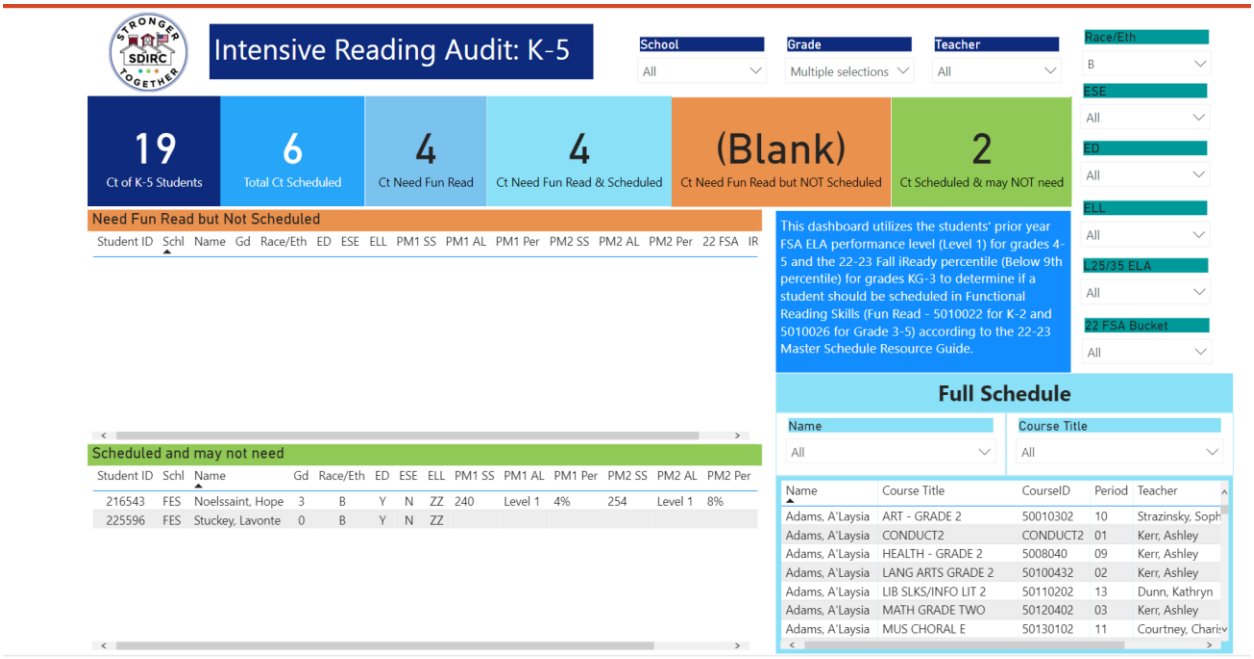
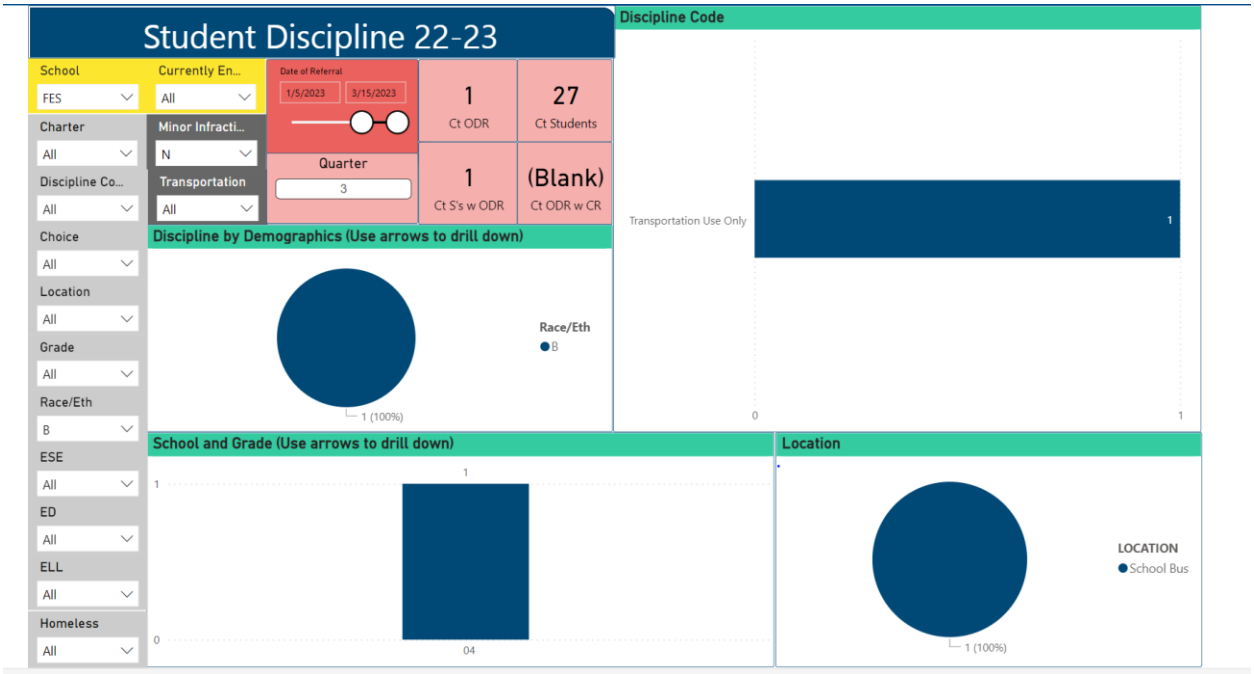
1.1 Evidence Q3



AAAP 1.2 3rd quarter



AAAP 2.1


Student Discipline 22-23
School
FES
Currently En...
All
Charter
All
Minor Infracti...
N
Discipline Co...
All
Transportation
All
Choice
All
Location
All
Grade
All
Race/Eth
B
ESE
All
ED
All
ELL
All
Homeless
All
Date of Referral
1/5/2023
3/15/2023
Quarter
3
1
Ct ODR
27
Ct Students
1
Ct S's w ODR
(Blank)
Ct ODR w CR
Discipline by Demographics (Use arrows to drill down)
Race/Eth
B
1 (100%)
Discipline Code
Transportation Use Only
1
0
1
School and Grade (Use arrows to drill down)
1
1
0
04
Location
LOCATION
School Bus
1 (100%)

	Group 1	Group 2	Group 3	Group 4
	SIP review and Impact Tool Review			
9:00-9:10	Libby-1	Kramer-1	Daniele-1	Cundiff-1
9:15-9:25	Cundiff-1	Libby-1	Kramer-1	Zendejas-1
9:30-9:40	Fuss- K	Rodriguez-K	Padilla-K	Suarez- K
9:45-9:55	Padilla-K	Suarez-K	Fuss-K	Rodriquez-K
10:00-10:10	Almeyda-4	Williams-5	Hinkle-4	Becker-5
10:15	Debrief and Next Steps			

Group 1: Brescia, Essig, Trimm

Group 2: Mowery, McDonough

Group 3: Digiacomo, Justice, Connley

Group 4: Echeverria, Garcia, Carlsen

Teske- Support Wolfe