



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 4

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 June 9, 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?)

Areas of Progress: **FES** communication with our African American Parents and the participation of their children in all our school activities (during the school day and after it), enrichment instructional programs, and any other opportunities that the school offered was an area to celebrate.

Areas for Growth: The same are that **FES** celebrated could improve. There is never an arrival port at communication/service with our parents and participation of students at all levels at the school.

Next doable Step: Design a "welcoming system" where the school helps the new and existing African American Families acclimate themselves within a population where Latinos would be the majority. At **FES**, the African American Families would be a minority; therefore, there could be a feeling of isolation that could be better supported from our end.



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Date of Summary: June 9, 2023

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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)	March 2023: 28, 29 April 2023: 11, 20, 27 May 2023: Testing
Summary of Observation(s):	Consistency continues during the 4 quarter @ FES, as the integration of African American Teaching within Amplify Curriculum (2 year) is still occurring in all grades.

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)						March 31 st , 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)	N/A
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	N/A



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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 (%)
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> :	March 27 - March 31, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Review classroom rules/procedures after Spring Break.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	March 27 - March 31, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	FES met with District Science Leadership to create new groups based on the latest data FES had of the students. Mathematics and Reading groups continue as before.

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.e., August 1, 2022)	April 27, 2023
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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?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	All groups were reviewed and stayed the same based on data/teacher feedback. Progress was being made and there was no need to alter course. Adjustments were made only to Science groups and teachers supporting groups.	

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:		March 27 - March 31, 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 continues to be the same: 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)		N/A	

*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:	0
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	0

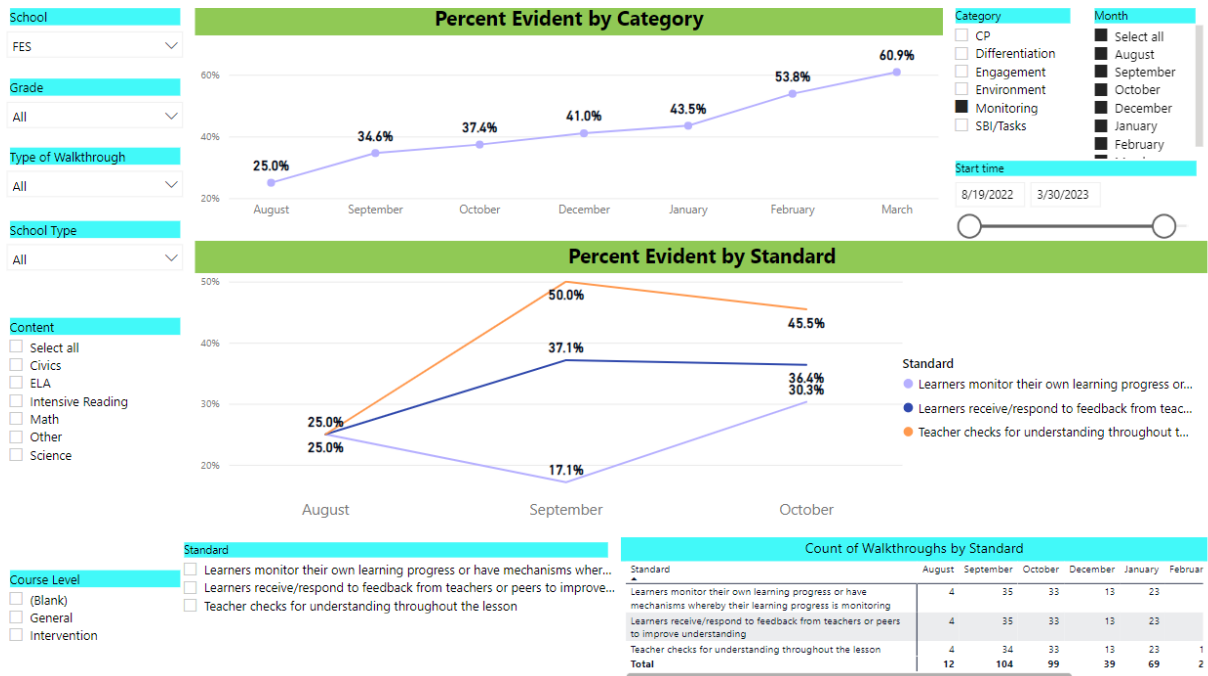



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(OPTIONAL) Additional information:

No interviews were made on quarter 4 window.





2022-2023 Scheduling

Dashboard Information

District Demographics

22-23 Schedule

HS CCA

MS Accel

Course Distribution

ScheduleAudit

K-5 Fun Read

K-5 Reading Endorsed

6-8 Int Read

6-8 Crit Thinking


6-8 Reading Endorsed

9-12 Int Read

9-12 Reading Endorsed

K-12 ESOL Endorsed

9 Algebra 1A



Intensive Reading Audit: K-5

School

Grade

Teacher

Race/Eth

ESE

ED

ELL

225/35 ELA

22 FSA Bucket

550

84

75

75

(Blank)

9

Need Fun Read but Not Scheduled

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.

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	23 FAST SS	23 FAST AL	22 FSA	IR PER
	FES		3	H	N	N	LY	252	Level 1		12
	FES		3	H	Y	N	LY	260	Level 1		18
	FES		2	H	Y	N	LF				77
	FES		4	B	Y	N	ZZ	255	Level 1		10
	FES		3	B	Y	N	ZZ	240	Level 1		18
	FES		4	B	Y	N	ZZ	270	Level 1		53
	FES		0	B	Y	N	ZZ				29
Total											

Full Schedule

Name

Course Title

Name	Course Title	CourseID	Period	Teacher
	ART - GRADE 2		10	Strazinsky
	CONDUCT2		01	Kerr, Ashli
	HEALTH - GRADE 2		09	Kerr, Ashli
	LANG ARTS GRADE 2		02	Kerr, Ashli
	LIB SLKS/INFO LIT 2		13	Dunn, Kat
	MATH GRADE TWO		03	Kerr, Ashli
	MUS CHORAL E		11	Courtney,v

Student Discipline 22-23

