



African American Achievement Plan 2023-2024

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Fellsmere Elementary

In October 2023, the School District of Indian River County initiated the implementation of the 2023-2024 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 2023-2024 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 2023-2024 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 **November 15, 2023: 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?)

Fellsmere Elementary School (FES) has had a challenging start based on some adjustments within the building; however, this situation has been an opportunity to be more diligent on the work at hand. During FES weekly instructional sweeps with school personnel and/or district team FES continues to address areas where our teachers, coaches, administration, and students could keep on getting better. FES is working on these specific instructional areas: Monitoring For Understanding, Differentiation, and Engagement. FES African American Students have increased roughly about 10 more students than last school year. Most of these families have come from the south area of our district for several reasons. As a next step, FES is thinking about the possibility of gathering with them on a special evening so we could continue to know each other better, talk about challenges they may have, and maintain a healthy-supportive relationship between school and home. At FES this group of students are a minority. In addition to classroom instruction, FES has started its Super Start Camp (after school closing the gap camp) twice a week and Title I Nights where parents, students, and teachers come together in a unique way to celebrate the learning that is occurring in the classrooms.

Quarter 1: 08.10.2023 – 10.11.2023; Completion of Reflection & Quarterly Data Due 11.17.2023

Quarter 2: 10.12.2023 – 12.20.2023; Completion of Reflection & Quarterly Data Due 01.12.2024

Quarter 3: 01.08.2024 – 03.19.2024; Completion of Reflection & Quarterly Data Due 03.29.2024

Quarter 4: 03.20.2024 – 05.31.2024; Completion of Reflection & Quarterly Data Due 06.07.2024



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Quarter of the School Year: 1

Date of Summary: November 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 standards are implemented in alignment with established curriculum maps for grades K-12.

Number of Walk-throughs to Observe Implementation of African American History Teachings	6
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	August 28/September 7, 13, 19/October 2, 11
Summary of Observation(s):	Integration of African American Teaching is evident within Ample Curriculum. Teachers have pulled supplementary materials approved by SDIRC.

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, 2023)	October 4, 2023
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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 (%)
0	1	0	2	2	100	5	5	100	3	3	100

*Data should be retrieved from the Power BI ES Leadership Compliance – 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: (i.e., August 1, 2023)	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 advanced and accelerated courses in middle school and high school are accessible to African American students.



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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> :	October 4, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Individual Problem-Solving Team (IPST) met to address individual students in Tier 2/3 behavior plans. Faculty Professional Learning Sessions have been created to address tier 1 classroom management.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	October 4, 2023
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We met to address tier 1 instruction at weekly planning sessions and monitor with walkthroughs and feedback. Tier 2 interventions are pulled daily and receiving research-based reading instruction. Tier 2/3 students are attending Super Star Camp (an after school academic camp) on Tuesdays and 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.e., August 1, 2023)	Monday October 2, 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):	FES Interventionist Mrs. Nicole Diaz continues to pull students as she addresses, tweaks, and implements tier 2 interventions for the students.	

Strategy AAAP 3.1 (ALL SCHOOLS): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

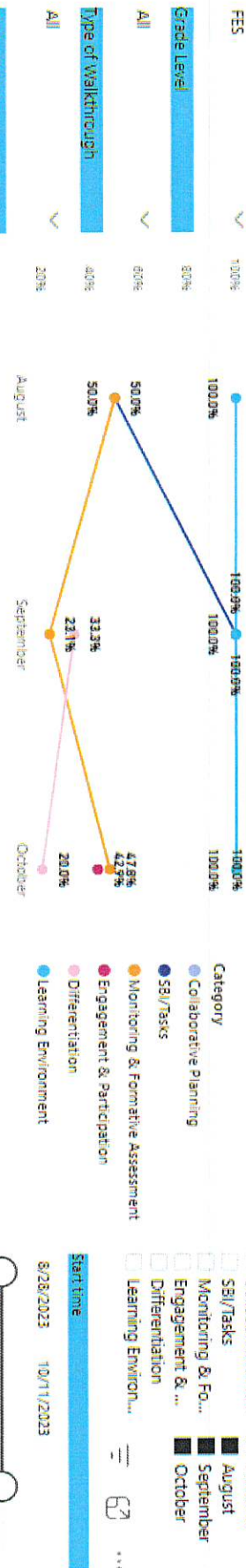
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:		October 4, 2023	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)	
38	38	100	
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		FES uses the phone as an effective and efficient way to reach out to parents. We do run into issues when we can't get in contact with some parents by phone. Then, we'll use agendas, letters, texts, flyers, or any other method to connect with our parents, including home visits when necessary.	
(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.

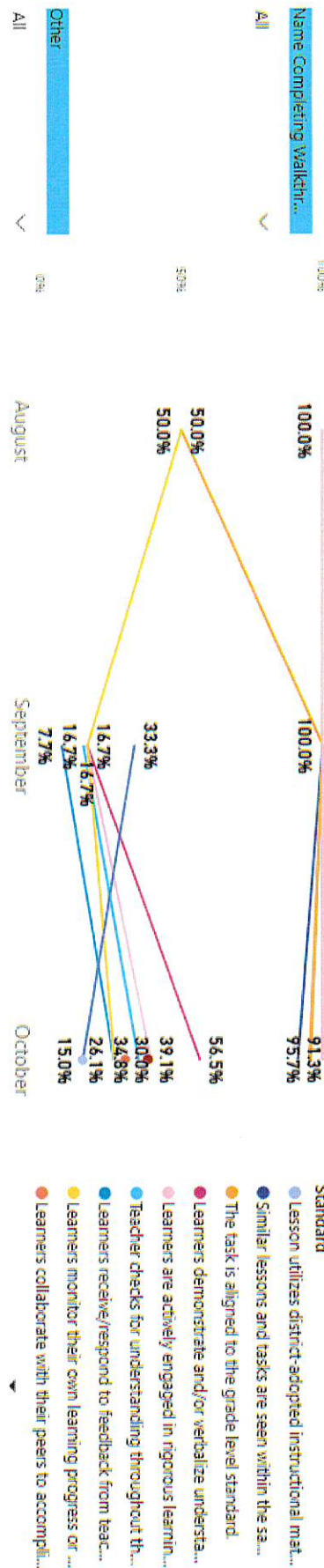
Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

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% (Hispanic)

Percent Evident by Category



Percent Evident by Standard

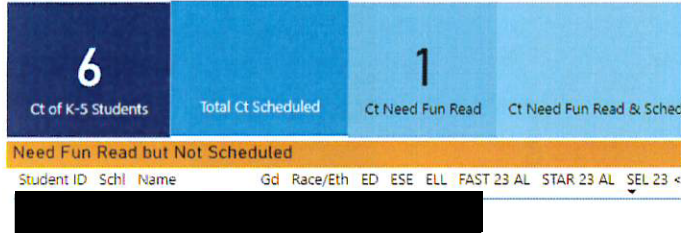


Count of Walkthroughs by Standard

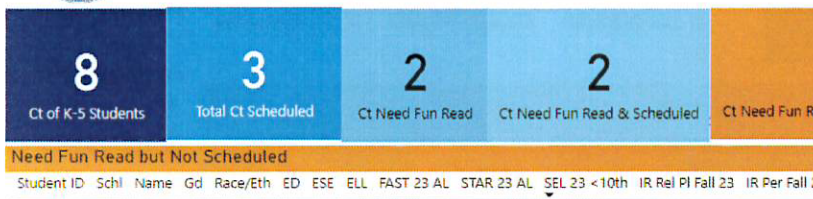
Standard	August	September	October	Total
Lesson utilizes district-adopted instructional materials and curriculum maps.	2	8	23	31
Similar lessons and tasks are seen within the same content or grade level.	2	6	23	31
The task is aligned to the grade level standard.	2	6	23	31
Learners demonstrate and/or verbalize understanding of the lesson/content.	2	6	23	31
Learners are actively engaged in rigorous learning activities.	2	6	23	31
Total	2	13	23	38



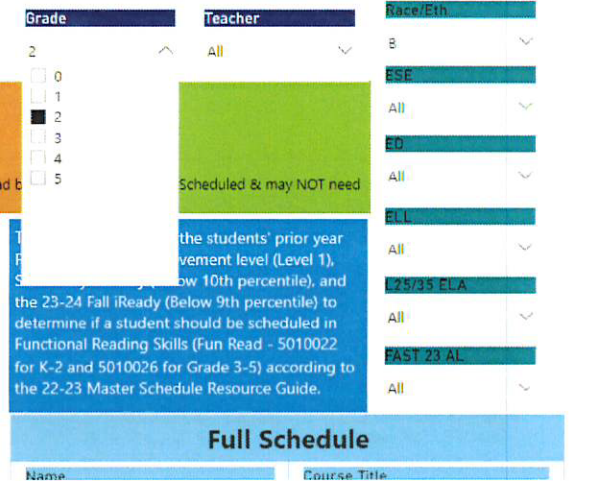
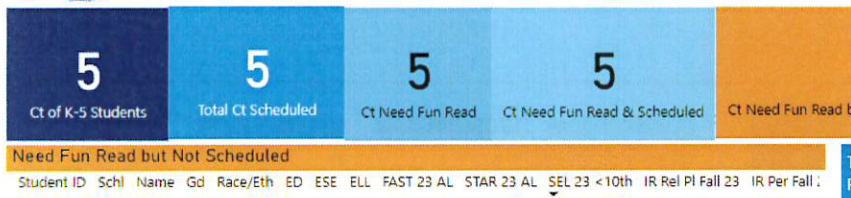
Intensive Reading Audit: K-5



Intensive Reading Audit: K-5



Intensive Reading Audit: K-5





Intensive Reading Audit: K-5

School	Grade	Teacher	Race/Eth
FES	3	All	B
	0		ESE
	1		All
	2		ED
	3		All
	4		ELL
	5		All

Scheduled & may NOT need

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) 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.

9	3	3	3	
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel PI Fall 23	IR Per Fall
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Name	Course Title



Intensive Reading Audit: K-5

School	Grade	Teacher	Race/Eth
FES	4	All	B
			ESE
			All
			ED
			All
			ELL
			All
			L25/35 ELA
			All
			FAST 23 AL
			All

Ct Scheduled & may NOT need

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) 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.

7	2	2	2	
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel PI Fall 23	IR Per Fall
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Name	Course Title



Intensive Reading Audit: K-5

School	Grade	Teacher	Race/Eth
FES	5	All	B
			ESE
			All
			ED
			All
			ELL
			All
			L25/35 ELA
			All
			FAST 23 AL
			All

Ct Scheduled & may NOT need

This dashboard utilizes the students' prior year FAST or STAR ELA achievement level (Level 1), STAR Early Literacy (Below 10th percentile), and the 23-24 Fall iReady (Below 9th percentile) 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.

3				
Ct of K-5 Students	Total Ct Scheduled	Ct Need Fun Read	Ct Need Fun Read & Scheduled	Ct Need Fun Read but NOT Scheduled

Need Fun Read but Not Scheduled

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel PI Fall 23	IR Per Fall
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Name	Course Title
All	All

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	FAST 23 AL	STAR 23 AL	SEL 23 <10th	IR Rel PI Fall 23	IR Rel PI Fa
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ODR Requires Admin Review

This page details any ODR that has originated and not been fully processed.

School

FES

Choice

All

Date of Referral

6/24/2023

11/9/2023

2

Count ODR

1

Ct Students

Student ODR List that Requires Administrative Attention

School Student Name Student ID Date of Referral Discipline Code Reported By BIP

FES

FES

Action

All

Location

All

Charter

No

School Type

All

Grade

All

Race/Eth

B

ELL Code

All

ED

All

ESE

All

Primary Exceptiona...

All

Homeless

All

Group #2 Group #3

Group #1

Group #4

DATA FINDINGS OVERALL IMPACT WALK I FALL 2023:

SCHOOL: FCS 10/2

Impact #1 Evident in walk 1: Totals	Evident	Partially Evident	Not Evident
94% Collaborative Planning #E3/36#P2/36#N0/36	6/8 10/10 10/10 8/8	2/8 0/10 0/10 0/8	0/8 0/10 0/10 0/8
15% SBI and SBT #E5/54#P17/54#N2/54	4/12 14/15 10/15 7/12	6/12 1/15 5/15 5/12	2/12 0/15 0/10 0/12
30% Monitoring/Formatives #E14/54#P28/54#N10/54	1/12 11/15 1/15 3/12	3/12 4/15 13/15 8/12	8/12 0/15 1/15 1/12
17% Differentiation #E6/36#P10/36#N20/36	1/8 5/10 0/8 0/10	0/8 5/10 3/10 2/8	7/8 0/10 7/10 6/8
39% Engagement & Participation #E4/36#P17/36#N5/36	1/8 5/10 6/10 2/8	4/8 5/10 4/10 4/8	3/8 0/10 0/10 2/8
98% Learning Environment #E5/54#P1/54#N0/54	12/12 15/15 14/15	0/12 0/15 1/15 0/12	0/12 0/15 0/15 0/12