African American Achievement Plan 2023-2024
Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

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 **March 22, 2024: 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?)

At Fellsmere Elementary School (FES), African American students have decreased by 11 students since December 2023. 6 of these families moved out of state and 5 of them moved within the district. When polled, families moving within the district, had better housing opportunities elsewhere within Indian River County. Most of these families have come from the south area of our district for several reasons. Also, between February and March of this year, 3 new African American Families have registered in our school.
In addition to classroom instruction, FES had its Pro-Camp (Academic) and Pro-Sports (Athletic) after school camps where we worked with about 120 students to close the achievement gap and provided other opportunities to build athletic skills.
Night of Enchantment was a community celebration where more than 200 families came together to experience the magic of our students and staff performances.

Next steps: continue to track FES African American population and continue to exercise an exit interview to provide constant feedback in why the families have chosen to move out of the City of Fellsmere or inside in some cases.
The mission continues!

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Quarter of the School Year: 3

Date of Summary: March 22, 2024

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	**9**
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2023)*	**January: 10, 19, 24** **February: 5, 14, 20** **March: 6, 15**
Summary of Observation(s):	**Integration of African American Teaching is evident within Amply Curriculum as well as lesson plans. During the month of February, we celebrated Black History Month and FES had the opportunity to showcase community members and celebrate African American Leaders during the morning announcements.**

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)*	**January: 22, 24** **February: 6, 13, 20** **March: 19**

African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)	Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)	Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)	Ct Need Fun Read *Ct Need Fun Read*	Ct Need Fun Read but NOT Scheduled *Ct Need Fun Read But NOT Scheduled*	Percent (%)
1	1	100	1	1	100	4	4	100	2	2	100

**Data should be retrieved from the Power BI ES Leadership Compliance – 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, 2023)*	

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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 advanced and accelerated courses in middle school and high school are accessible to African American students.	
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: 22, 24** **February: 6, 13, 20** **March: 19**
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Discipline:	Continuation of Q2: Continuation of Q1: Individual Problem-Solving Team (IPST) met to address individual students in Tier 2/3 behavior plans.
Achievement	
Date(s) of Problem-Solving Session(s) for Achievement:	**January: 22, 24** **February: 6, 13, 20** **March: 19**
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement:	We met to address tier 1 instruction at weekly planning sessions and monitor with walkthroughs and feedback. Pro Camp students (afterschool camp) targeting students who need Tier 1 push for proficiency. Tier 2 interventions are pulled daily and receiving small group reading instruction.

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 (%)

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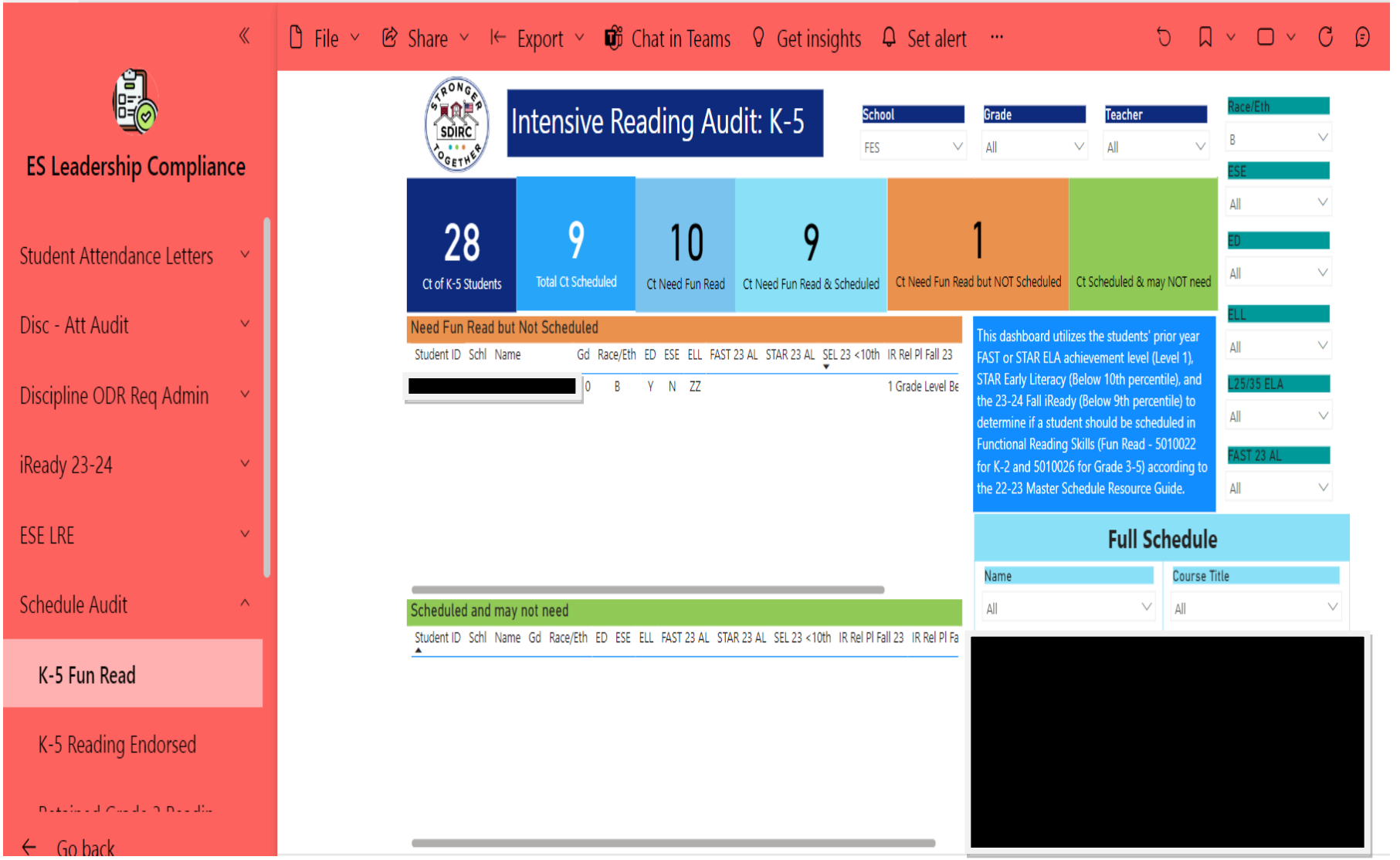
Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.		
Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*	**January: 10, 19, 24** **February: 5, 14, 20** **March: 6, 15**	
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):	FES Interventionist, Nicole Diaz and Certified Classroom Teachers continued to pull students in small groups as we addressed, tweaked, and implemented for the students. Progress has been shown.	

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:	**January: 10, 19, 24** **February: 5, 14, 20** **March: 6, 15**	
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 (%)
27	**28**	**96**
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	There has been a significant decrease of African American Families since December 2023. Some of them moved out of State (6) and others move within the district (5).	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)		

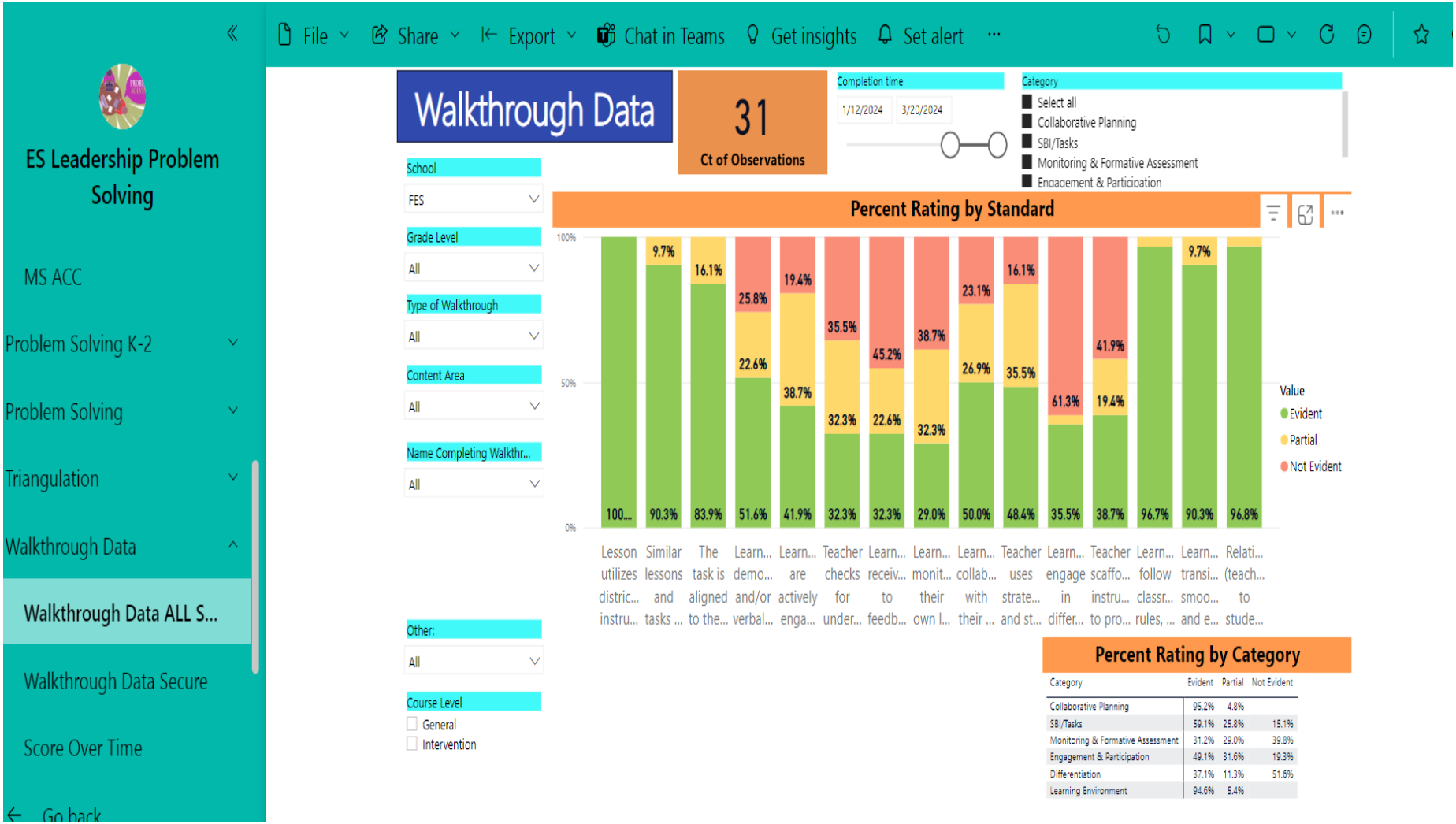
**Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.*

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:	0
Percentage of Interviewers on Interview Committee by Race	
Black/African American	White, non-Hispanic

(%)	(%)
10	40
(OPTIONAL) Additional information:	50 (Latinos)



The screen above has an error. All students who need Fun Read are receiving Fun Read. The error will be correct in the system tomorrow. Student has been scheduled as of 3/22/2024.


File
Share
Export
Chat in Teams
Get insights
Set alert
ES Leadership Problem Solving
MS ACC
Problem Solving K-2
Problem Solving
Triangulation
Walkthrough Data
Walkthrough Data ALL S...
Walkthrough Data Secure
Score Over Time
Go back
Walkthrough Data
31
Ct of Observations
Completion time
1/12/2024
3/20/2024
Category
Select all
Collaborative Planning
SBI/Tasks
Monitoring & Formative Assessment
Engagement & Participation
School
FES
Grade Level
All
Type of Walkthrough
All
Content Area
All
Name Completing Walkthr...
All
Other:
All
Course Level
General
Intervention
Percent Rating by Standard
100%
50%
0%
100....
90.3%
83.9%
51.6%
41.9%
32.3%
32.3%
29.0%
50.0%
48.4%
35.5%
38.7%
96.7%
90.3%
96.8%
9.7%
16.1%
25.8%
22.6%
19.4%
38.7%
35.5%
32.3%
45.2%
22.6%
38.7%
32.3%
23.1%
26.9%
16.1%
35.5%
61.3%
41.9%
19.4%
9.7%
Lesson utilizes distric... instru...
Similar lessons and tasks ...
The task is aligned to the...
Learn... demo... and/or verbal...
Learn... are actively enga...
Teacher checks for under...
Learn... receiv... to feedb...
Learn... monit... their own l...
Learn... collab... with their ...
Teacher uses strate... and st...
Learn... engage in differ...
Teacher scaffo... instru... to pro...
Learn... follow classr... rules, ...
Learn... transi... smoo... and e...
Relati... (teach... to stude...
Value
Evident
Partial
Not Evident
Percent Rating by Category
Category
Evident
Partial
Not Evident
Collaborative Planning 95.2% 4.8%
SBI/Tasks 59.1% 25.8% 15.1%
Monitoring & Formative Assessment 31.2% 29.0% 39.8%
Engagement & Participation 49.1% 31.6% 19.3%
Differentiation 37.1% 11.3% 51.6%
Learning Environment 94.6% 5.4%

File
Share
Export
Chat in Teams
Get insights
Set alert
ES Leadership Problem Solving
MS ACC
Problem Solving K-2
Problem Solving
Triangulation
Walkthrough Data
Walkthrough Data ALL S...
Walkthrough Data Secure
Score Over Time
Go back
School
FES
Grade Level
All
Type of Walkthrough
All
Content Area
All
Name Completing Walkthr...
All
Other
All
Course Level
General
Intervention
Percent Evident by Category
100%
50%
0%
January
February
95.7%
100.0%
60.9%
73.9%
52.2%
100.0%
37.5%
50.0%
12.5%
Category
Collaborative Planning
SBI/Tasks
Monitoring & Formative Assessment
Engagement & Participation
Differentiation
Learning Environment
Category
Collaborative Pla...
SBI/Tasks
Monitoring & Fo...
Engagement & ...
Differentiation
Learning Environ...
Month
Select all
January
February
Start time
1/7/2024
2/20/2024
Percent Evident by Standard
100%
50%
0%
January
February
100.0%
87.0%
65.2%
52.2%
43.5%
43.5%
34.8%
100.0%
87.5%
50.0%
37.5%
12.5%
12.5%
Standard
Lesson utilizes district-adopted instructional mat...
Similar lessons and tasks are seen within the sa...
The task is aligned to the grade level standard.
Learners demonstrate and/or verbalize understa...
Learners are actively engaged in rigorous learnin...
Teacher checks for understanding throughout th...
Learners receive/respond to feedback from teac...
Learners monitor their own learning progress or ...
Learners collaborate with their peers to accompli...
Standard
Lesson utilizes district-adopted instructional materials and curriculum m...
Similar lessons and tasks are seen within the same content or grade level.
The task is aligned to the grade level standard.
Learners demonstrate and/or verbalize understanding of the lesson/con...
Learners are actively engaged in rigorous learning activities.
Teacher checks for understanding throughout the lesson. (ex. formative ...
Learners receive/respond to feedback from teachers or peers to improve...
Count of Walkthroughs by Standard
Standard
January
February
Total
Lesson utilizes district-adopted instructional materials and curriculum maps. 23 8 31
Similar lessons and tasks are seen within the same content or grade level. 23 8 31
The task is aligned to the grade level standard. 23 8 31
Learners demonstrate and/or verbalize understanding of the lesson/content. 23 8 31
Learners are actively engaged in rigorous learning activities. 23 8 31
Total 23 8 31
64