

# AAAP Quarter 2



## School District of Indian River County African American Achievement Plan 2021-2022 Assurances of Implementation of Strategies/Action Steps



### Fellsmere Elementary School

#### 2021-2022 Quarter 2

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with the 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 2021-2022 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 of each school:

- Action steps included within the 2021-2022 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.

Reviewed on 1/20/2022 Verified by Ramon Echeverria

#### Quarter 2 Reflection

Fellsmere Elementary School (FES) has made growth in Science. The students in 5th grade are moving in their probable achievement level based on Power BI. FES needs to continue to progress monitor their success with their reading intervention and math small group instruction for FES African American (AA) students. Using classroom seating charts, Administration and Instructional Coaches observe FES African American students specifically during walk-throughs of their understanding of learning target, partner work, and participation in class discussion (e.g. Are they being called on as equitably as other students?). Feedback on these observations is provided to the teachers. Also, FES "Peer to Peer" system of support for FES African American Students with the IB students from Sebastian River High School. The IB students have shown a real impact as FES students look forward to social-emotional mentoring. Finally, weekly communication and sometimes daily phone calls to AA families when they are absent has been a great tool for building trust and a partnership where they know FES cares.

Strategy AAAP 1.1 (ALL SCHOOLS): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe Implementation of African American History Teachings

15

Date(s) of Walk-throughs to Observe Implementation of African American History Teachings: ( i.e. 8/27/2021, 9/13/2021, and 9/17/2021

Oct 11,14,19, 21, 26, Nov 2,4,8,15,16 Dec 13-17

Summary of observation(s):

Many of the units of study within the new Amplify curriculum discuss different cultures, and traditions. During the month of December, students in grades k-5 spent a day learning holiday traditions from around the world.

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 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:

#### African American Students Receiving Interventions for Substantial Reading Deficiencies

Kindergarten			First			Second			Third		
Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent	Count Scheduled	Count Identified	Percent
0	0	100 %	1	1	100 %	1	1	100 %	1	1	100 %

\*Data should be retrieved from the Power BI 2021-2022 Scheduling App - Schedule Audit

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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:

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.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter  
All Grade Levels Served by the School (Combined)

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:

December 13-17

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:

No changes or action steps are needed at this time for discipline. We are going to continue with any supports that are in place, we do not have any major ODR's to address at this time.

## ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement:

December 13-17

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:

See uploads for data findings and next steps.

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)

African American

White, Non-Hispanic

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

Reported Out-of-School Suspensions for

Select One:



No out-of-school suspensions were assigned during this time frame.



All out-of-school suspensions were pre-approved by a principal supervisor.

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:

12/3/2022

Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?

Yes

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): Based on our work with the District Impact Review team, we are going to continue our work around differentiated activities in the classroom. Our work is collaborative, and standards based, but we have a need to now ensure our consistency in planning for activities to meet the needs of all learners

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

[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 1/4/2022

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
15	15	100 %

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):

Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:

At this time, all of our African American students are participating in Extracurricular Activities. 15/15

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	
African American	White, Non-Hispanic
0	25%

(Optional) Additional information:

We have interviewed for one position during the second nine weeks. That interview committee was comprised of:

25% White, Non-Hispanic

75% Hispanic

0% African American

**Date: 1/6/2022**

What are the **student counts** for African American students?

	AA – ELA Achievement			AA – ELA Learning Gains			AA- ELA BQ		
<b>3<sup>rd</sup> 1</b>	<b>Yes 0</b>	<b>Maybe 0</b>	<b>Not Yet 1</b>	<b>Yes NA</b>	<b>Maybe NA</b>	<b>Not Yet NA</b>	<b>Yes NA</b>	<b>Maybe NA</b>	<b>Not Yet NA</b>
<b>4<sup>th</sup> 1</b>	<b>Yes 0</b>	<b>Maybe 0</b>	<b>Not Yet 1</b>	<b>Yes 1</b>	<b>Maybe 0</b>	<b>Not Yet 0</b>	<b>Yes 1</b>	<b>Maybe 0</b>	<b>Not Yet 0</b>
<b>5<sup>th</sup> 3</b>	<b>Yes 1</b>	<b>Maybe 0</b>	<b>Not Yet 2</b>	<b>Yes 0</b>	<b>Maybe 1</b>	<b>Not Yet 0</b>	<b>Yes 0</b>	<b>1</b>	<b>Not Yet 0</b>

	AA – Math Achievement			AA – Math Learning Gains			AA- Math BQ		
<b>3<sup>rd</sup> 1</b>	<b>Yes 0</b>	<b>Maybe 0</b>	<b>Not Yet 1</b>	<b>Yes NA</b>	<b>Maybe NA</b>	<b>Not Yet NA</b>	<b>Yes NA</b>	<b>Maybe NA</b>	<b>Not Yet NA</b>
<b>4<sup>th</sup> 1</b>	<b>Yes 0</b>	<b>Maybe 0</b>	<b>Not Yet 1</b>	<b>Yes 0</b>	<b>Maybe 1</b>	<b>Not Yet 0</b>	<b>Yes 0</b>	<b>Maybe 1</b>	<b>Not Yet 0</b>
<b>5<sup>th</sup> 3</b>	<b>Yes 0</b>	<b>Maybe 0</b>	<b>Not Yet 3</b>	<b>Yes 1</b>	<b>Maybe 0</b>	<b>Not Yet 0</b>	<b>Yes 1</b>	<b>Maybe 0</b>	<b>Not Yet 0</b>

	AA – Science Achievement		
<b>5<sup>th</sup> 3</b>	<b>Yes 1</b>	<b>Maybe 1</b>	<b>Not Yet 1</b>

### **Follow Up Needed:**

We have made growth in the area of Science. The students in 5<sup>th</sup> grade are moving in their probable achievement. We need to continue to progress monitor their success with their reading intervention and math small group instruction. Using classroom seating charts, Administration and Instructional Coaches observe these students specifically during walk-throughs of their understanding of learning target, partner work, and participation in class discussion (e.g. Are they being called on as equitably as other students?). Feedback of these observations are provided to the teachers.

