

AAAP Quarter 3



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 3

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 3/17/2022 Verified by Ramon J. Echeverria M.

Reflection

As Fellsmere Elementary School [FES] continues monitoring the work regarding the African American Achievement Plan, we need to celebrate the small gains since last quarter and press on those areas where we may have dropped a bit since quarter 2. One thing is always a for sure: FES learns from its struggles and mistakes so expected progress next quarter. As one of the leaders at the school where I've been assigned to lead, I am proud to say that the team is working hard and smart on those things that help FES African Americans be more successful in all they do.

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	10
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)	Jan 11, 20, 25 Feb 4, 10, 14, 18, 22, Mar 7, 10
Summary of observation(s): Many of the units of study within the Amplify curriculum discuss different cultures and traditions. During the month of February, students in grades k-5 spent time learning about contributions of many famous African Americans.	

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:	January 20 - February 8, 2022										
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 %

AAAP Quarter 3

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:

January 10 - February 8 2022

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

We continue not having to take any actions steps at this time for discipline at Fellsmere Elementary (FES). FES continues with the supports that are in placed. FES doesn't have any major ODR's to address at this particular time.

ACHIEVEMENT

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

January 10 - February 8 2022

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

Changes were made after problem solving sessions, to Tier 2 and Tier 3 instruction with students. There was a decrease in the area of science, following one of the Unify assessments. The team worked together to analyze the data, and vocabulary was identified as a barrier in this assessment. The vocabulary was not content vocabulary, but instead Tier 2 vocabulary that had a negative impact on our students as ELL learners. We have made adjustments to our instruction Tier 1, and Tier 2 with re-teach groups that are occurring as an extended learning opportunity. There were increased in math achievement and math learning gains, and our leadership team will continue to observe in the classrooms and engage in collaborative planning to ensure the movement continues.

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 Quarter 3

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:

3/5/2022

AAAP Quarter 3

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 Impact Review #3 FES next steps are: Differentiation Ideas (individualized supports for students). How can FES create the tasks/products based on what our intent and outcome is?	

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.		
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System: 3/2/2022		
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
13	18	72.2 %
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels):		

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	
African American	White, Non-Hispanic
0 %	0 %
(Optional) Additional information:	

Date: 3/11/2022

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

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

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

	AA – Science Achievement		
5th 3	Yes 0	Maybe 1	Not Yet 2

Follow Up Needed:

There was a decrease in the area of science, following one of the Unify assessments. The team worked together to analyze the data, and vocabulary was identified as a barrier in this assessment. The vocabulary was not content vocabulary, but instead Tier 2 vocabulary that had a negative impact on our students as ELL learners. We have made adjustments to our instruction Tier 1, and Tier 2 with re-teach groups that are occurring as an extended learning opportunity. There were increased in math achievement and math learning gains, and our leadership team will continue to observe in the classrooms and engage in collaborative planning to ensure the movement continues.