



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

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 January 6, 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?)

During Q2 of AAAP, FES continues to make sure ALL African American students were part of the specific data chats (academic) and discipline reviews.

FES still has ALL its 25 African American Students participating on the successful Peer 2 Peer Program where IB students (25 of them plus a group leader) from SRHS become mentors to our students on every Friday of the week. The program focuses on SEL, academics, problem solving skills, and attendance issues. It also motivates students to want to improve themselves and want to belong to FES school. This program will be ending for this year on Friday, April 7, 2022.

Communication is a never-ending mission, and a big part of what FES does. So, phone calls and visits to home will continue to be our best approach as FES reaches our African American parents personally to address any issues (academic, social, behavior, emotional) or celebrate success at any of these levels.

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Next steps: FES Leadership Team has invited Mrs. Jody Houston on January 12 for a School Data Analysis, Impact Review #2 on January 13, and Data.Com on January 20, 2023. These 3 important events will continue to reshape the journey this school year.



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 2

Date of Summary: January 6, 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 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)	October 20, 2022/November 10, 2022/November 4, 2022/ December 2, 2022/December 7, 2022
Summary of Observation(s):	Consistency continues during the 2 quarter as the integration of African American Teaching within Amplify Curriculum is still occurring.

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)	November 29, 2022/December 1, 2022
--	------------------------------------

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	25	2	2	33	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)	
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.

Quarter 1: 08.10.2022 – 10.10.2022

Quarter 2: 10.11.2022 – 12.21.2022

Quarter 3: 01.09.2023 – 03.17.2023

Quarter 4: 03.27.2023 – 05.31.2023



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

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 <u>Discipline</u> :	October 21, 2022/December 16, 2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	No need for Quarter 1
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	October 18, 2022
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	We looked at tier 1 instruction and tier 2 intervention groups for Kindergarten, 1 st grade and 2 nd grade. The groups and scheduling for FES interventionist was also part of the conversation and planning.

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 (%)

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)	December 2, 2022	
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?



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):

The groups and scheduling for FES interventionist [Mrs. Diaz] for Kindergarten, 1st grade, 2nd grade, and 3rd grade were addressed, tweaked, and implemented.

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:

November 29, 2022/December 1, 2022

Total Count of African American Students Participating in One or More Extracurricular Activities

(#)

25

Total Count of African American Students Enrolled

(#)

25

Total Percent of African American Students Participating in One or more Extracurricular Activities

(%)

100

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

FES approach is the same and it works: FES makes a phone call home/a home mission to invite student(s)/catch parents on the car loop to invite student(s). The other ways are the eternal classic ones FES does: flyer 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)

**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
(%)

1

White, Non-Hispanic
(%)

95

(OPTIONAL) Additional information:

4% (Latino)



2022-2023 Scheduling

22-23 Schedule

ELA

Math

Science

All Course Schedule

HS CCA

MS Accel

Course Distribution

ScheduleAudit

K-5 Fun Read

Go back

STRONGER
SDIRC
TOGETHER

Intensive Reading Audit: K-5

School

Grade

Teacher

Race/Eth

ESE

ED

ELL

25/35 ELA

22 FSA Bucket

24

9

5

5

(Blank)

4

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.

Full Schedule

Name

Course Title

Name

Course Title

CourseID

Period

Teacher

Scheduled and may not need

Student ID	Schl	Name	Gd	Race/Eth	ED	ESE	ELL	PM1 SS	PM1 AL	PM1 Per	PM2 SS	PM2 AL	PM2 Per
210385	FES	Guerrier, Nevaeh	4	B	Y	N	ZZ	255	Level 1	6%			
216543	FES	Noelssaint, Hope	3	B	Y	N	ZZ	240	Level 1	4%			
213507	FES	Staley, Michaela	4	B	Y	N	ZZ	270	Level 1	12%			
225596	FES	Stuckey, Lavonte	0	B	Y	N	ZZ						

File

Export


Chat in Teams

Get insights

Email subscription

Power BI Discipline

Discipline 22-23 | Data updated 1/6/23



Discipline

Dashboard Information

Risk Ratio

Discipline 22-23

District/School View

ODR by Reporter

Classroom Removals

Recidivism

Student List

Student Detail

ODR Requires Admin

Go back

Student Discipline 22-23

Discipline Code

School

FES

Currently En...

All

Date of Referral

8/31/2022 - 10/11/2022

(Blank)

Ct ODR

27

Ct Students

Charter

All

Minor Infracti...

N

Quarter

(Blank)

Ct S's w ODR

(Blank)

Ct ODR w CR

Discipline Co...

All

Transportation

All

Choice

All

Discipline by Demographics (Use arrows to drill down)

Location

All

Grade

All

Race/Eth

B

School and Grade (Use arrows to drill down)

Location

ESE

All

ED

All

ELL

All

Homeless

All

