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

Quarter of the School Year: 3

School: Wabasso School

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 15, 2024: _____CK_____ (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?)
Increase the number of walkthroughs. Pay attention to the demographic changes that appear to be shifting as well as the age groups that seem to be targeted. Continue to monitor collaborative planning to practice for all students in each program model. (No Change since Quarter 2)

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Quarter of the School Year: 3

Date of Summary: March 15, 2024

School: Wabasso School

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	The total number of walkthroughs was not recorded during the third quarter.
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2023)	Leadership met on 2/9, 2/23, 3/8
Summary of Observation(s):	Influx of Primary aged students is increasing rapidly.

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)	**2/6, 3/5**

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			**First**			**Second**			**Third**		
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 but NOT Scheduled / *Ct Need Fun Read But NOT Scheduled*	Percent (%)	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 but NOT Scheduled / *Ct Need Fun Read But NOT Scheduled*	Percent (%)
Ct Need Fun Read			*Ct Need Fun Read*			*Ct Need Fun Read*			*Ct Need Fun Read*		

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)	2/6, 3/5
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	Continued monitoring of student absenteeism. Communication to families regarding attendance. Collaborative planning every Tuesday morning to discuss lesson development, required instruction and ULS lesson planning. (No change)

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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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 (%)
0%	**0%**

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>:	Daily
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Continue to review and update behavior data, utilize PBIS as leverage for shaping behaviors, consider LRE for those with dramatically reduced or extinguished target behaviors. Consider internal change of placement to meet the needs of behaviorally challenged students. (No Change)
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	2/6, 3/5
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Internal movement of students who require more academic rigor equal to or over behavior barriers. LRE is also considered once behaviors have been sustained for a minimum of 6 weeks.(No Change)

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 (%)
0%	**0%**

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.

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
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Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2023)*		
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?
		The School Improvement Plan is written to include each student served on our campus. We do not practice isolated services based on any one racial descriptor. We serve ALL with the priority being their IEP.
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	Continue identifying student needs and making determinations as to where the Wabasso School can best meet their needs. Use the SIP to continue guiding leadership conversations and Faculty meetings. Treat every student as if he/she was your own child.	

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:	Due to the nature of our students needs, we do not offer after hours extracurricular programs, but we do offer family engagement opportunities each quarter. Currently looking at alternative methods to include families since Family Engagement opportunities are not well attended.	
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 (%)
0%	0%	0%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	We utilize an events calendar, School Messenger, the marque', newsletters, flyers, student planners, social media to keep families connected to our family engagement offerings.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	0	

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

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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 (%)
0	0
(OPTIONAL) Additional information:	