

AAAP



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



Wabasso School

2021-2022 Quarter 1

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 10/27/2021 Verified by Christopher Kohlstedt

Quarterly Reflection

During bi-weekly Data Chats in the 1st quarter, we have identified the need to provide more specific positive behavior support (PBIS) opportunities for students to encourage attendance as well as to reward behaviors that lead to increased learning. We are discussing options to gather and monitor student growth or progress for those students who do not have a current, standardized measure. Since our focus is consistently on individual students, we continually discuss providing "ACCESS" and differentiating for each student's needs, aligned to their IEP. This discussion has most recently taken place in relation to our Learning to Live Program where time, funding, and resources play a role. We want to ensure that each student is enriched during that opportunity. Therefore, options were discussed to increase the effectiveness of the program.

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	0
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)	0
Summary of observation(s): I have not deliberately walked through classrooms looking for African American History Teachings.	

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:				Aug 23,24,25. Sept 20,21,22 Oct 11,12,13			
African American Students Receiving Interventions for Substantial Reading Deficiencies							
Kindergarten		First		Second		Third	
Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	%	0	%	1	%	0	%

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in

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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:

Aug 23,24,25. Sept 20,21,22 Oct 11,12,13

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:

Attendance, ELA and Math performance are among the top priority challenges facing our African American students. This is secondary to our immediate focus on student behaviors including profanity, aggression and eloping.

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
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 Discipline:

Daily

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

Since the primary focus on the majority of students is reducing inappropriate levels of extreme behavior, we have discussions on a daily basis regarding student behaviors and interventions. IEPs are conducted frequently and re-evaluations are conducted every 3 years. We also conduct Circle of Care meetings upon return from a Baker Act and Safety meetings as students return from disciplinary intervention outside of the school campus.

ACHIEVEMENT

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

Ongoing as needed

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

Primary discussions and interventions relate to behavior and secondary conversations and action steps differ by individual student and his/her specific needs.

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
0	0

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 1

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:

9/29/2021

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

No

If no, what modifications will be made to address the achievement gap? There is not specific language in the SIP to address the Achievement gap. Wabasso's focus is to assist students in the creation and modifications of their behavior so that learning can take place. The SIP addresses attendance which is a barrier and Theme which addresses the non-academic needs of our unique student population.

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): No specific feedback or action steps were developed to specifically target the academic needs of our African American students because the team understands the unique needs of the students at Wabasso and how daily living and independence as well as appropriate socialization and behavior control are the priority.

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.

Student Demographics

African American	Hispanic	Non-Hispanic	White	Other
33 %	18 %	%	38 %	10 %
Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:				
(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.

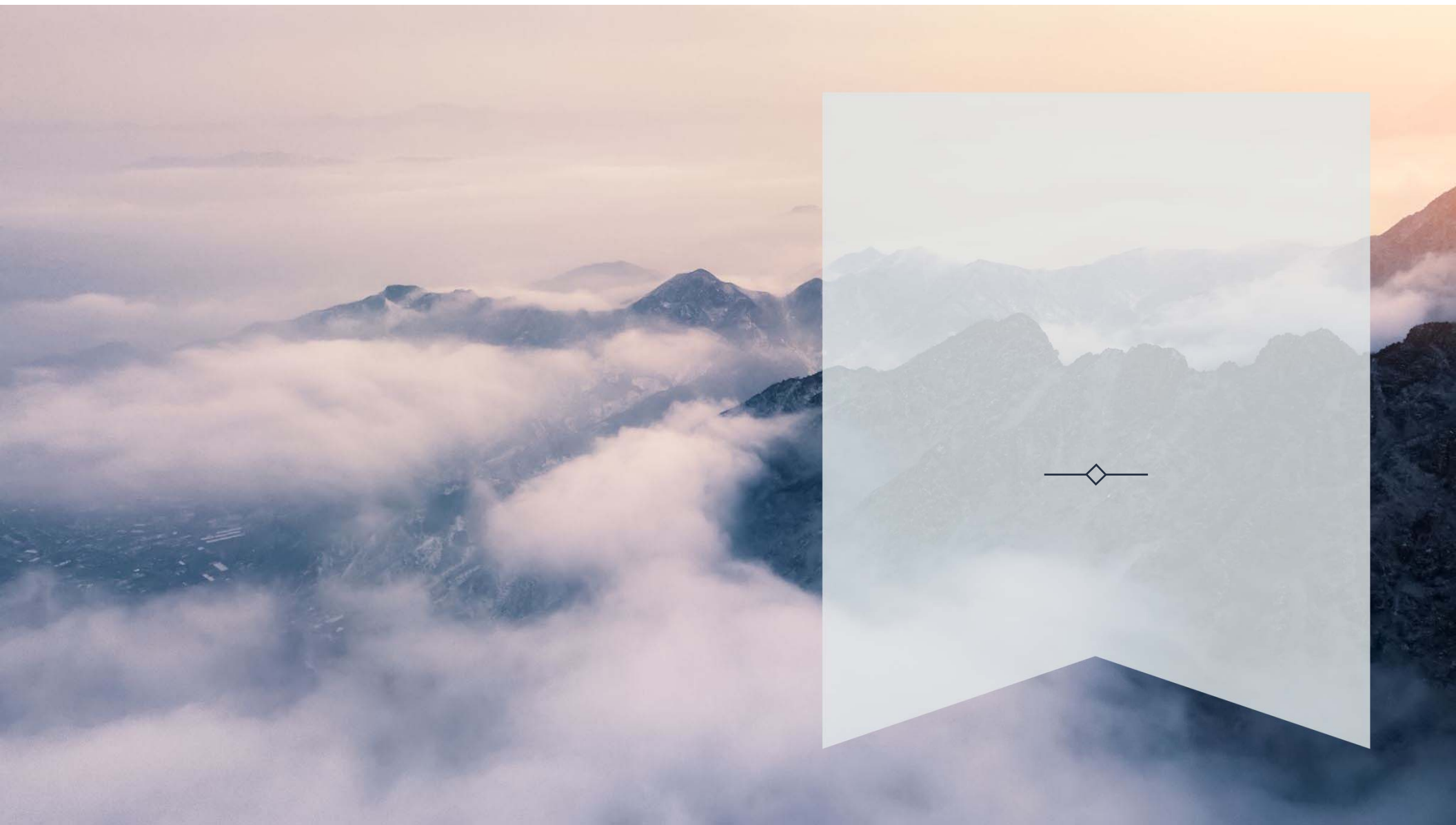
Number of interviews conducted by the Interview Committee: 3

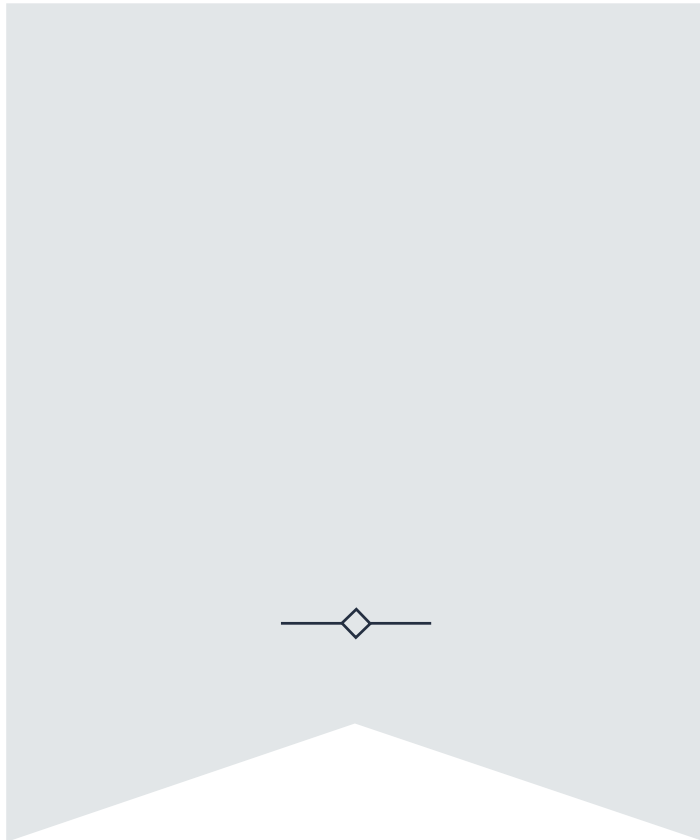
Percentage of Interviewers on Interview Committee by Race

African American	White, Non-Hispanic
20%	80%

(Optional) Additional information:

Prior to this school year, we had one African American employee on the interview committee and then he was transferred to another part of the district. To resolve that barrier, Administration asked Dr. Deborah Taylor-Long (African American), district employee to assist with Teacher interviews.





Attendance is crucial to student success. If a student is absent from school, please call attendance at 772-978-8005. Excused absences will be limited to illness, medical, family emergencies, or established religious holidays. Absences other than those listed or not called in will be considered unexcused. Our attendance officer will follow-up on excessive absences, excused or unexcused.

Start: 8:25, Tardy: 8:30, Dismissal: 2:45

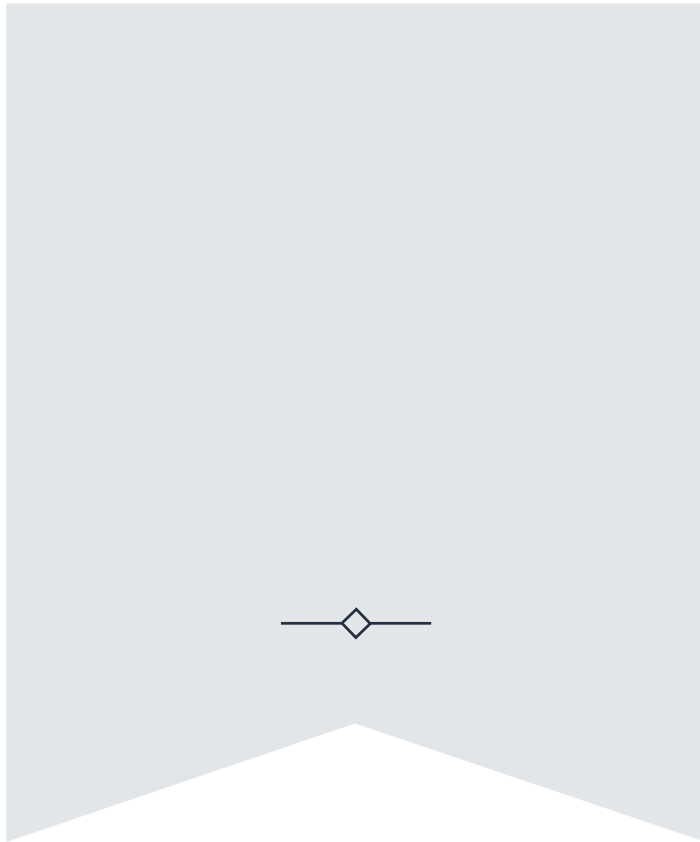
- Please do not drop off prior to 8:00 am to ensure proper supervision of all students*

Breakfast service will end at 9:00; If your child is arriving to campus after 9:00 a.m., please feed your child prior to arrival.

Last years data:

1,563 student absences = 85% average daily attendance

Only 319 were excused



For first time users: click the link to sign up
<https://sdirc.focusschoolsoftware.com/focus/auth>

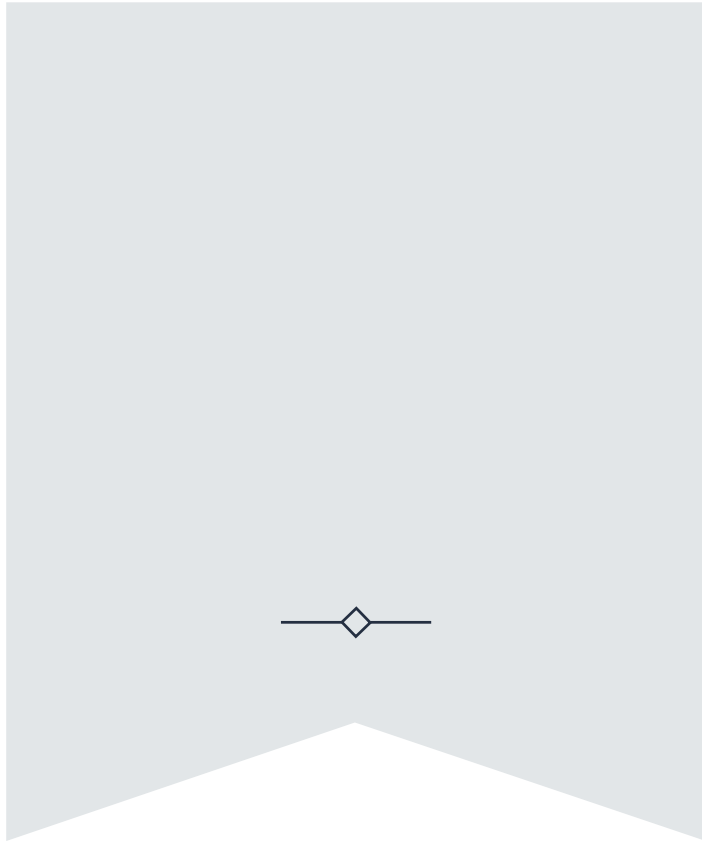
For all other users:
<https://sdirc.focusschoolsoftware.com/focus/>

**This portal can be used to view your students
schedule, grades, attendance, message your
teacher and much more!!**

*Under forms: please complete the parent
acknowledgment forms *

Report Cards and Progress Reports

Report cards and progress reports will be issued
four (4) times a year at the end of each nine (9)
week period. These can be viewed through the
FOCUS parent portal.

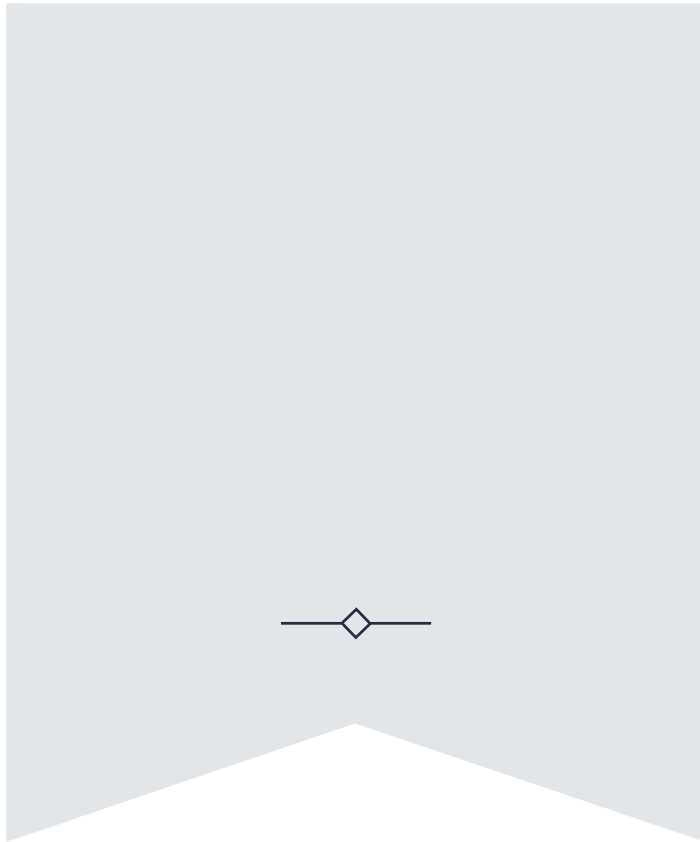


Per the SDIRC Health services policies:

Sick children should not be sent to school. Students should have no vomiting and be **fever free for 24 hours without fever reducing medication** before being sent back to school after an illness. If a student becomes sick at school, a call will be made to the parent or guardian to come pick up the student.

Children who are suspected of having a contagious disease will be excluded from school until a physician or medical practitioner has evaluated them. The student must bring a note from the medical practitioner when they return to school.

All health policy documents are available on the Wabasso Website under Student and Families tab, Documents and Policies.



Wabasso serves an entire student body with unique needs, not always aligned to that of “typical” or age-appropriate peers. Some of the needs of our students are self-care skills, socialization, independence and job-skills to name a few. Those can be categorized as “Living Skills” or skills needed or necessary for supported or independent living. We realize that some students require more than academics alone. Therefore, we developed an opportunity to engage students in skills that EACH student requires personally to help them “Learn to Live”. We are currently seeking a Grant from the Education Foundation “Big Ideas” to support the funding of this opportunity.





2021-2022 School Event Calendar

July 2021	July	January 2022	January
Su M Tu W Th F Sa	4 Independence day	Su M Tu W Th F Sa	4 NO SCHOOL - Winter Break
1 2 3 4 5 6 7		1 2 3 4 5	17 NO SCHOOL Martin Luther King Jr. Day
8 9 10 11 12 13 14		6 7 8 9 10 11 12	20 PBIS event/Spirit Day
15 16 17 18 19 20 21		13 14 15 16 17 18 19	27 Parent Night
22 23 24 25 26 27 28		20 21 22 23 24 25 26	31 NO SCHOOL
29 30 31		27 28	
August 2021	August	February 2022	February
Su M Tu W Th F Sa	4 Orientation Day	Su M Tu W Th F Sa	17 PBIS Event/Spirit Day
1 2 3 4 5 6 7	10 Student 1st Day	6 7 8 9 10 11 12	18 NO SCHOOL DUE TO CONFERENCES
8 9 10 11 12 13 14	19 PBIS Event/Spirit Day	13 14 15 16 17 18 19	21 NO SCHOOL President's Day
15 16 17 18 19 20 21	25 Initial SAC Meeting	20 21 22 23 24 25 26	
22 23 24 25 26 27 28	27 Parent Night	27 28	
29 30 31			
September 2021	September	March 2022	March
Su M Tu W Th F Sa	6 Labor Day NO SCHOOL	Su M Tu W Th F Sa	5 5th Annual 5K
1 2 3 4	16 PBIS Event/Spirit Day	1 2 3 4 5	17 PBIS Event/Spirit Day
5 6 7 8 9 10 11	20 Fall Picture Day	6 7 8 9 10 11 12	18 End of 3rd Quarter
12 13 14 15 16 17 18		13 14 15 16 17 18 19	21-25 Spring Break NO SCHOOL
19 20 21 22 23 24 25		20 21 22 23 24 25 26	
26 27 28 29 30		27 28 29 30 31	
October 2021	October	April 2022	April
Su M Tu W Th F Sa	5 End of 1st Quarter	Su M Tu W Th F Sa	4 McLee Botanical Garden Field Trip
1 2	21 PBIS event	1 2	14 Vero Elks Easter Egg Hunt
3 4 5 6 7 8 9	25-28 Spirit Week	3 4 5 6 7 8 9	15 NO SCHOOL
10 11 12 13 14 15 16	29 NO SCHOOL DUE TO CONFERENCES	10 11 12 13 14 15 16	20 Spring Picture Day
17 18 19 20 21 22 23		17 18 19 20 21 22 23	21 PBIS event/Spirit Day
24 25 26 27 28 29 30		24 25 26 27 28 29 30	29 Parent Night
31			29 Special Olympics Sports Showcase
November 2021	November	May 2022	May
Su M Tu W Th F Sa	1 NO SCHOOL-TEACHER SCHOOL PD DAY	Su M Tu W Th F Sa	2-6 Teacher/Staff Appreciation Week
1 2 3 4 5 6	11 NO SCHOOL Veterans Day	1 2 3 4 5 6 7	19 PBIS event/Spirit Day
7 8 9 10 11 12 13	18 PBIS event/Spirit Day	8 9 10 11 12 13 14	20 Wabasso Graduation
14 15 16 17 18 19 20	22-26 Thanksgiving Break	15 16 17 18 19 20 21	27 End of 4th Quarter Last Day of School
21 22 23 24 25 26 27		22 23 24 25 26 27 28	30 Memorial Day
28 29 30		29 30 31	
December 2021	December	June 2022	June
Su M Tu W Th F Sa	3 Special Olympics Sports Showcase	Su M Tu W Th F Sa	
1 2 3 4	15 Vero Beach Elks Holiday Party	1 2 3 4	
5 6 7 8 9 10 11	16 PBIS Event/Spirit Day	5 6 7 8 9 10 11	
12 13 14 15 16 17 18	17 End of 2nd Quarter	12 13 14 15 16 17 18	
19 20 21 22 23 24 25	20-31 Christmas Break	19 20 21 22 23 24 25	
26 27 28 29 30 31		26 27 28 29 30	

no school

school events

PBIS Events/Spirit day

Parent Night

SAC









2021-2022 School Event Calendar

July 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

teacher opt day
no school teacher pd day
no school
teacher planning days
school events
PBIS Events/Spirit day

July						
Su	M	Tu	W	Th	F	Sa
4						
30						

Independence day
Teacher Opt Day

August						
Su	M	Tu	W	Th	F	Sa
3-9						
4						
10						
12						
18						
19						
30						

Teacher SCHOOL PD days (3-9) DISTRICT (6)
Orientation Day
Student 1st Day
Sunshine committee board meeting
PBIS Meeting
PBIS Event/Spirit Day
Sunshine Event - Beach Theme

September						
Su	M	Tu	W	Th	F	Sa
6						
15						
16						
16						
29						

Labor Day NO SCHOOL
PBIS Meeting
Spirit Week committee meeting
PBIS Event/Spirit Day
Fall Picture Day

October						
Su	M	Tu	W	Th	F	Sa
8						
20						
21						
29						
25-28						

End of 1st Quarter
PBIS Meeting
PBIS event
NO SCHOOL DUE TO CONFERENCES
Spirit Week

November						
Su	M	Tu	W	Th	F	Sa
1						
11						
17						
18						
18						
22-26						

NO SCHOOL- TEACHER SCHOOL PD DAY
NO SCHOOL Veterans Day
PBIS meeting
PBIS event/Spirit Day
Sunshine Committee board meeting
Thanksgiving Break

December						
Su	M	Tu	W	Th	F	Sa
15						
16						
17						
20-31						
15						
16						

Tentative Elks Holiday Party
Sunshine Holiday Cookie Exchange
End of 2nd Quarter
Christmas Break
PBIS Meeting
PBIS Event/Spirit Day

January 2022						
Su	M	Tu	W	Th	F	Sa
2						
9						
16						
23						
30						

Teacher Opt Day
NO SCHOOL Teacher Planning/PD Day
NO SCHOOL Martin Luther King Jr. Day
PBIS meeting
PBIS event/Spirit Day
Sunshine Committee Board meeting
NO SCHOOL Teacher SCHOOL PD Day

February 2022						
Su	M	Tu	W	Th	F	Sa
6						
13						
20						
27						

Sunshine Valentines Day Event
PBIS meeting
PBIS Event/Spirit Day
NO SCHOOL DUE TO CONFERENCES
NO SCHOOL President's Day

March						
Su	M	Tu	W	Th	F	Sa
6						
13						
20						
27						

Tentative 5K
PBIS meeting
PBIS Event/Spirit Day
End of 3rd Quarter
Spring Break NO SCHOOL
Sunshine Committee Board meeting

April 2022						
Su	M	Tu	W	Th	F	Sa
3						
10						
17						
24						

Tentative McKee
Tentative Elks Easter Egg Hunt
NO SCHOOL
Spring Picture Day/Staff Photo
Sunshine Event Earth Day theme
PBIS Meeting
PBIS event/Spirit Day

May 2022						
Su	M	Tu	W	Th	F	Sa
1						
8						
15						
22						
29						

Staff Appreciation Week
Wabasso Graduation
End of 4th Quarter
Memorial Day
PBIS meeting
PBIS event/Spirit Day

June 2022						
Su	M	Tu	W	Th	F	Sa
5						
12						
19						
26						

Teacher Opt Day

Support Squad
Data Chat
Safety/Threat/ Wellness
Parent Night

A photograph of a man with grey hair, wearing a grey blazer over a maroon shirt and dark trousers, walking a black dog on a leash across a city street. He is holding a smartphone in his right hand. In the background, a yellow taxi is visible, along with city buildings and a crosswalk. A green trash can is on the sidewalk to the left.

Learning to Live

A program designed to meet the unique needs of ALL students served on the Wabasso campus. The intent is to develop independence, positive social interactions and the opportunity to access a variety of learning and career paths at the earliest age possible to increase post-secondary opportunities and potential employment.

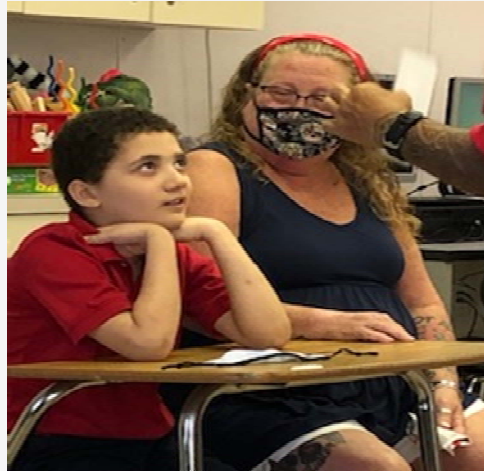


Unique Benefits



Learning to Live Serves ALL students

This initiative was constructed around the service to ALL students served on the Wabasso campus.



Learning to Live is Differentiated

This initiative serves the individual and unique needs of students across ability and service models.



Learning to Live is ACCESSIBLE

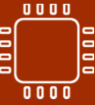
Regardless of student's barriers or restrictions, each student's time spent in the program provides ACCESS, reducing or removing barriers. If the barriers cannot be removed, the task is organized to meet the student where they are, not where the task is.



Learning to Live Activities are Engaging

Activities are customized based on student interests (verbal students), teacher suggested (non-verbal students) so that the interest and engagement during the time spent is at it's highest level.

Alignment to School Improvement Plan- 3 Focus Areas



School Theme

Though we are not a school of choice, our THEME is Learning to Live. Our focus is consistently student centered. Learning to Live is the foundation to our practice and encompasses the remainder of the SIP goals.



Academics

Academics on our campus are based on progress more so than actual letter grades. Learning to Live focuses of the development of skills which provide for individual opportunities for progress.

Culture and Climate

Our focus is improving attendance. It is challenging to teach students when they are not there. Due to the high interest level and engagement aspects of Learning to Live, students look forward to their opportunity to participate and are more likely to attend school. In our case, parent influence is important as well.



Needed Resources



Groceries

Several activities include measuring, cooking, reading and manipulating a variety of ingredients.



Personal Care

Hygiene is an independent living skill that requires personal care items for each student so that cleanliness and sanitization are practiced.



Transportation

When applicable, an end goal for some is the opportunity to apply learned skills in real-life environments. To do so, transportation is required to achieve that goal.



Materials

- Art
- Print Shop
- Cooking
- Vocational



Data and Sustainability

DATA-

Every student served at Wabasso has an Individualized Education Program or IEP. The IEP is a confidential document, developed to promote a student's individual progress in a variety of areas including academics, behavior, levels of independence, motor skills and physical mobility to name a few. Therefore, "Typical" data is not available to determine progress or development. Though some students follow a "Typical" pattern for academic learning, the majority of success is measured by skill development and levels of independence.

"Typical" Data Example- Student had a 60% on baseline and ended with an 80% for a 20% gain.

Wabasso Data Example (1 student)- Student couldn't identify coins on baseline. At the end of the year, student could identify 3 of 5 coins by name, determine value of 2 coins and exchange coins with 10% accuracy.

SUSTAINABILITY-

Wabasso is considering multiple options for sustainability. The Pilot year was to determine financially restrictive needs/costs as well as time management and program organization. The growth potential for this program is endless. After the pilot we immediately considered funding sources such as this grant to put a solid foundation under it. We are considering fundraisers, sales of student-made products and advocating for recurring ESE funding support (though we know this option may not be feasible due to financial restrictions). However, we are going to continue to seek options as this is the most meaningful and impactful program currently available to our students. Since it was developed internally, external funding does not currently, directly support it.



On behalf of Team Wabasso, Thank you for the opportunity to present our Big Idea!





FACULTY MEETING

August 9, 2021



THANK YOU

- Dave- Summer work preparing building, rooms.
- Jaime- Summer tasks closing out last year and planning for new year
- Support Squad- Attending summer reignite
- Jen/Dustin- Collaboration on Master schedule
- Alyssa- Assisting "Off the clock" with preparations for this year
- Susan – Helping organize the artroom
- Laura- Assisting Jaime to prepare for the new school year
- Tabi and Peggy- Bulletin Boards- They look Fantastic!
- Everyone – Working together to prepare for orientation and the return of students.



SEPARATION OF STAFF

- Sarah –Went to R.I.S.E Center
- Matthew- Went to R.I.S.E Center
- Lori- Retired
- Doug- Transferred back to Melbourne High School
- Casey- Moved to Jacksonville –and recently moved back.
- Jackie- Took position at Cleveland clinic
- Clarence- Transferred as service to multiple schools



NEW TEAM MEMBERS

- | | |
|------------------------|---------------------|
| • Peggy Berner | Teacher |
| • Tobey Carpenter | Teacher |
| • Mariah Rivera | Behavior Technician |
| • Cailin Dowd | Teacher Assistant |
| • Amber Correia | Teacher Assistant |
| • William "Bill" Ladow | Behavior Analyst |
| • TBD | Teacher Assistant |

W A B A S S O



P H O E N I X

NEW SUPPORT POSITION

Alyssa Hartmann
Teacher on Special
Assignment



5 I'S AND CODE CALLS

(open new presentation)

UPDATES FROM THE FRONT DESK

FOCUS – how to enter request for leave <https://sdirc.focusschoolsoftware.com/focus>

- FRONTLINE – how to enter for a sub <https://absenceadminweb.frontlineeducation.com>
- Workers Comp how to https://www.indianriverschools.org/departments/risk_management

Nurse Deb has the printed out copies with highlighted areas of the form

- Open Enrollment
- Handbook
- Committees



ITEMS OF INTEREST

- 1. 1-2 minutes of Silence every day.
- 2. Lesson Plans- you must keep an accessible record of lesson plans which represent each day of the week and should be accessible to school and district staff, especially during Impact Review (9/23/2021)
- 3. Lessons should document current curriculum. Any supplemental materials must have a rationale as to why they are being used.
- 4. Your plans are subject to a Public Records Request at any time.
- 5. Your plans must be held at the school for 5-7 years.



ITEMS OF INTEREST (CONTINUED)

- 6. Review Active Assailant Procedures (Communication, Hard corners)
- 7. Open Enrollment
- 8. Workman's Comp- Fill it out on the spot and YOU immediately connect with District personnel before you leave the campus.
- 9. Year at a Glance Calendar
- 10. Classroom Funds- Cut again- Jaime does not have "Extra" money for classrooms. If you have a NEED, ask Mr. K and we will determine if/where the funding can be obtained.
- 11. Dress code- "Professional" attire

TEACHER EVALUATION PROCESS

1/3 IPS (iObservation)

Teachers new to District

- 2 Formal Evals
- 4 Informal Evals

Teachers not new to District

- 2 Formal Evals
- 2 Informal Evals
- OR
- 1 Formal
- 3 Informal

1/3 Deliberate Practice

This is a goal, preferably aligned to either the SIP or the District Strategic plan or Both.

Teacher and Admin will mutually agree upon the Deliberate Practice goal at the pre-conference.

Teacher should propose his/her own deliberate practice and then discussion should occur.

This the IPDP/PGP concept.

1/3 LCA (Locally Created Assessment)

The teacher can independently create a comprehensive assessment that measures growth over time for his/her students. This may be in the form of performance tasks, academic measures such as iReady, FSA, FSAA or a teacher created measure. This assessment should be of reasonable measure, neither having too few or too many questions/tasks at a level appropriate for those whose performance is being measured.

A DRAFT of this Assessment must be submitted to Administration by OCTOBER. (Plan ahead).



COVID- PREVENTION PLAN

- Prevention is the leading term.
- Masks are not required but they are “Highly Recommended”
- “Social Distancing” is now referred to as “Maximizing inside spaces”
- If you have tested positive for COVID or you believe you have symptoms of COVID, report to Admin.
- Students- Same procedures as last year...Health Room 1 for general meds pass, Health Room 2 (locker room) for COVID symptoms qualified by nurse, Health Room 3 for Nebulizer treatments.
- Keep SEATING CHART daily for contract tracing- if requested, seating chart will indicate students in the room who were in close contact, Absent and not in close contact (less than 15 minutes and 6 feet or more apart).



EXPECTATIONS

- No more than 3 people will be approved to be out at any given time.
- We have at least 10 absences recorded already and we have not started the school year.
- IRCEA and CWA contracts currently state that BOTH are expected to be on campus for 8 hours. CWA is entitled to 2 -15 minute breaks (suggested to be split, 1 in the first half of the day and the second in the second half of the day) and a 30 minute unpaid lunch without students. IRCEA now has 90 minutes of planning and a 30 minute paid lunch, without students. Those CONTRACTED conditions place both CWA and IRCEA on campus from 7:30-3:30(Now get ready for the discussion).
- You are expected to be on the campus, out of the vehicle no later than 7:30, daily.



EXPECTATIONS (CONTINUED)

- Professional courtesy allows for, AN OCCASSIONAL, 15 minute (things didn't go my way this morning) delay- we are all human. However, continued tardiness is just another way of saying "Taking advantage of teammates".
- Please create routines that place you on campus on time, daily.
- Planning, planning and more planning.
- Meetings, events, calendars
- Fundraisers (1 quarterly)- Event, \$\$ goal, purpose. Quarter 3 is 5K.
- SIP- Needs to be completed and ATTENDANCE is one of the goals (adults and students)
- Committees



WABASSO EXPECTATIONS

- 1. PUT STUDENTS FIRST-ALWAYS.
- 2. Advocate for “Wabasso” in a professional manner.
- 3. Forgive mistakes (we all make them).
- 4. Professional and Respectful conversations. If you are not composed enough to have a professional and respectful conversation, don’t engage.
- 5. Assume good intentions from your teammates. If our expectation from one another is to put students first then we should support one another in the process.
- 6. Work together, with anyone, in any location, at any time, doing any task.
- 7. Have fun at your job. It is not easy but it sure is rewarding.
- 8. Do the right thing because it is the right thing to do!



COACH DUSTIN -10 MIN

BILL LADOW- BEHAVIOR TECHNICIANS STAY IN
CAFETERIA

September 28
2021

Faculty Meeting

Who are we?



How are you feeling right now?

Nervous? Upset? Curious? Angry? Excited?

Why?

2

Culture and Climate

Distinction between School Climate and School Culture

School climate are shared norms that draw students and teachers to love the school and make them want to be part of it. It refers to the school's effect on students, including diversity, teaching practices, and the relationship among administrators, teachers, parents and students.

School culture refers to how the school and teachers work together and the set of values, beliefs, and assumptions they share. A positive school culture and climate improve students' ability to learn.

There is a distinction between the two, with school culture being viewed from an anthropological perspective and school climate being seen from a psychological standpoint. Culture is comprised of the values and norms of the school while climate is viewed as behavior.



Culture and Climate

Toxic versus Positive School Culture/Climate

Schools that promote high academic standards, leadership, and cooperation provide a climate conducive to student achievement and success. In a positive school culture, a caring atmosphere exists, and teachers have a sense of responsibility for student learning. Administrators and staff believe in their ability to achieve their goals.

On the other hand, unhealthy schools have teachers who are unhappy with their jobs. Both teachers and students are not academically motivated, causing poor academic achievement. Schools with a toxic culture don't have a clear sense of purpose, blame students for poor achievement, and have norms that reinforce inaction. In addition, it discourages collaboration and often has hostile relations among staff.

Schools with a healthy culture have a good sense of community. Meanwhile, in a toxic school environment, a negative attitude prevails, teacher relationships are conflictual, and the staff doubts the ability of students to succeed.



Culture and Climate

What Can Administrators do to Foster a Positive School Culture and Climate?

Leadership is important in creating good schools. The principal influences the relationships that shape both culture and climate. By evaluating and assessing the status quo, areas that need improvement can be identified. Although the school principal doesn't affect student achievement directly, he or she indirectly affects learning by having an impact on the school climate.

A positive school climate mean:

- Norms and values which support social, emotional, and physical safety
- Teachers, students, and families develop a shared school vision
- Teachers nurture attitudes that accentuate the benefits gained from learning
- Each person contributes to the care and orderly operation of the school
- Educators and students are engaged and respected

How will you know that a positive school climate exists? Two things – observe how people in the school interact and look at the school's physical environment. Do the teachers and students look happy to be at school? Are they treating each other with respect? Is the school's premises clean and orderly? Are the students attentive and engaged during class?

Administrators need to evaluate their school culture and answer these questions: What aspects of the school culture are positive and should be reinforced? What aspects of the school culture are negative and should be changed?



Culture and Climate

Principals can nurture the positive aspects by:

- Celebrating successes in meetings and ceremonies
- Collaborating with staff members whenever there's an opportunity
- Having a strong commitment to staff learning through professional development

To overcome a toxic or negative culture, administrators and teachers should assess the school's underlying norms and values and as a group activity, try to change them to have a more supportive, positive culture.

HOW TO IMPROVE SCHOOL CLIMATE:

1. Creating Democratic Communities
2. Supporting Students and Teachers
3. Ensuring Safe Schools
4. Promoting Student Engagement

Conclusion

When administrators and teachers collaborate to attain a positive school culture and climate, everybody will reap the benefits of a thriving, safer, and happier school environment.



Walkthrough Data

C&I	Evident	Partial	Not
collaborative Planning	4/8	2/8	2/8
Standards-Based Instruction	6/8	2/8	
Monitoring/ Formative Assessment	2/8	4/8	2/8
Differentiation	2/8	4/8	2/8
Engagement & Participation	5/8	3/8	
Classroom Environment	7/8	1/8	

Noticings: Students are engaged & compliant while on task. 5i's posted in every classroom.

Wonderings: How can we create criteria of success? What are some engagement strategies that can be used during Edgenuity classes? How can we create more student ownership & artifacts in the classrooms?

Next Steps: Develop a framework for criteria of success using IEPs to address learning goals & track progress & monitoring. Working to share student artifacts to determine next steps.

Strengths	Opportunities
<p><i>Sunshine Committee</i></p> <ul style="list-style-type: none"> - Adults worked together with great level of respect - Students engaged - Consistent display of school expectations - Sense of community - "5 I's" common language (& codes) - Administrative support - "Coffee time" 	<ul style="list-style-type: none"> - Reduce down time in some classes - Increase rigor - Some spaces seen incomplete & could use more "warmth" & it could enhance welcoming feel.
<p><u>Next Steps:</u></p> <ul style="list-style-type: none"> - Continue to monitor & reinforce importance of attendance - rewards? class competition? - Recognize colleagues who go "Above & Beyond the Call of Duty." - ABCD Award Monthly? Could be to recognize a variety of successes - staff attendance, increased rigor, classroom aesthetic improvements. 	

Walkthrough Process

After we visit each classroom we debrief about what was seen based on a template that is designed to identify 6 key areas (Best Practice) and 10 areas of classroom management (Hand out)

1.

- School Improvement Plan is reviewed
- New Initiatives are discussed
- Progress with previous initiatives are discussed
- Expectations for the day are communicated
- Any pre-visit questions are clarified

2.

- Classroom Walkthroughs are conducted and scored (names are mentioned)
- Scores are discussed and clarifying questions are asked and answered

3.

- Traveling teams regroup
- Data is collected, discussed and shared
- Names are turned to numbers to represent "School Data"
- Next steps are determined for the school.

Conversations

Professional conversations are had during the meeting that point to strengths and weaknesses within the organization which are translated to “Areas for Support”. If ANY person involved in the process decides to translate discussions on a personal level without a specific request from the classroom personnel then that can be categorized as unprofessional, disrespectful and unnecessary and subject to disciplinary action. It also shows poor leadership and is toxic to the culture and climate of the organization.

Evidence of Concern

Repeat Lessons

- Lesson repeated back to back for both groups.
- What does that look like?
 - You only had ONE good lesson
 - Poor planning
 - Misuse of time
 - Dog and Pony Show gone wrong
 - Lack of trust and commitment to students, parents, staff and administration
 - Disrespect to District personnel

No Lesson

- Nothing happening in the way of a lesson when a set of visitors arrive
- What does that look like?
 - Poor Planning/No Planning
 - Low/No expectations
 - No Rigor
 - Lack of trust and commitment to students, parents, staff and administration
 - Disrespect to District personnel

Next Steps

Thursday: Lauren will meet with FSA instructors to discuss standards-based instruction planning and delivery

Thursday: Alyssa will meet with ULS users to discuss standards-based instruction planning and delivery

Teachers, Teacher Assistants and Behavior Technician will meet in Cafeteria at 7:35

Next Steps

It has been shared that the classrooms and Cafeteria are not as visually welcoming and stimulating as they can be. Please consider enhancing the visual appeal of your classroom which should/may include:

Student generated work/art

Colleges, sport teams or jobs that will inspire our students to create personal goals

Student data (only showing positive growth) Gold Star, Points, Gains, Growth, etc.

Anything that brings meaning and purpose to the environment.

Next Steps for Administration

1. Create a spreadsheet that visually displays student progress.
 2. Increase personal walkthroughs (Informal/Formal). More visible.
 3. Begin Evaluations.
 4. Celebrate Teacher accomplishments more frequently.
 5. Hold self more accountable for expectations.
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