

AAAP Quarter 3



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



Wabasso 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 3/31/2022 Verified by Christopher Kohlstedt

Reflection

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

3

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)

2/8, 2/9, 2/10

Summary of observation(s):

Over a 3 day period I walked classrooms and either saw or was invited to presentations, research projects and illustrations of famous black authors, famous black entertainers, black inventors (Presentation) and coloring sheets (modified engagement activity) of familiar black people.

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:

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
		%	1	1	33 %	1	1	33 %	1	1	33 %

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.

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Date(s) of School Level Review(s) of Early Warning Indicators for African American Students:

February 8-10

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

Attendance calls home happen after each 2 consecutive absences. Each child receives small group and one to one instruction as needed to meet their unique needs. Unique learning system is used for academic instruction for FSAA track students and core curriculum is used and modified as needed for FSA track 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
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:

Ongoing

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

Due to the need for enhanced behavioral interventions for our students, both formal and informal sessions are held as behaviors increase, change or decrease.

ACHIEVEMENT

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

Aug- Aug

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

When a students data shows that the targeted behaviors have either been extinguished or dramatically decreased, we have a series of meetings that may lead to a Least Restrictive Placement. This process has placed 3 Black students back in less restrictive environments this year.

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 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:

1/27/2022

Does the School Improvement Plan Continue to Address the Achievement Gap

No

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for African American Students?

If no, what modifications will be made to address the achievement gap? At Wabasso, ALL of our students are performing below grade level due to a severe disability. The majority of the students also require Behavior plans due to their disabilities. Therefore, there is no isolated enhancement to make for any subgroup because we are using any and all tools and strategies to reach each students needs.

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): Standards-based instruction was identified in some of our classrooms during walkthroughs. In FSA track classrooms, that makes great sense and we continue to enhance our practice. In FSAA track classrooms, sometimes the student needs are beyond (Standards) and require a more reasonable, daily-living skills approach which differs by student. We will continue to focus on the child in those cases, rather than the standard unless advised not to do so. So far, that has not been the case.

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: 3/18/2022

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
11	14	79 %

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

At Wabasso, it was validated that our "Extracurricular Activities" could include our Print Shop, Special Olympics/5K, Pals Day with St. Eds and our Learning to Live Program. 100% of our students participate in the Learning to Live Program weekly, PALS day was 79% because the other 3 students were absent, Special Olympics did not fall within this quarter, the 5K was attended by 3 Black students though ALL were invited and were offered sponsorship so that the event would be free (that was offered to ALL Wabasso students). The Print shop is only utilized on an order by order basis and I do not know how many Black students helped, we were not counting.

(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels): 0

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
0 %	100 %

(Optional) Additional information:

The Black employee that was previously on our Wabasso team as well as our Interview team and leadership team was removed from our school. When we were doing the majority of our hiring (planned) we called Dr. Deborah Long (Black) for demographic balance. As we progressed, it became difficult to find any candidates for positions and so we planned them all in short notice and did not/could not wait on the availability of Dr. Long so we moved on. We felt that the priority to hire outweighed the demographic balance and disruption of HER job. We do, however, follow district policy and write questions that address Race, Culture and Ethnicity as well as culturally responsive teaching dependent on the position being interviewed for.

WELCOME PARENTS!

We are very excited that
you are able to join us this
evening.



PARENT NIGHT



2/3/22

AGENDA

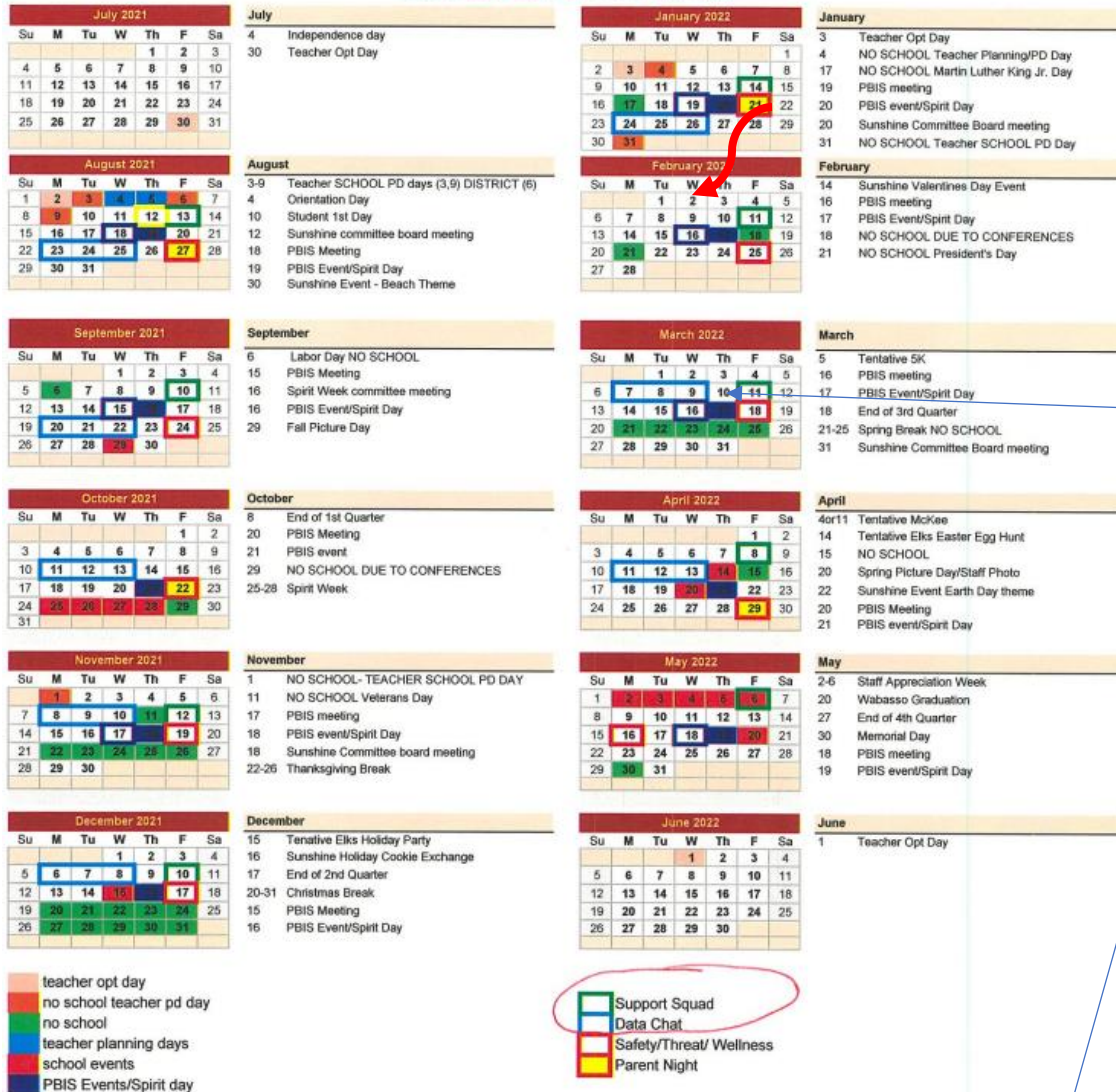
1. Field Trips
2. School Improvement Plan
3. Absence
4. Parent Portal
5. Special Olympics and United Sports
6. Learning to Live
7. Testing Schedule
8. 5K Fundraiser/Sponsorship Opportunities
9. Dr. Patricia Kawi
10. Tim Palmer- Love Serving Autism
11. Papa Johns Pizza Night

School Improvement Plan

https://apps.indianriverschools.org/sip/schools_list.php

Strategy 1.3

2021-2022 School Event Calendar



Dates were
adjusted due to



Strategy 1.1