Quarter of the School Year: 4
School: Wabasso

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 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.

These assurances have been reviewed and verified on: 5/27/2022 _____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?)

We have already started a calendar for the 2022-2023 school year so that we can be more proactive and strategically focused on data (behavioral, academic, and Bottom %tile, EWS). We are also going to enhance our focus on PBIS events and practices. Though Wabasso is all-inclusive by nature of individual service, we will discuss purposely focusing on INTERESTS so that we address Racial/Cultural differences as well as ESE differences.

Quarter of the School Year: 4
Date of Summary: 5/27/2022
School: Wabasso
Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

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	There were no walk throughs specifically observing African American History Teaching
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	
Summary of Observation(s):	

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				April 11,12, and 13							
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			**First**			**Second**			**Third**		
Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)	Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)	Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)	Count Scheduled *Ct Need Fun Read & Scheduled*	Count Identified *Ct Need Fun Read*	Percent (%)
0	0	0	0	0	0	0	0	0	0	0	0

*Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit.

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:	April 11,12, and 13
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	No additional interventions were added as a result of the EWI. Wabasso continued to contact parents to increase attendance and direct and individualized instruction continues to take place.

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 <u>Discipline</u>:	Discipline is discussed daily. Behavior technicians meet every other Thursday.
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Each student is on classroom and individual plans that address Tiered interventions related to their behavioral needs. We also conducted a practice and official PBIS walkthrough to help identify areas of strength and areas for improvement.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	April 11,12, and 13
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	We discussed the implementation of ULS and how we need to be more specific in planning and implementation of instruction.

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 4
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:	Wabasso did not conduct a formal review of the SIP this quarter.
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?
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	

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:	Each Activity that Wabasso hosts, considered "Extracurricular" involve 100% of the student population which then includes 100% of our African American students.	
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**
15	15	100%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Parents receive calendars, school messenger calls and documentation in advance regarding the "Extracurricular Activities" available for all students.	
(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.

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:	There were 0 Teacher interviews conducted in the last Quarter. However,
Percentage of Interviewers on Interview Committee by Race	
African American (%)	**White, Non-Hispanic (%)**
0	**100**
(Optional) Additional information:	Questions regarding Ethnicity, Race and Culture have been added to each of our job interview protocols. We have conducted a few support staff interviews and each of the 3 members have been white.