



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Wabasso School

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 October 17, 2022: ____ CK ____

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?)

Wabasso conducts data chats that are specific to each student and their progress toward IEP goals as well as progress monitoring goals. During collaborative planning, it has been discussed and requested at 3 consecutive meetings that African American teachings not only occur but are planned for on yellow paper to visibly distinguish their availability and implementation. 3 plans have been collected by administration thus far.



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Date of Summary: October 17, 2022

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 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	0
Date(s) of Support Provided to School Leadership Teams (i.e., August 1, 2022)	During 3 consecutive Collaborative planning meetings, Teachers were reminded to utilize state and district approved materials to provide African American Teachings. Teachers were asked to submit plans on yellow paper to distinguish specific effort that supports the request.
Summary of Observation(s):	3 Teachers have currently submitted plans on yellow paper.

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)						N/A						
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 (%)	

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

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



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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)**

Black/African American (%)	White, Non-Hispanic (%)
22.20%	44.40%

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: N/A

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

Achievement

Date(s) of Problem-Solving Session(s) for Achievement: 8/25, 9/8, 9/22, 10/6

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for Achievement: Data chats are conducted based on recent pre/post assessments and plans for instruction are modified as needed.

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 (%)
N/A	N/A

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) August 9, October 6



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Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No*	* If no, what modifications will be made to address the achievement gap? Wabasso focuses on each individual student, therefore, race is not a part of a discussion. The discussion revolves around each student's needs.
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	N/A	

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:		
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 (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(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:	4
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
0	100



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(OPTIONAL) Additional information:

Wabasso has been trying to hire a diverse and racially representative teaching staff. There are limited candidates and the majority do not have the minimum qualifications to be a teacher (regardless of race). We will continue to interview and seek out African American teachers as positions come available.



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WRITING

In this unit, students focus on research and inquiry using information from the texts in Read-Alouds, biographical texts, passages, and information gathered collaboratively and independently. Students learn to generate questions about texts, using individual Know Wonder Learn (KWL) charts to scaffold the inquiry process. They synthesize background knowledge, wonderings, and learning to generate research questions. Students learn how to make charts and webs that connect supporting details to key ideas to enhance both their reading comprehension and their writing skills. They learn how to compose an introductory paragraph and how to structure a short, informative essay. With teacher support, students develop and follow a research plan. Throughout the unit, students use the Internet and classroom resources to identify and gather information from a variety of reliable sources. They learn how to identify reliable sources and how to cite them in a works cited format. They also practice paraphrasing and learn how to avoid plagiarism. Students will need regular access to the Internet to explore their research topics. If computer lab access is necessary for students to complete their research essays and presentations, plan to reserve at least an hour of time per lesson at the computer lab for the duration of the unit (12-15 days). The culminating task is to build a multimedia presentation that showcases and connects their two research topics. The oral presentation will have a 3-5 minute duration.

The following activities may be added to students' writing portfolios to showcase student writing within and across domains:

- a research essay about a famous jazz musician, including a works cited page (collected and assessed by teacher using the Grade 3 Informative Writing Rubric)
- a research essay about a contemporary musician from the state where they live or have lived, including a works cited page (collected and assessed by teacher using the Grade 3 Informative Writing Rubric)
- a multimedia presentation that explores connections between a famous jazz musician and a contemporary musician from the state where they live or have lived, (assessed by teacher using the Grade 3 Presentation Rubric)



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Maryann Mangia

ELA.910.R.3.AP.2 Summarize information from grade-level texts, at the student's ability level

SS.912.C.2.Pa.i Recognize examples of civil rights.

SS.912.C.2.Pa.h Recognize a demonstration or protest to achieve change.

Differentiation: Level 1 students: actively participate

Level 2 students: participate with support

Level 3 students: participate independently

Assessment: Writing assignment and teacher made checklist

- Before reading and with assistance, students fill out the "K" and "W" sections of the KWL chart based on the focus question, "Who was Dr. King and why is he important?"
- Review vocabulary words previously introduced in ULS Unit 21
- Take a picture walk of the book.
- Read aloud leveled book, *Dr. King's Memorial* by Kira Freed
- During reading and with assistance, students highlight important information.
- After reading and with assistance, students fill out the "L" section of the KWL chart.
- Work with students to complete a "brainstorming web" outline available in ULS
- Assessment: Students write, with assistance, 3 – 5 sentences answering, "Who was Dr. King and why is he important?"



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PORTRAIT MODE IS CURRENTLY NOT SUPPORTED.

rotate your device.

Introduction

Chicago Quest Teacher Guide | Student View | My Notes | Materials

Overview | Prep | Running the Quest

Core Alignments

Using the App

Introduction

The *Black, White and Blues in Chicago* Quest is an immersive experience that allows students to explore the lives of the characters from Lorraine Hansberry's play *A Raisin in the Sun*, and thereby gain a greater knowledge of African-American history, with an emphasis on Civil Rights Era thinkers and ideas.

In this Quest, students explore the historic community of South Side Chicago, seeing scenes that the play's characters might have encountered if it were possible for them to move off the printed page and into actual historical events. Each student will have an experience that corresponds to one of four characters in the play: Mama, Walter, Beneatha, or Travis. The Quest is broken up into several separate Character Explorations, where each student focuses on his or her character's perspective of the civil rights