



African American Achievement Plan 2022-2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 3

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 April 6, 2023: ____ 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.



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Date of Summary: April 6, 2023

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)	Leadership meets every other week to discuss school business and to prioritize school needs.
Summary of Observation(s):	I have conducted walkthroughs specifically to observe compliance to Tier 1 behavior as well as alignment to SIP goal related to Unique Learning Systems instruction. Ongoing improvement to personal and professional practice.

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			
<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	<i>Ct Need Fun Read & Scheduled</i>	<i>Ct Need Fun Read</i>	<i>Percent (%)</i>	

**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



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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 (%)
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> :	Ongoing at Wabasso
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	Behavior Plans/ FBAs/ interventions.

Achievement

Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	1/19, 2/2, 2/16, 3/2, 3/16
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	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>(i.e., August 1, 2022)</i>	January 10, (Faculty Meeting)	
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?



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		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)			
<i>*Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.</i>			

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:		1	
Percentage of Interviewers on Interview Committee by Race			
Black/African American (%)		White, Non-Hispanic (%)	
20		80	
(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. Dr. Deborah Long	



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	has been called to serve as the African American interview committee member to purposely provide diversity within the team.
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EBD Lesson Plans	Grade 3rd/ 4 th /6 th	Jan. 31 st - Feb. 21 st No School- Feb. 17 th Feb. 20 th
Teacher: Neely		
Social Emotional Learning: IEP Behavioral goals (all students) Zones of Regulation Calming and breathing techniques Self-regulating	Vocabulary: Orbit Rotates Axis Eclipse Probe Hydrogen Asteroid belt Halley's Comet Meteor Meteoroids	
Curriculum/Instruction: Amplify- Unit 7- What's in our Universe? Differentiated instruction for different levels Same unit Focus ELA/SCIENCE	**AFRICAN AMERICAN HISTORY MONTH All students Dr. Mae Jemison	
Standards: ELA Main idea	IEP: ELA Goals JB-Phonics/ OT writing Cody- working on typing	
ELA Weekly Plan		
3rd/4th grade- Unit 7- Cody- starts on iReady After he finishes his lesson. Cody will move onto Reading packet when finished with Iready Chapter 1- The Sun, Earth, and Our Solar System Read and annotate 1.5		

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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Dr. Mae Jemison

Do you know what a role model is? A role model is someone who sets an example for others by the way he or she lives. Many students admire people who are famous athletes, movie stars, or singers and use them as role models. They see them on TV, in newspapers and magazines, and decide they want to be like them. But some of the best role models are people that you probably would not see on TV or in newspapers. They have jobs such as doctors, teachers, or policemen. Some are scientists and astronauts. One such person is Mae Jemison.

Mae Jemison was born October 17, 1956, in Decatur, Alabama. Her family moved to Chicago, Illinois when she was young. Mae always took great pride in her schoolwork. She was interested in science, but was also interested in the arts. She finished high school early at age 16! From there, she went to Stanford University in California. Most college students focus on only one topic of study because college is so challenging. Mae focused on and excelled in two topics of study—**chemical engineering** and **African-American studies!**

After Stanford, Mae entered medical school to become a doctor. She wanted to use her medical training to help people in Africa and countries where people were poor. So, she joined the **Peace Corps** as a **volunteer**. **Health care** in Africa was often not very good. Mae treated patients and also

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Martin's Dream

by ReadWorks



All kinds of people came together in Washington, D.C.

In the photo here, you will see many people! They look very small. They were in a city called Washington, D.C. There were old people. There were young people. There were Black people. There were white people. All kinds of people had come together.



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Famous African American Person Project

Name: Tobey Carpenter

Your project may be created in the form of a:

- Diorama
- Letter (written essay)
- Posterboard
- Comic Strip
- Format approved by Ms. C

Your objective is to tell me about a famous African American Person in history.

Your Project must include the following:

- 10 Pts ____ Neat, Organized, Colorful
- 10 Pts ____ 1 full sentence why you chose this person
- 5 Pts ____ Picture of person: you select pic & we will print for you
- 5 Pts ____ First, Middle and Last Name
- 5 Pts ____ Birthdate, Age, Date of Death (if dead)
- 5 Pts ____ Country person was born in
- 5 Pts ____ Where person did his/her work
- 15 Pts ____ Why your person is famous
 - contribution to society (2 full sentences)
- 15 Pts ____ 3 diagrams, drawn or print a picture of something related to your person
- 5 Pts ____ Where your person went to school or college
- 5 Pts ____ What other jobs or careers your person had
- 15 Pts ____ 3 events in history that occurred while your person was famous:
 - Wars?
 - Top movie that year?
 - Top song that year?
 - Other discoveries?
 - Natural disasters?
 - Anything else significant?
 - Things or buildings named after your person and where they are located