

AAAP Quarter 2



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



Wabasso School

2021-2022 Quarter 2

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 1/6/2022 Verified by Christopher Kohlstedt

Quarter 2 Reflection

Wabasso continually discusses the needs of each student. Due to the nature of our learners, some of the content in this document is not relevant. Though we have not focused on African American History Teaching, we may need to take a look at that piece to ensure that we are specifically addressing Strategy 1.1 in some capacity.

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)

Summary of observation(s):

Did not conduct walkthroughs for implementation of African American History Teachings specifically.

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:

October 11-13, November 9,10,11, December 7,8,9

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
0	0	100 %	0	0	100 %	1	1	100 %	0	0	100 %

*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

October 11-13, November 9,10,11, December 7,8,9

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African American Students:

Summary of Action Steps/Plan Based Upon Reviews of Early Warning Indicators for African American Students:
Conversation aligns to IEP goals for each student, related to academics, behavior, and social-emotional progress.

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 as needed at Wabasso.

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Discipline:
Continuous and ongoing shifts in behavior plans and intervention schoolwide.

ACHIEVEMENT

Date(s) of Problem-Solving Session(s) for Achievement: October 11-13, November 9,10,11, December 7,8,9

Summary of Action Steps/Plan Based Upon Problem Solving Session(s) for Achievement:
Roster changes and Staff adjustments to meet the needs of changing conditions.

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
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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

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: 10/12/2021

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? All of Wabasso's students have an achievement gap. Therefore, no specific terminology is used to isolate a specific race/culture/ethnicity.

Summary of Action Steps/Plan based upon District Impact Review (based upon District & School Level Reviews): Training for staff on Standards-Based Instruction (completed) Increase visual displays of student work (completed and ongoing) Visual enhancements to bulletin boards (completed)

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.

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[Directions - How to Mass Add Log Records](#)

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:

Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
0		0 %

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

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

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	
African American	White, Non-Hispanic
25	75

(Optional) Additional information:

African American Employee who was on the team was removed from school at Districts discretion. The 1 interview conducted required the school to call Dr. Deborah Long (AA) but we have conducted a few interviews without AA representation due to the lack of resources.