



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date:	10/22/2020
School/Department:	Strategic Planning & Support Services
Action Step (number and description):	3.2 – Identify all African American students with Specific Learning Disabilities (SLD) and provide IEP Teams with culturally responsive instructional strategies to incorporate into instruction with African American Students with SLDs.
Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)	The supporting evidence is data from Classroom Walk-Through Observations conducted by the Office of Strategic Planning & Support Services in both general education and exceptional student education classrooms. This data provides a baseline on specific Equitable Classroom Practices that were observed. “Using equitable proximity with all students” was the most frequently observed culturally responsive practice (i.e., 65% of classrooms), while “asking high-order questions equitably of all students” was observed in the fewest number of classrooms (i.e., 15%).
Results of Action Taken:	Data will be used to inform future coaching and consultation efforts and related professional development opportunities.
Reflection:	The team reflected on how measures associated with COVID-19, such as social distancing have impacted the use of practices such as the use of “cooperative learning structures.”

Classroom Walk-Throughs - Fall 2020
Culturally Responsive (CR) Practices
Percentage of Classrooms Displaying CR Practice

158 Classroom Walk-Throughs

