



**School District of Indian River County**  
**African American Achievement Plan 2020 -2021**  
**Assurances of Implementation of Action Steps**



In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 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. Following the first quarter of implementation of the African American Achievement Plan, it became clear that increased time and effort should be invested in action step implementation in comparison with compliance activities. As such, the system associated with submitting evidence of the implementation of action steps was analyzed and revised to maximize the allocation of human capital and resources towards supporting students and staff in eliminating the achievement gap.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 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 2020-2021 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: 1/29/2021 \_\_\_\_ 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?)

We continue to develop schoolwide SEL that incorporate culturally diverse activities and access differentiation for each classroom. During our data chats we have focused on the program, academic delivery model and behavior interventions at student levels. We have focused on the number of students by race and gender who have received recognition during our recognition opportunities and evaluated whether they are disproportionately distributed based on earn criteria. We have developed a partnership with Tykes and Teens for Mental Health support and have selected a diverse population of students to be served based on need. Academic data is reviewed routinely to ensure that resources are focused on the improvement, access and success for each student.



## SDIRC School Data Chats & Impact Review – Specialized School Setting Component: African American Achievement Plan 2020 – 2021



**Date of Impact Review:** Click or tap to enter a date.

**School:** Choose an item.

**Action Steps:** 1.5, 2.6

### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	1/14/2021
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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)	At Wabasso, we review the data specific to each student whether that be using IReady, ACCESS, teacher observation or other formal and non-formal data for ALL students. We also address the IEP goals of each student.

### Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	Though the term “culturally responsive” has not been used, the meeting dates for student discussion happen in multiple environments from a variety of school-based stakeholders weekly-every other week. Data chats with teachers take place every other Tuesday-Thursday by service model. Behavior Technicians with Behavior Analyst and Principal meet every other Thursday to discuss behavior intervention and service and Leadership meets every other Friday to ensure continuity to best practice schoolwide.
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	There is a schoolwide SEL block that addresses culturally responsive practice and is designed by alternating staff. The plans include differentiation as well to allow access for all students/classrooms.



## SDIRC DataCom – Specialized School Setting

### Component: African American Achievement Plan 2020 – 2021



**Date of DataCom:** Click or tap to enter a date.

**School:** Choose an item.

**Action Steps:** 1.12, 1.16 & 1.37

#### Action Steps 1.12, 1.16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	Data chats with teachers take place every other Tuesday-Thursday by service model. Behavior Technicians with Behavior Analyst and Principal meet every other Thursday to discuss behavior intervention and service and Leadership meets every other Friday to ensure continuity to best practice schoolwide.
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Student data is reviewed at individual student levels. An example is a template used that calls for the student name, whether they are progressing or not, how do we know (evidence) and what do we need to do for that student to ensure progression and growth (next steps). Implementation follows and we review and adjust again every two weeks.



## SDIRC Quarterly Update Additional Action Steps – Specialized School Setting

### Component: African American Achievement Plan 2020 – 2021



**Last Date of Review:** Click or tap to enter a date.

**School:** Choose an item.

**Action Steps:** 1.6, 1.28, 1.30, 2.5, 2.9, 4.31

#### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	There are no extended learning opportunities currently being offered at the Wabasso campus other than the expectation of "Extended School Year" as indicated in the student's IEP's.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	0	0	0	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	0	0	0	0	0

\*Attach evidence of a parent work or extended learning activity for students.

#### Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Due to COVID guidelines, students were presented recognition awards in their classrooms for attendance, Sportsmanship, Improved and Outstanding Behavior. December 16-18.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	14	2	8		2
Total Percentage Breakdown of Participants by Race/Ethnicity	48	18	50		50

#### Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	No Suspensions. 1 student sent home for the remainder of the day due to continued physical aggression/battery unrelated to disability.
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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.

#### Action Step 2.9

	Number of Mentors	Number of Mentees
Number of Student Participating in Peer Mentorship Program	0	0

#### Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	0