



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: 3/11/2021 _____CK_____ (initials)

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 has made no additional changes or adjustments to our process. We will continue to discuss all students every other week in data chats to determine if each of our students are receiving the services, attention, differentiation, and equitable access that are necessary to support each individual student.



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



Date of Impact Review: 3/11/2021

School: Wabasso School

Action Steps: 1.5, 2.6

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	
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)	We have maintained the focus on the 4 quadrants (goals) of our SIP; Standards-based Instruction, SEL, Differentiation and Student Specific Needs

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	We have not met to specifically discuss culturally responsive practices into the Tier I framework. However, SEL lessons are designed weekly to meet the needs of all students.
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Take turns providing SEL lessons for the school with options to differentiate as needed.



SDIRC DataCom – Specialized School Setting
Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 3/11/2021

School: Wabasso School

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 are conducted every other week with three categories of learners: FSA, FSAA and Independent Functioning (non-tested).
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No We look at academic and behavioral data.
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Continue to focus our human resources on both the academic and behavioral supports where they are most needed to ensure a safe environment and conditions conducive to learning in every classroom for every student.



SDIRC Quarterly Update Additional Action Steps – Specialized School Setting Component: African American Achievement Plan 2020 – 2021



Last Date of Review: 3/11/2021

School: Wabasso School

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).					
	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

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).					
	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

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	
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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