



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: Click or tap to enter a date. _____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?)

The Wabasso team conducts ongoing communication in a variety of venues, Support Squad (Leadership), Behavior Technicians (Guided by Behavior Analyst and Administration), PBIS Team, 3 Program models of data chats, and Faculty Meetings. Each venue speaks directly to the needs of each student. Room for improvement might be to bring "Race" into the discussion more frequently. However, if /when we are discussing "Students", we are making a determination of what that student requires from us to make progress in their life. The only specific time that cultural responsiveness is addressed is when we are considering what they may like – interests. During these same discussions, I (Administration) have been consciously thinking about ways to bring cultural responsiveness into the discussion through questioning, but I am finding that it is not needed as we seem to be meeting the needs of all students, including those of color.



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 | April 9, 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) | Impact review did not take place. |

Action Step 2.6

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| Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports | April 9, 2021 |
| Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework | Due to the educational framework of our campus, culturally responsive activities are embedded in our SEL block for each class. |



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

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|--|---|
| Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students | Data chats were conducted every other week with three different groups since Feb 2-4 until FSAA testing began March 1 st . Since March 1 st , no data chats have occurred as we are into testing. |
| 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) | Review data (dependent on service model being received), adjust lessons and delivery to differentiate and accommodate needs related to each students IEP, review data 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

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| Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year). | Wabasso does not offer extended learning opportunities other than ESY, selected during the IEP review process. | | | | |
| | 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, extended learning activity for students.

Action Step 1.30

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|--|---|----------|-------|-------------|----------------------------|
| Recognition Ceremonies (list all ceremonies during the 20-21 academic year). | There have been no formal recognition ceremonies in the last quarter. | | | | |
| | 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

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| Timeframe of Reported Out-of-School Suspensions | 2 out of school suspensions for aggression- 1 pre-approved and 1 reported after administrative removal took place (OSS). |
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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

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

Action Step 4.31

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