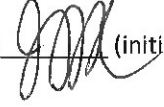In August 2020, the School District of Indian River County initiated the implementation of the 2020-2021 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related 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. _____03/18/2021_____ (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?)

NCCS continues to be monitoring and supporting our African American students. We are monitoring all students who are not at or above grade level and have added in extra supports within the classroom by implementing a classroom facilitative teacher. Additionally, we have begun our afterschool boot camp and all LQ as well as Red and Yellow students are attending and receiving the additional support that they need, in very small group instruction. Additionally. We have provided support for specific individual students such as one on one tutoring in our boot camp.

Date of Impact Review: Click or tap to enter a date.
School: Choose an item.
Action Steps: 1.4, 1.5, 1.25, 2.6

Action Step 1.4

Date(s) of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-2	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	2	.04	4	.06	2	.03

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?	☐Yes ☐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)	NCCS does not complete a SIP

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	

Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	1/21, 2/23
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	Continue to foster culturally responsive practices, share research-based practices with staff, and monitor supports within grade level teams.

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

School: Choose an item.

Action Steps: 1.12, 1.16, 1.37, 1.38

Action Steps 1.12, 1,16 & 1.37

Date(s) of School Level Review(s) of Performance, Progress, & Regression of African American Students	
Review Conducted of Academic Performance & Regression of African American Students	☒Yes ☐No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	Notes: Action Step 1.38 – We do not have access to Unit Based Assessments, therefore that data is based on teacher observations, classroom activities and assessments, IReady diagnostic 2, and lesson work, and other snapshots of student work.

Action Step 1.38

Date(s) of School Level Data Chat:	Third		Fourth		Fifth	
(provide data from the most recent data chat)	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	3	.05	2	.03	3	.05

Last Date of Review: Click or tap to enter a date.
School: Choose an item.
Action Steps: 1.3, 1.6, 1.11, 1.30, 2.5, 2.9, 4.31

Action Step 1.3

Date(s) of Walk-Through to Observe Implementation of African American History Teachings	1/7, 1/11, 1/12, 1/13, 1/14, 1/20, 1/21, 1/26, 1/29, 2/3, 2/9, 2/10, 2/17, 3/3, 3/11, 3/16
Summary of Observation(s)	Observed a variety of lessons throughout different grade levels. Martin Luther king Jr, Rosa Parks, Ruby Bridges, Tuskegee Airmen, Underground Railroad, Transatlantic Slave trade, etc.

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	25	14	11	NA	NA
Total Percentage Breakdown of Participants by Race/Ethnicity	1%	19%	25%	NA	NA

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

Action Step 1.11

Date of Student Committee Meeting	
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	NCCS does not have a Student Committee.

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	No recognition ceremonies for Winter 2021				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity					
Total Percentage Breakdown of Participants by Race/Ethnicity					

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	One student was suspended in 3rd quarter for one school day.

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
Students 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

BootCamp Lesson Plans for March/April 2021
Math: Grade 4 by Destiny Lorance

March 11th, 18th, April 1st, 8th, 15th, 22nd, 29th

March 11th: NumberSense/Fact Practice
Fractions (Board Games)
Khan Academy Geometry
Online: xTra Math/Printed Subtraction with Regrouping
Google Classroom Word Problems 1-4
Online: Blooket-Facts

March 18th: NumberSense/Fact Practice
Introduce Decimals/Fractions (Board Game)
Khan Academy Fractions
Online: xTra Math/Blank Multiplication Chart
Google Classroom Word Problems 5-8
Online: Gimkit-Facts

April 1st: NumberSense/Fact Practice
Introduce Area Measurement (Board Game)
Khan Academy Measurement
Online: xTra Math/Protractors
Google Classroom Word Problems 9-12
Online: NearPod-General 4th Grade Review

April 8th: NumberSense/Fact Practice
Introduce Perimeter Measurement & Area (Board Game)
Khan Academy Measurement
Online: xTra Math/Skip Counting
Google Classroom Word Problems 13-16
Multiplication Songs/Boom Cards Multiplication

April 15th: NumberSense/Fact Practice
Prime/Composite (Board Game)
Khan Academy Factors
Online XtraMath/Long Multiplication
Google Classroom Word Problems 16-20
Quizlet: Math Vocabulary

April 22nd: NumberSense/Fact Practice
Word Problems (Board Games)
Khan Academy Word Problems
Online: xTra Math/Printed Word Problems
Google Classroom: Odd/Even, Prime/Composite
Online: Kahoot-Word Problems

April 29th: NumberSense/Fact Practice
Fractions (Board Games)
Khan Academy General Knowledge
Online: xTra Math/Printed Subtraction with Regrouping
Google Classroom: Pirate Math
Online: Padlet-What We've Learned Categories

BootCamp Lesson Plans for March/April 2021
Reading: Grade 4 by Destiny Lorance

March 9th, 16th, 30th, April 6th, 13th, 20th, 27th

March 9th: Reading Literature

R.L. 4.1 Making Inferences-Individual-Printed Exit Tickets as Pre-test

Context Clues and Theme-Partners-On Google Classroom as Practice (Cards 1-4)

Card Game on Text Structures "Uno" Style Paragraph Responses

Review Game on Blooket: Text Structures

March 16th: Reading Literature

R.L. 4.2/4.4 Theme/Summarizing and 4.4. Greek Myths-Individual-Printed Exit Tickets and Pretest

Figurative Language, Point of View, Conflict, Theme-Partners-On Google Classroom as Practice (Cards 5-8)

Review Game on GimKit: Prefixes/Suffixes

March 30th: Reading Literature

R.L. 4.5/4.6 Poetry/Drama/Person-Individual-Printed Exit Tickets as Pre-test

Inferences, Evidence, Character Traits-Partners-On Google Classroom as Practice (Cards 9-16)

Review Game on NearPod: Poetry

April 6th: Reading Informational Text

R.I 4.1 Inferences -Individual-Printed Exit Tickets as Pre-test

Compare/Contrast, Point of View, Inferences, Shades of Meaning-Partners-On Google Classroom as Practice (Cards 17-20)

Review Game on Boom Cards: Inferences

April 13th: Reading Informational Text

R.I. 4.2 Main Idea/Summarizing -Individual-Printed Exit Tickets as Pre-test

Evidence, Inferences, Character Motivations, Conflict, Context Clues-Partners-On Google Classroom as Practice (Cards 21-24)

Review Game on Quizlet: Vocabulary

April 20th: Reading Informational Text

R.I. 4.6 First Person/Second Person-Individual-Printed Exit Tickets as Pre-test

Context Clues and Theme-Partners-On Google Classroom as Practice (Cards 25-28)

Review Game on Kahoot: Theme

April 27th: Reading Informational Text

R.L. 4.7 Diagrams/Graphs/Timelines-Individual-Printed Exit Tickets as Pre-test

Theme, Inference, Figurative Language, Context Clues-Partners-On Google Classroom as Practice (Cards 29-32)

Review Game on Padlet: Post-Its of Learning from all of Bootcamp. Students will categorize responses.