



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: 5/24/2021 _____ JK  (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. Our MTSS team monitors all students who are below grade level. We provide extra supports within the classroom by way of a facilitative teacher. Additionally, we provided an afterschool boot camp for our identified LQ students which provided specific academic support in a small group setting. Finally, we identified students who would benefit from a summer challenge and provided workbooks for those students.



SDIRC School Data Chats & Impact Reviews – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 5/24/2021

School: North County Charter

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	0	0	2	-.1	2	-.1

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 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)	North County Charter School does not complete a SIP.

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	5/10/21
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Action Step 2.6

Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports	4/21/21
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.



SDIRC DataCom – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 5/24/2021

School: North County Charter

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	School level reviews occur on a weekly basis. The Principal reviews student data, grades, and pertinent information weekly. 3/29, 4/5, 4/12, 4/19, 4/26, 5/3, 5/10, 5/17, 5/24
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)	Continue to monitor and support African American students, provide ongoing extended learning opportunities, and support academic progress.

Action Step 1.38

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA	0	0	0	0	0	0



SDIRC Quarterly Update Additional Action Steps – Elementary Component: African American Achievement Plan 2020 – 2021



Last Date of Review: 5/24/2021

School: North County Charter

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	4/14, 4/20, 5/4, 5/19
Summary of Observation(s)	Observed a variety of lessons throughout different grade levels. Rosa Parks, Fort Mose lesson, Triangular Trade,

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	48	22	22	0	0
Total Percentage Breakdown of Participants by Race/Ethnicity	52%	24%	24%		

*Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot)

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).					
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	140	26	26		1
Total Percentage Breakdown of Participants by Race/Ethnicity	72%	28%	28%		-.1%

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
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

Diagnostic Growth

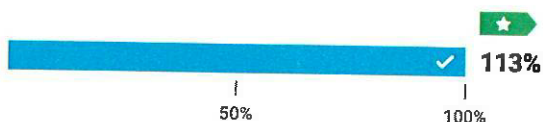


Subject Math
 Student [REDACTED]
 Student ID [REDACTED]
 Student Grade 4
 Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

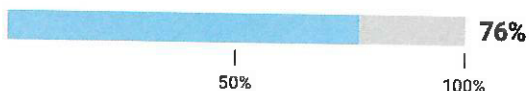
Scale Points: 26/23



This student has made 113% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 26/34

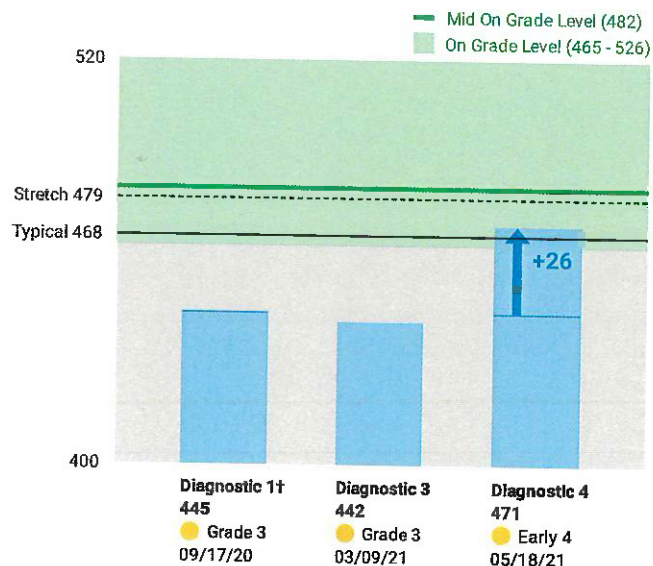


This student has made 76% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 1 year to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 4 is a Mid On-Grade Level scale score of 482.

[Learn More About Growth](#)

Overall Diagnostic Growth



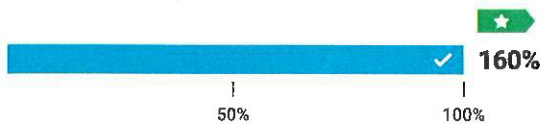
†This Diagnostic used to establish Growth Measures.

Subject Reading
Student [REDACTED]
Student ID [REDACTED]
Student Grade 4
Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

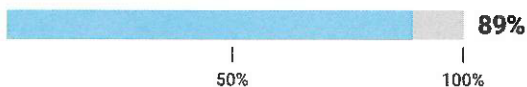
Scale Points: 32/20



This student has made 160% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 32/36

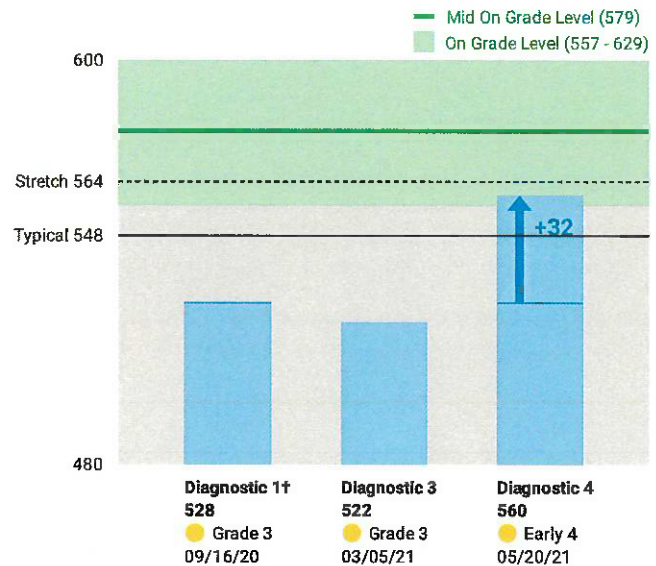


This student has made 89% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 4 is a Mid On-Grade Level scale score of 579.

[Learn More About Growth](#)

Overall Diagnostic Growth



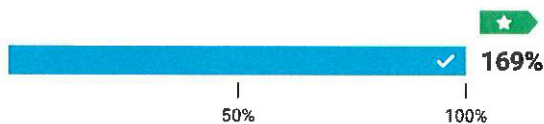
†This Diagnostic used to establish Growth Measures.

Subject Reading
Student [REDACTED]
Student ID [REDACTED]
Student Grade 5
Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

Scale Points: 27/16



This student has made 169% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 27/30

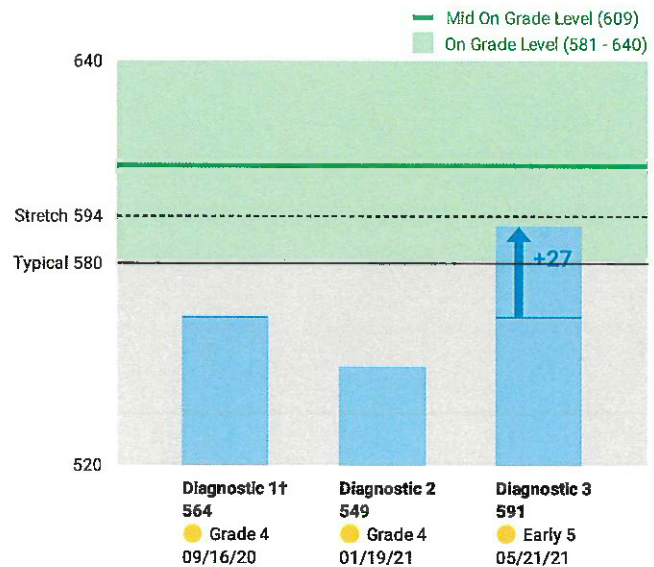


This student has made 90% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On-Grade Level scale score of 609.

[Learn More About Growth](#)

Overall Diagnostic Growth



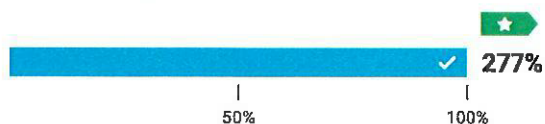
†This Diagnostic used to establish Growth Measures.

Subject Reading
Student ID [REDACTED]
Student Grade 3
Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

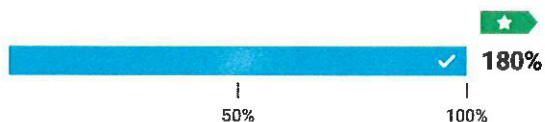
Scale Points: 72/26



This student has made 277% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 72/40

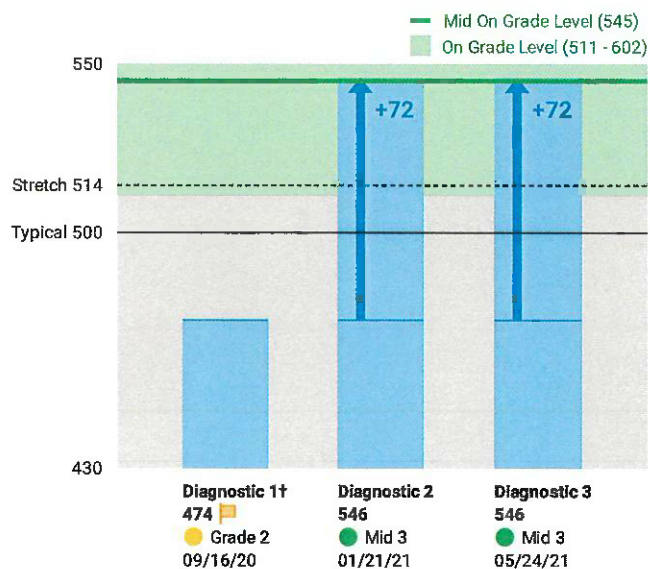


This student has made 180% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 3 is a Mid On-Grade Level scale score of 545.

[Learn More About Growth](#)

Overall Diagnostic Growth



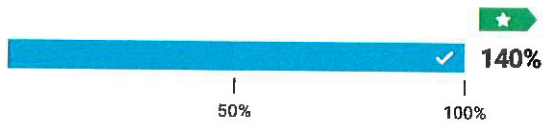
†This Diagnostic used to establish Growth Measures.

Subject Reading
Student ID [REDACTED]
Student Grade 5
Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

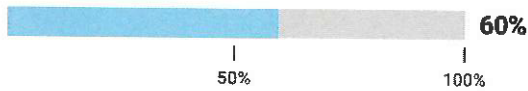
Scale Points: 28/20



This student has made 140% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 28/47

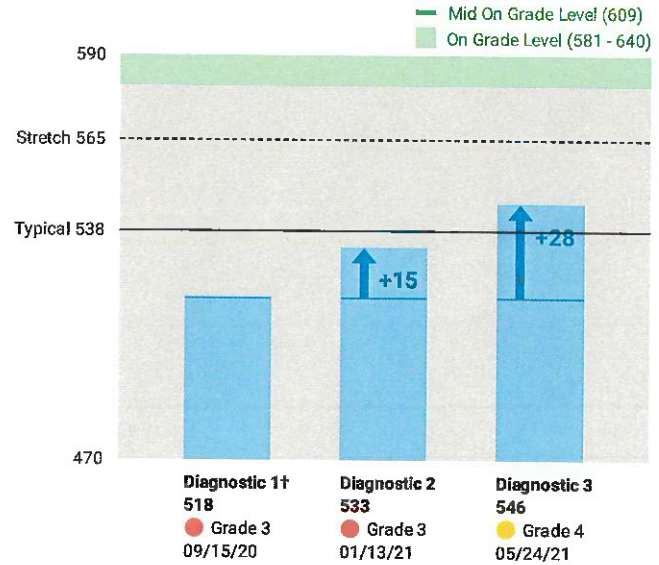


This student has made 60% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On-Grade Level scale score of 609.

[Learn More About Growth](#)

Overall Diagnostic Growth



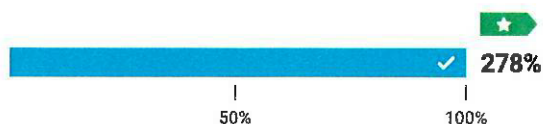
†This Diagnostic used to establish Growth Measures.

Subject Reading
Student ID [REDACTED]
Student Grade 3
Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

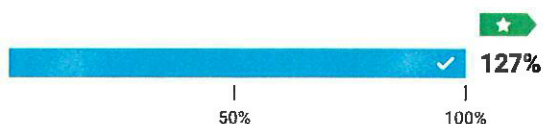
Scale Points: 100/36



This student has made 278% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 100/79

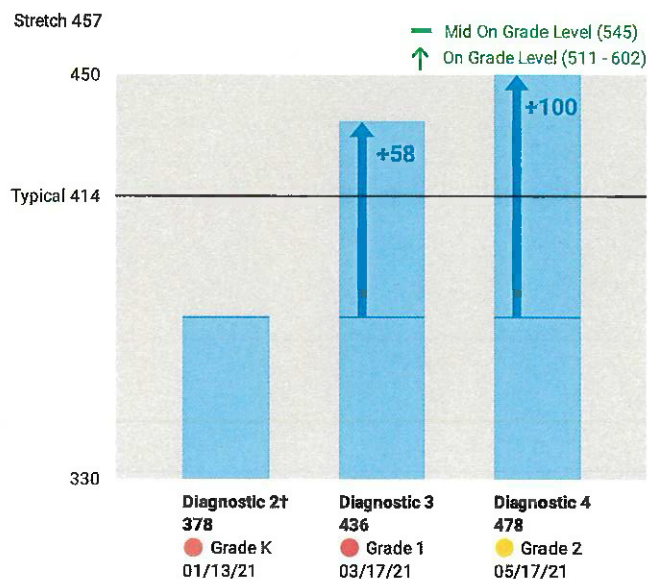


This student has made 127% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 3 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 3 is a Mid On-Grade Level scale score of 545.

[Learn More About Growth](#)

Overall Diagnostic Growth



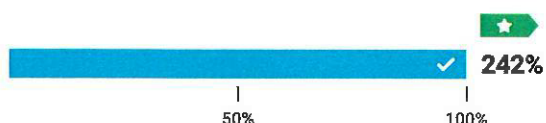
†This Diagnostic used to establish Growth Measures.

Subject Reading
Student ID [REDACTED]
Student Grade 3
Placement Definition End-of-Year View

Year-to-Date Growth

Progress to Annual Typical Growth

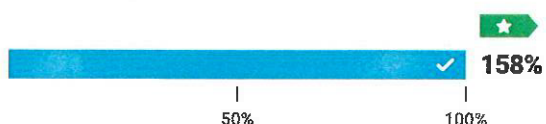
Scale Points: 63/26



This student has made 242% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and initial placement level.

Progress to Annual Stretch Growth

Scale Points: 63/40

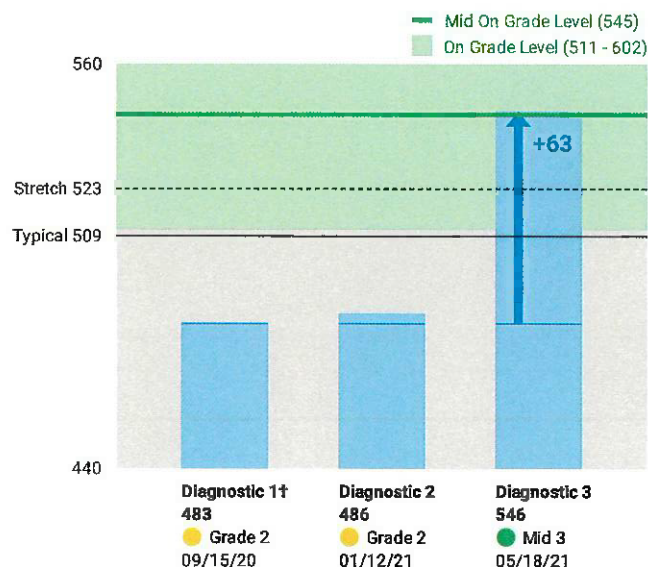


This student has made 158% progress toward Stretch Growth. For students who are below grade level on their initial Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path to proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least 2 years to be proficient if the student is not proficient already. This is based on students with the same initial placement who eventually achieved proficiency. Proficient for Grade 3 is a Mid On-Grade Level scale score of 545.

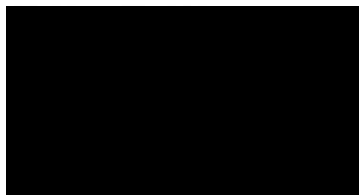
[Learn More About Growth](#)

Overall Diagnostic Growth

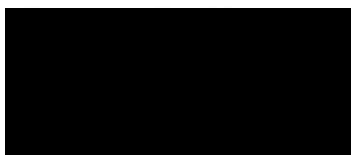


†This Diagnostic used to establish Growth Measures.

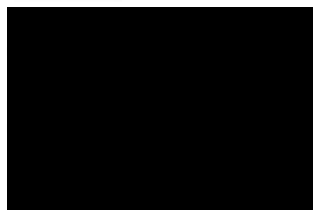
Math
4th Grade
Lorance



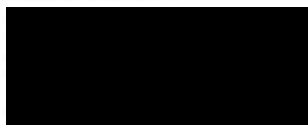
Irons



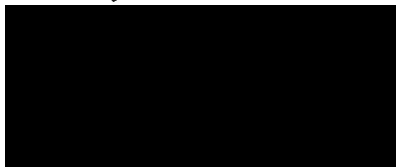
5th Grade
Ullman



Alternates



Cooley



McLellan



Students who said No



3rd Grade



-- Williams
Williams
Fannin

4th grade



-- Collier



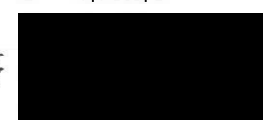
Flinn

-- Flinn



Antonino
-Antonino

5th Grade



Dodds

-- Dodds

$36 + 56 = 92$

W	H	A
18	12	8
48	22 22	22

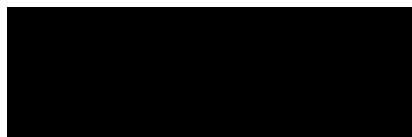
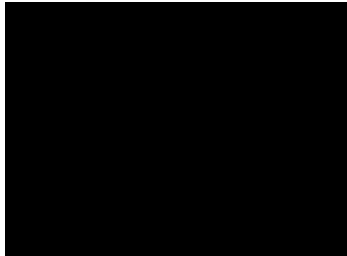
52%

4th Grade

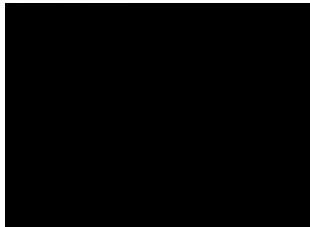
Lorance



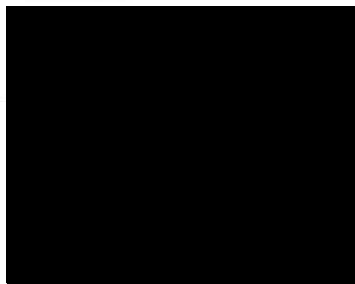
Irons



Soares



Ullman



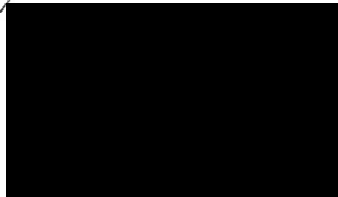
Cooley



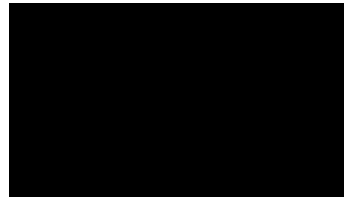
McLellan



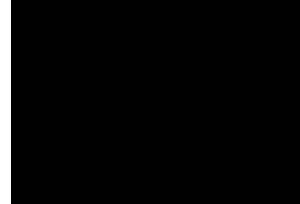
Inman



Fannin



Inman



Students who said No



50	
9 AA	
12 H	
28 W	