



School District of Indian River County
African American Achievement Plan 2021 -2022
Assurances of Implementation of Strategies/Action Steps



Quarter of the School Year: 1

School: North County Charter School

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 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.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2021-2022 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 2021-2022 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: 10/11/2021 _____JJK_____ (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 monitor and support our African American students. Our MTSS team monitors all students who are below grade level, regardless of race. We provide extra supports within the classroom by way of a facilitative teacher and support for our tiered instruction. Additionally, we will be providing an afterschool boot camp for our identified LQ students which provided specific academic support in a small group setting. Finally, each grade level team discusses students who are struggling, grades, curriculum, standards, and other components necessary to ensure academic success during our Weekly Wednesday Principal's lunch meetings. This is a great opportunity to support each team and ensure that all levels of support are being offered to all our students.



School District of Indian River County
African American Achievement Plan 2021 – 2022
Quarterly Summary of Implementation of Strategies/Action Steps



Quarter of the School Year: 1

Date of Summary: 10/11/2021

School: North County Charter School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.3

Strategy AAAP 1.1 (ALL SCHOOLS): Implement a curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

| | |
|---|---|
| Date(s) of Walk-Through to Observe Implementation of African American History Teachings | 8/24, 9/10, 9/20, 9/21, 10/5, 10/6 |
| Summary of Observation(s) | NCCS does not use district curriculum maps. However, various lessons of African American history teachings were observed throughout each grade level. |

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.

| | | | | | | | | |
|---|---------------|---|-------|---|--------|-----|-------|-----|
| Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 | First quarter | | | | | | | |
| | Kindergarten | | First | | Second | | Third | |
| | # | % | # | % | # | % | # | % |
| African American Students Receiving Interventions for Substantial Reading Deficiencies | 0 | 0 | 0 | 0 | 3 | .05 | 2 | .03 |

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.

| | |
|---|--|
| Date(s) of School Level Review(s) of Early Warning Indicators for African American Students | |
| Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students | |

Strategy AAAP 1.4 (SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

| | |
|---|-------------------------|
| Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined) | |
| African American (%) | White, Non-Hispanic (%) |
| | |

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.

| | |
|---|--|
| Date(s) of Problem-Solving Session(s) for <u>Discipline</u> | 8/4, 8/6, 8/18, 8/25, 9/1, 9/15, 9/29, |
|---|--|

| | |
|---|--|
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> | NCCS will continue to use our Behavior Tracking forms within the classroom. Repeated behaviors, more than three times in a month of the same violation will then be reported on an Office Referral Behavior Form. Administration will then problem solve with the students, MTSS Team, Teacher, and parent to reduce the behavior. If they behavior continues or escalates, a referral will be submitted to Focus for repeated misconduct. |
| Date(s) of Problem-Solving Session(s) for <u>Achievement</u> | 8/3, 8/6, 8/18, 8/25, 9/1, 9/8, 9/15, 9/22, 9/29 |
| Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> | Student progress and challenges discussed weekly at our principals lunch. Brainstorming for additional supports are discussed for implementation with the follow up the following week. |

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

| | |
|---|-------------------------|
| Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined) | |
| African American (#) | White, Non-Hispanic (#) |
| | |

Strategy AAAP 2.3 (ALL SCHOOLS): Monitor that all out-of-school suspensions are approved by principal supervisors prior to being assigned to a student.

| | |
|---|-------------------------|
| Timeframe of Reported Out-of-School Suspensions | 1 st quarter |
|---|-------------------------|

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.

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.

| | |
|---|---|
| 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) | NCCS does not complete a SIP |

Strategy AAAP 3.1 (ALL SCHOOLS): Increase communication regarding the availability of extracurricular activities through the dissemination of a resource that provides information for individual schools.

| | |
|---|----------|
| Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System | 10/11/21 |
| SECONDARY ONLY Number of Students Participating in the African American Student Council (All Grade Levels) | |

Strategy AAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates. The principal conducts all interviews at NCCS. The universal application and interview protocols for the selection of instructional vacancy candidates have not been shared with NCCS.

| Date of Interview | Percentage of Interviewers on Interview Committee by Race | |
|-------------------|---|-------------------------|
| | African American (%) | White, Non-Hispanic (%) |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Mrs. Antonino

North County Charter Elementary School

2nd Grade

September 27-October 1, 2021

Lesson: African American Inventor

Garrett Morgan

The Inventor of the Traffic Lights

Standard: SS 2.C.2.5 Evaluate the contributions of various African Americans.

Learning Target: Each student will learn about the contribution that Garrett Morgan made to our society.

Materials Needed: Biography of Garrett Morgan, picture of him to color, picture of his invention, and area to write what the student learned about this inventor.

Instructional Steps:

1. Introduce Garret Morgan as an African American inventor and what contribution he made to our society.
2. Share about Garret Morgan's life.
3. Share a picture of what Garrett Morgan looked like and the invention that he invented.
4. Discuss his invention and how it impacted our society. Pose the following question: What would our streets look like if Garret Morgan never came up with this invention? Would the streets be safe?
5. Pass out a color sheet of Garrett Morgan and his invention. Have the students write what they learned about Garrett Morgan and why his contribution was so important.
6. Each student will share what they learned about Garrett Morgan on the author's stage.

Garrett
Morgan



Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Reflection

I learned

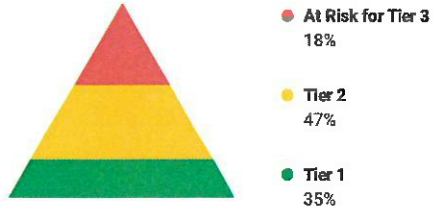
Diagnostic Results



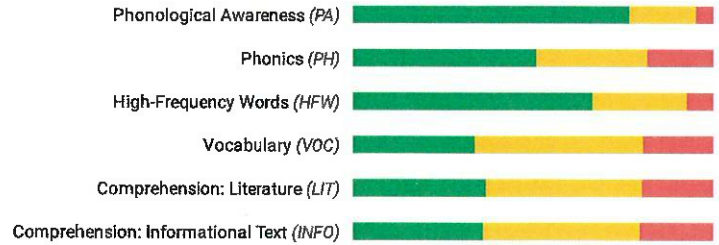
| | |
|----------------------|--------------------------|
| School | NORTH COUNTY CHARTER SCH |
| Subject | Reading |
| Academic Year | 2021 - 2022 |
| Diagnostic | Most Recent |
| Prior Diagnostic | None |
| Placement Definition | Standard View |

Students Assessed/Total: 350/353

Overall Placement



Placement By Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

| Grade | Overall Grade-Level Placement | Students Assessed/Total |
|---------|---|-------------------------|
| Grade K | <div> <div>40%</div> <div>60%</div> </div> | 55/55 |
| Grade 1 | <div> <div>15%</div> <div>80%</div> <div>5%</div> </div> | 60/61 |
| Grade 2 | <div> <div>27%</div> <div>42%</div> <div>31%</div> </div> | 59/59 |
| Grade 3 | <div> <div>53%</div> <div>18%</div> <div>28%</div> </div> | 60/60 |
| Grade 4 | <div> <div>33%</div> <div>52%</div> <div>15%</div> </div> | 61/62 |
| Grade 5 | <div> <div>44%</div> <div>29%</div> <div>27%</div> </div> | 55/56 |

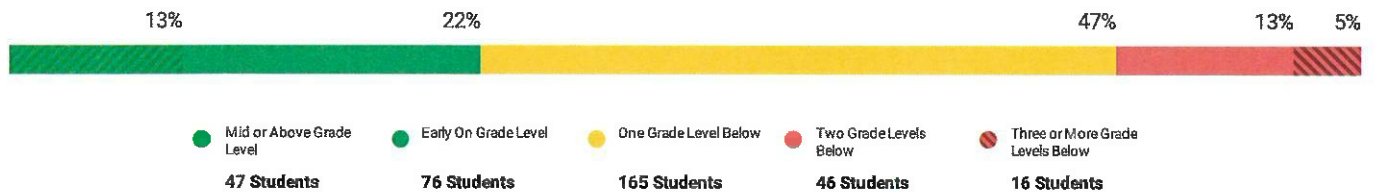
Diagnostic Results



School NORTH COUNTY CHARTER SCH
Subject Reading
Academic Year 2021 - 2022
Diagnostic Most Recent
Prior Diagnostic None

Overall Placement

Students Assessed/Total: 350/353



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Grade

Showing 6 of 6

| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | | 9% | 31% | 60% | 0% | 0% | 55/55 |
| Grade 1 | | 8% | 7% | 80% | 5% | 0% | 60/61 |
| Grade 2 | | 8% | 19% | 42% | 31% | 0% | 59/59 |
| Grade 3 | | 18% | 35% | 18% | 22% | 7% | 60/60 |
| Grade 4 | | 21% | 11% | 52% | 7% | 8% | 61/62 |

Diagnostic Results



School NORTH COUNTY CHARTER SCH
Subject Reading
Academic Year 2021 - 2022
Diagnostic Most Recent
Prior Diagnostic None

| Grade | Overall Grade-Level Placement | | | | | | Students Assessed/Total |
|---------|-------------------------------|-----|-----|-----|-----|-----|-------------------------|
| Grade 5 | | 15% | 29% | 29% | 15% | 13% | 55/56 |

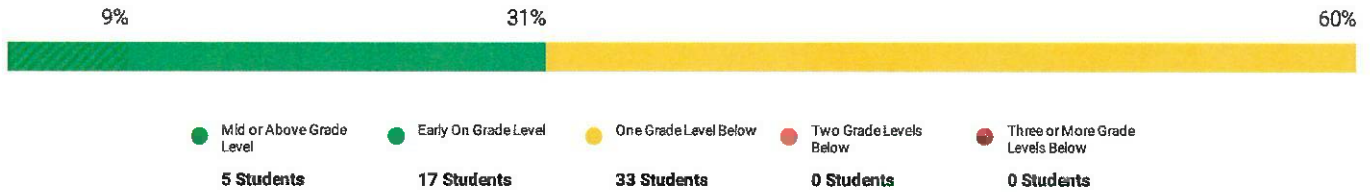
Diagnostic Results



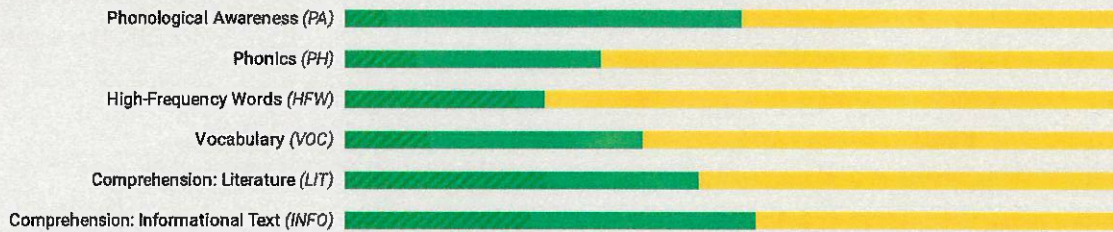
| | |
|------------------|--------------------------|
| School | NORTH COUNTY CHARTER SCH |
| Subject | Reading |
| Academic Year | 2021 - 2022 |
| Grade | K |
| Diagnostic | Most Recent |
| Prior Diagnostic | None |

Overall Placement

Students Assessed/Total: 55/55



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Class

Showing 3 of 3

| Class | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|--|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Collier, Valleri Collier, V.; Holton, A.; Irons, K.; Parkinson, R. | | 11% | 33% | 56% | 0% | 0% | 18/18 |
| Flinn, Amy Flinn, A.; Holton, A.; Irons, K.; Parkinson, R. | | 5% | 26% | 68% | 0% | 0% | 19/19 |
| Strowbridge, Shaleah Holton, A.; Irons, K.; Parkinson, R.; Strowbridge, S. | | 11% | 33% | 56% | 0% | 0% | 18/18 |

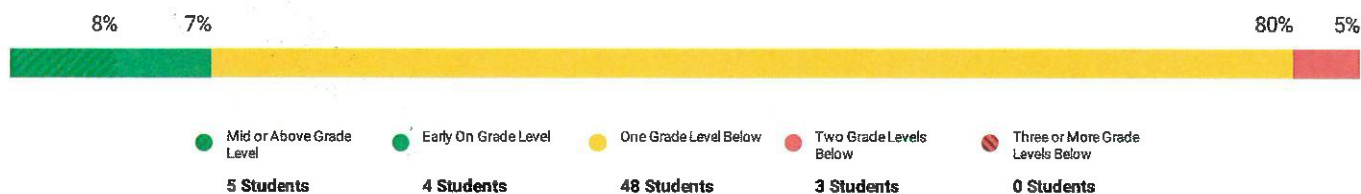
Diagnostic Results



School NORTH COUNTY CHARTER SCH
Subject Reading
Academic Year 2021 - 2022
Grade 1
Diagnostic Most Recent
Prior Diagnostic None

Overall Placement

Students Assessed/Total: 60/61



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Class

Showing 3 of 3

| Class | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|--|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Brothers, Ljubica Brothers, L.; Holton, A.; Irons, K.; Parkinson, R. | | 5% | 5% | 90% | 0% | 0% | 20/20 |
| Dowdell, Bryan Dowdell, B.; Holton, A.; Irons, K.; Parkinson, R. | | 10% | 10% | 80% | 0% | 0% | 20/20 |
| McManus, Christi Holton, A.; Irons, K.; McManus, C.; Parkinson, R. | | 10% | 5% | 70% | 15% | 0% | 20/21 |

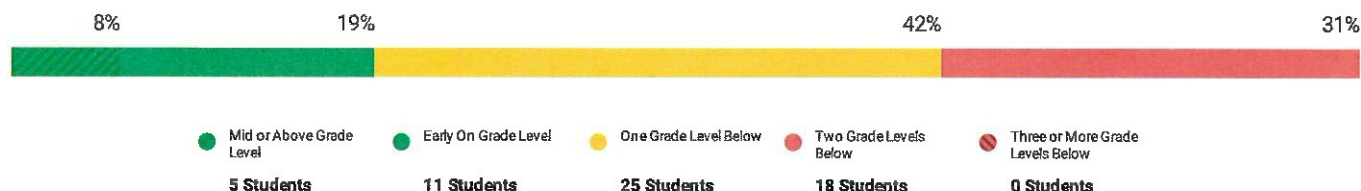
Diagnostic Results



| | |
|------------------|--------------------------|
| School | NORTH COUNTY CHARTER SCH |
| Subject | Reading |
| Academic Year | 2021 - 2022 |
| Grade | 2 |
| Diagnostic | Most Recent |
| Prior Diagnostic | None |

Overall Placement

Students Assessed/Total: 59/59



Placement by Domain



Switch Table View

Show Results By

Placement Summary

Class

Showing 3 of 3

| Class | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|--|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Antonino, Sally Antonino, S.; Holton, A.; Irons, K.; Parkinson, R. | | 10% | 10% | 48% | 33% | 0% | 21/21 |
| Mcdaniel, Tanya Holton, A.; Irons, K.; Mcdaniel, T.; Parkinson, R. | | 10% | 25% | 25% | 40% | 0% | 20/20 |
| Ramos, Shannon Holton, A.; Irons, K.; Parkinson, R.; Ramos, S. | | 6% | 22% | 56% | 17% | 0% | 18/18 |