



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



**Quarter of the School Year: 4**

**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: 6/1/2022 \_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, are currently 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: 4**

**Date of Summary: 6/1/2022**

**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	3/28, 4/1, 4/7, 4/20, 5/13
Summary of Observation(s)	Tuskegee Airmen, Harriet Tubman, Fredrick Douglas

**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								
	Kindergarten		First		Second		Third	
	#	%	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	0	0	1	.01	0	0	0	0

**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	NA
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 (%)
NA	

**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>	NA
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>	We did not have any discipline issues to address.
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>	5/10/22

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>	Discussed individual gains and areas of improvements. Discussed testing and logistics of providing appropriate accommodations. Discussed logistics of proctoring Diagnostic 3 Discussed successful completion rates for IReady lessons. Discussed Lower Quartile students Discussed placement for next year
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**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	
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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.

**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 have 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	There were no afterschool extracurricular activities during Quarter 4.
<b>SECONDARY ONLY</b> Number of Students Participating in the African American Student Council (All Grade Levels)	

**Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.**

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

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March 28-April 1, 2022

**Lesson:** African American Patriots

Harriet Tubman and Frederick Douglass

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

**Learning Target:** Each student will learn about the patriotism and contributions of Harriet Tubman and Frederick Douglass.

**Materials Needed:** Biography of Harriet Tubman and Frederick Douglass, pictures of each to color, and investigate, question, and understand worksheet for each student to fill out.

**Instructional Steps:**

1. Introduce Harriet Tubman and Frederick Douglass as African American patriots and what contributions they each made.
2. Share about Harriet Tubman's and Frederick Douglass' lives.
3. Share a picture of what Harriet Tubman and Frederick Douglass looked like and the things that each patriot did for others.
4. Discuss their patriotism and how it impacted our society.
5. Pass out a biography sheet of Harriet Tubman and have students take turns reading it out loud in class. After reading the biography each student will answer the worksheet with the following headings: investigate, question, and understand. After completing this they will color a picture of Harriet Tubman and write on the back what they learned about her and why her patriotism and contributions were so important.
6. Each student will share what they learned about Harriet Tubman on the author's stage.
7. After reading the biography of Frederick Douglass and discussing his patriotism and contributions, each child will color a picture of him and write on the back what they learned about him.

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# Harriet Tubman

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Harriet Tubman is a famous person. She is African American. She led many slaves to freedom. She was a worker on the Underground Railroad. It was not a real railroad. It was a route that led people to freedom in the North.

Harriet helped the Union Army. She helped during the Civil War. She was a spy. She was a cook. She was a nurse. Harriet had many jobs. She may have been born a slave, but she was very strong. She wanted all slaves to have freedom.

The photo was taken between 1860 and 1875. Harriet wears a shirt with a fancy collar and many buttons. She wears a long skirt. Her hands are on the back of the chair. She looks proud.



Library of Congress, LC-USZ62-7816

Name \_\_\_\_\_

# Harriet Tubman



## Investigate

1. What do you see in this photo?

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2. What did you see first? Why?

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## Question

3. Look at the photo. What do you want to learn more about?

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4. What was the Underground Railroad? Why was it important?

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## Understand

5. What face is Harriet making? What do you think she was thinking about when her picture was taken?

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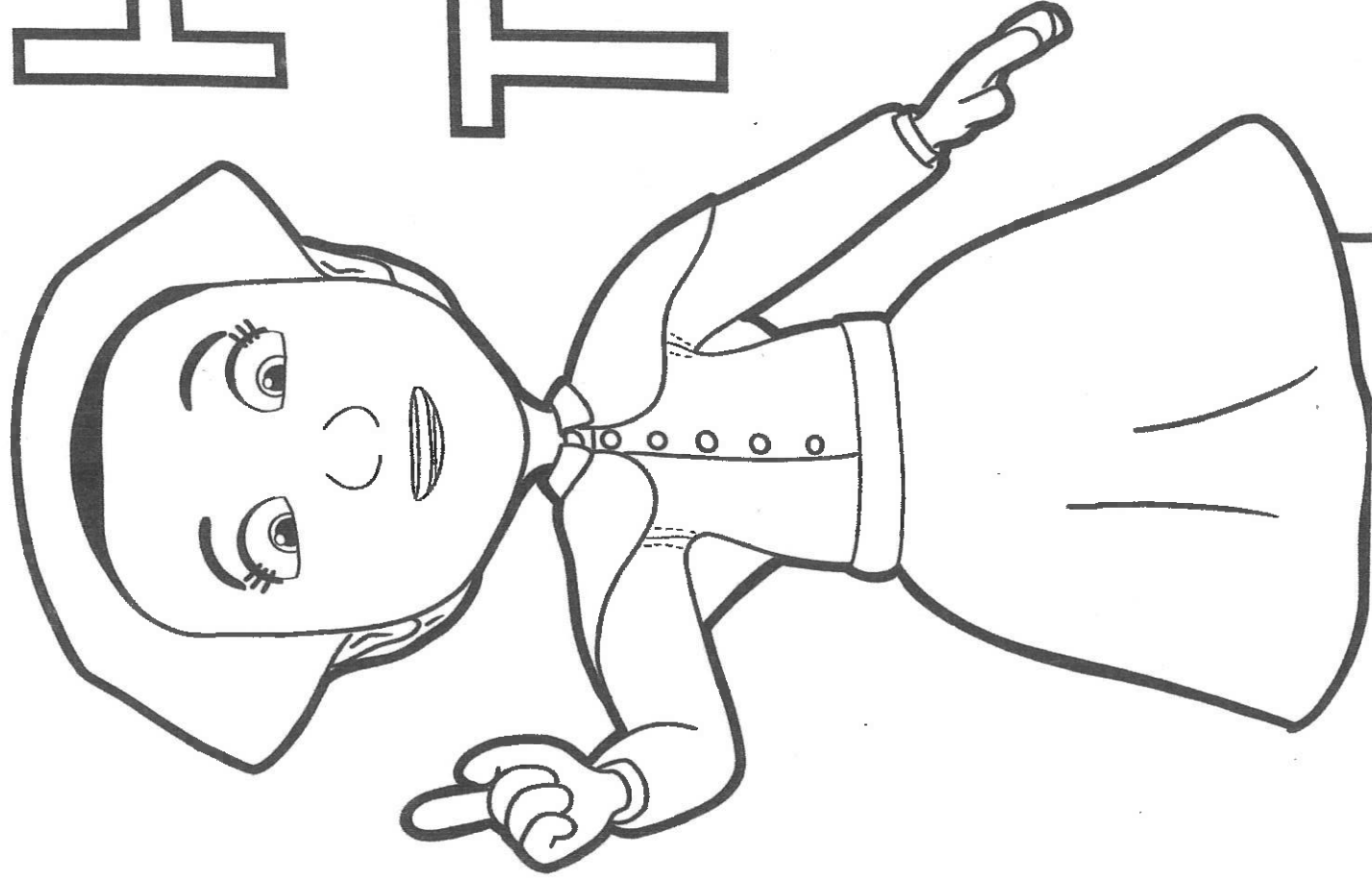
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6. Why do you think Harriet had so many jobs?

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# Harriet Tubman



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lessons, visit us at:

[WonderGroveLearn.net](http://WonderGroveLearn.net)

NARRATIVE

OF THE

LIFE

OF

FREDERICK DOUGLASS,

AN

AMERICAN SLAVE.

WRITTEN BY HIMSELF.

BOSTON:  
PUBLISHED AT THE ANTI-SLAVERY OFFICE  
1845

