



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



Quarter of the School Year: 2

School: North County Charter

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: 12/13/2021 _____ 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: 2

Date of Summary: 12/15/2021

School: North County Charter

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): Monitor the curriculum matrix that integrates African American History teachings in grades K-12 and is included in the curriculum map.

Number of Walk-throughs to Observe Implementation of African American History Teachings	5
Date(s) of Walk-Throughs to Observe Implementation of African American History Teachings	11/10 Tuskegee Airman, 12/7 Kwanza, 12/15 Kwanza
Summary of Observation(s):	2 nd grade was learning about veterans with a focus on the Tuskegee Airman SS.2.C.2.5 Kindergarten was learning about Kwanza SS.K.A.2.2, SS.K.A.2.3

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						North County Charter does not have access to Power Bi. Monitoring within classes and through IReady are used to monitor growth. Included is a list of African American students and the percentage of passed lessons on IReady.					
African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)	Count Scheduled (#)	Count Identified (#)	Percent (%)
0	0	0	0	0	0		3	.05		2	.03

**Data should be retrieved from the Power BI 2021 – 2022 Scheduling App – Schedule Audit*

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:	11/17, 12/13
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	We currently only have two African American students in 3 rd -5 th grade who have at least one EWS. Both of these students just transferred to our school this year. They have been successful in their studies thus far earning B's and C's first quarter and B's 2 nd quarter in Reading and math. Two examples of 3 rd grade African American students Dibels assessments and successes are attached as evidence.

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.	
Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u> :	
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u> :	There were no discipline disparities during 2 nd quarter as no there were no minor or major infractions involving African American students.
Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u> :	10/27, 11/3, 11/10, 12/1, 12/8
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u> :	Wednesday Principal/Team meetings discuss achievement for all students. Continue with Tier 2 and 3 interventions. Identified students will continue to receive interventions from the ESE support staff. Attendance is also being monitored to ensure that students with EWS's are attending consistently to ensure they are receiving the necessary instruction to improve their academic achievement.

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.	
Reported Out-of-School Suspensions for:	Choose an item.
Select one: No out of school suspensions were assigned to African American students.	<input checked="" type="checkbox"/> No out-of-school suspensions were assigned during this time frame. <input type="checkbox"/> 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:	NCCS does not have a SIP.
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):	

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:		NCCS does not have extracurricular activities at this time.
Total Count of African American Students Participating in Extracurriculars (#)	Total Count of African American Students Enrolled (#)	Percentage of African American Students Participating in Extracurriculars (%)
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:		
(SECONDARY ONLY) 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.	
Number of Interviews Conducted by the Interview Committee:	3
Percentage of Interviewers on Interview Committee by Race	
African American (%)	White, Non-Hispanic (%)
33%	66%
(Optional) Additional information:	One African American applicant was interviewed, but he was on the "No-hire" list for the county due to an undisclosed issue he had while employed there as was confirmed by Blanca Orozco on 12/2/2021 .