



Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/13/2020



School/Department: Rosewood Elementary

Action Step # and Description:
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Action Step 1.11 Extracurricular Activities

Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).

Explanation of Evidence:

You will see two items: First a description of each extracurricular activity we offer and how students apply and/or attend. Second a training article/module provided to all teachers from Sanford Inspire; "Using Critical Consciousness to Challenge Inequity".

Results of Action Taken:

As a result teachers/staff will be more conscious of how we are identifying students to participate in extracurricular activities, they will be able to encourage all students (all subgroups) to participate, and they will be aware of how different perspectives could impact a student's interest or understanding of the opportunities available to them and the impact they can have on their education as a whole. It will also help them to see their own biases or perspectives and be more aware if they are encouraging all students to participate in activities that would be beneficial to them.

Reflection:

We will continue to encourage all students to be involved in extracurricular activities. We will continue to monitor any gaps in subgroup participation and try to identify underlying causes to any lack of participation. We will be utilizing our after school (extended day) program to offer more extracurricular activities and we believe this will allow more students to participate, since they can be picked up later in the evening and transportation can sometimes be an issue.

Indicator 1.11 – Extracurricular Activities

Rosewood Magnet School



Data from last year's African American Achievement plan was shared in our preplanning meeting to show the participation in extra curricular activities.

Club/Sport	White	Hispanic	Black/African American	Multiracial	Asian	American Indian	Pacific Islander
Book Club	21	2	9	1	1		
Elementary Track	35	2	17	2	3		
Coding Club	33	2	4		1		
Chorus	51	3	5	4			
Golf	8		3				
Math Competition Club - Equations	16	1		2			
Student Council	15	3	4				
Social Studies Academic Games	14		1		1		

Teachers were sent the professional Development Module in Sanford Inspire to begin making us more aware of social biases and inequity. We will do "Implicit Bias" training with our teachers this school year.

Sample section from Sanford Inspire Professional Development Module

Module: Using Critical Consciousness to Challenge Inequity

Critical consciousness lets us identify and challenge the social forces that produce inequity. This module contains concrete strategies for developing students' critical capacity, allowing them to engage with academic content more deeply and help create a more just world.

In this module, you will:

- Define critical consciousness, and explain its importance for students.
- Identify actions and strategies for fostering a critical consciousness.

Module Resources

- [Setting The Stage \(PDF\)](#)
This document prepares and supports teachers with background on the topic presented in the module.
- [Note Taking Guide \(.docx\)](#)
Jot down your thoughts about this module, including questions or things you want to learn.

STATUS: Not Started

MODULE TYPE: Standard

MODULE DURATION: 60 Min

[Start Lesson](#)

☒ Lesson

Using Critical Consciousness to Challenge Inequity Coaching Guide

SANFORD
INSPIRE

Module Summary

In this module, teachers will:

- Define critical consciousness, and explain its importance for students.
- Identify actions and strategies for fostering a critical consciousness.

Module activities:
In this module users will learn about the importance of critical consciousness: the ability to identify, critique, and challenge the social forces that produce inequity. The module contains a resource with strategies that teachers can use to foster critical consciousness in their students – and in themselves. Teachers will also have the opportunity to see how an in-service educator attempts to actualize these strategies in her work with her own students.

Key Takeaways

Essential knowledge:

- As stated above, critical consciousness is the ability to identify, critique, and transform social forces that produce inequity (Gay, 2000; Duncan-Jones & Maxwell, 2003; Ladson-Billings, 1995, 2000).
- "Social forces" are things that might be invisible, but still have the power to shape and affect lives (Ladson-Billings, 1995). For example: biases, stereotypes, racism, sexism, ableism, heteronormativity, xenophobia, etc.
- "Inequity" refers to a situation in which any one group is unfairly privileged over another. Another way to think of it is discrimination that is backed by some kind of institutional power (DiAngelo, 2012).
- When students and teachers are critically conscious, they are able to question and analyze the ways that texts, images, events, policies, or communications privilege some groups while oppressing others.

Essential skills:

- Teaching for critical consciousness does not mean "forcing" a particular perspective on students or encouraging them to adopt the teacher's worldview. Instead...
- Teach students to ask critical questions, and use them as the basis for analysis. For example...
 - What is included in...? What is not? Why?
 - How might (this issue) look from the perspective of...?
 - Whose interests are served by...? Whose are not? Who would be helped or harmed by this?
 - How is... being shown/portrayed here?
 - How do we know...? Are there other explanations or ways of thinking about this?
- Teach students to examine issues from multiple viewpoints and explore why different people might see, experience, or interpret something differently (this also helps foster empathy).
- Teach content that helps students question or challenge preconceived assumptions or common societal stereotypes.

Essential mindsets:
There are three mindsets that are important for developing a critical perspective:

- Nothing is "neutral." Any text reflects a particular perspective and set of experiences.
- Consequently, all texts contain implicit messages or assumptions in addition to whatever is being directly stated. There's always something beneath the surface.
- To create a more fair and just world, we must analyze these messages and examine how they position some groups of people in relation to others. If a given situation is inequitable or unfair, we must work to change it.

Current extra curricular activities offered at Rosewood for 2020-2021**Sunshine State Books and Battle of the Books** – Open to all 3rd-5th graders

The Sunshine State Young Reader Award (SSYRA) program is shared with students throughout the year during their Media Specials classes. They are encouraged to read all 15 SSYRA books to participate in the Battle of the Books competition that takes place in May.

Book Club – Open to 3rd and 4th graders

Rosewood will be offering a before-school Book Club. The purpose of the book club is to: engage students in different styles of reading, enhance critical thinking skills, and to promote literacy through new approaches. We want to get students excited about reading and give them a chance to spend more time reading.

As a member of the Book Club, your child will be reading and discussing books that are selected by the club. All materials will be provided to the students at no cost.

The Book Club will be held before school on Fridays from 8:10 am to 8:40 am and will begin on February 21st in the Office Conference Room. Please have your child enter through the front office. The club will be limited to 10 students. It will be first come, first serve. If you have any questions, please call me at 564-3868.

Cooking Club – Open to 3rd- 5th grade

All students can apply to participate. Students are selected from the after-care/extended day program with an emphasis on diversity.

Chorus – Open to 4th and 5th grade

Congratulations! Following a vocal screening, your son/daughter is invited to be a member of the ROSEWOOD MAGNET SCHOOL “PANTHER PERFORMERS”. The Panther Performers are a singing group made up of our talented 4th and 5th graders. This membership invitation is considered a privilege for those who wish to have the opportunity to develop their singing voices and to perform in an ensemble of dedicated musicians.

The chorus will rehearse every Wednesday and Friday for the entire school year from 8:10am - 8:40am in the music room. Students are to bring a completed Membership Application to the first rehearsal. Any student not having the Membership Application will not be allowed to attend.

Attached to this letter, you will find the GUIDELINES for all chorus members. Students and parents must read it carefully and completely. Please understand the behavior and attendance policies must be strictly adhered to. Thank you in advance for your cooperation and taking the time to read this important information.

Coding Club – Open to 3rd- 5th graders

Thanks to a grant awarded by the Education Foundation of Indian River County, Rosewood Magnet School is offering an afterschool Coding Club to 3rd, 4th, and 5th graders. The *first twenty students* to apply and agree to attend ALL Coding Club days will be accepted. The three-week club will run on Tuesdays and Thursdays (11 total days) from 3:20-5:00 pm from October ____ to November _____. There is no cost to attend the Coding Club. All participants will be notified by December 18th. If you are interested, please fill out the form below and *return it to your child's teacher by* _____. Please note that if your child can't commit to attending all of the dates for the first session of the Coding Club, there will be a second session offered on Tuesdays and Thursdays in January. Further information for session 2 will come home on a later date. Session 2 experiences are a repeat of the first session.

Indicator 1.11 – Extracurricular Activities

Academic Games – Equations – 4th and 5th grade

It's that time of year again...Equations! I will put information and permission slips in your boxes. Please give them to two or three students that are very strong and need enrichment in math, but who also have good sportsmanship while competing against others. They will have to listen and learn the game during practices. This year fourth, fifth and sixth graders will all play each other so it is an added challenge.

Students are identified by his/her teacher as a candidate to compete in the Equations (math) portion of the Academic Games competition, teachers identify students who are performing well in math and could use some enrichment.

Equations is a complex math cube-game involving problem solving, basic facts, operations, and number sense. It is like chess with numbers and equations. Students compete individually against two students from other schools during each round. There are two or three rounds each competition.

Practice at Rosewood:

Afterschool Informational/Learning sessions will be held on Monday afternoons from 3:30-4:15 in my classroom, Rosewood room 307. Once practice is over at 4:15, I will walk the students to the front of the building in front of the café.

In addition, my classroom will be open each Thursday morning before school at 8:15am for students who would like to compete against others in optional practice games. I understand students may not be able to attend every optional practice, but the more practices a child is able to attend, the better they will do during the competitions.

If your child is interested in participating and can commit to attending all three competition sessions plus the Monday afternoon practice sessions, please complete and return the attached permission slip as soon as possible.

Academic Games – Social Studies – Open to 4th and 5th graders

All students can participate and compete in the competitions.

Moonshot Academy – Open to 1st-3rd grade students (This year focus will be on 2nd and 3rd grade)

Students are identified from our bottom quartile based on last year's FSA, iReady data and class performance.

Student Council - Open to 4th-5th graders

What do you need to be in order to be on student council? Student Council is open to 4th and 5th graders at Rosewood who are seen by their peers and teachers as model students. They are followers of our PBIS behavior expectations. They are leaders and problem solvers within their classroom. Some teachers will choose the representatives, some teachers will have the students vote. Either way you got here, congratulations.

Once you leave 4th grade, you may continue to be on student council for the following year. We get cool t-shirts that we wear every Wednesday to identify ourselves as school leaders.

Track Team – open to 3rd – 5th graders

All students are welcome to try out and make it based on timed running trials.

Snag Golf - 3rd-5th grade - all students are welcome to participate.