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:  1/14/2021 _____CF_____ (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?)

We continue to see growth in academics of our African American subgroup.   We will continue to monitor iready, unit assessment and classroom data to monitor progress and work towards closing the gap even further.   We will provide supports for math where their seems to be a greater struggle based on performance data for our AA subgroup.    Math interventions are being provided and progress monitored.

We will continue to report out recognition numbers and percentages by subgroup to our teachers to make them aware of trends and ensure that all subgroups are being recognized equitably.

We will provide professional development on differentiation and higher order thinking to support teachers on creating instruction and activities that support both struggling learners and those learners ready to move on to more challenging tasks.

We will continue to monitor students being referred and evaluated for gifted and/or ESE services.

**Date of Impact Review:** 1/6/2021
**School:** Rosewood Magnet
**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 | 9/22,  11/13, 1/4, 1/15 | | | | | |
|---|---|---|---|---|---|---|
| 9/22,  11/13, 1/4, 1/15 | Kindergarten | | First | | Second | |
| | # | % | # | % | # | % |
| African American Students Receiving Interventions for Substantial Reading Deficiencies | 7 | 28% | 4 | 21% | 5 | 26% |

**Action Step 1.5**

| Date of Quarterly Review of School Improvement Plan | 8/3,  9/22, 10/13, 12/18,  1/4,   1/6 impact walks conducted – data will be reviewed 1/21 |
|---|---|
| Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students? | ☒Yes ☐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) | Impact review noted that PD would be provided on monitoring student understanding on tasks.  PD was presented and teachers were given examples.<br>  Impact review noted PD is needed on student engagement and differentiation for higher order thinking.   We are starting our book study on Higher Order thinking which will be our PD for the remainder of the year on January 19th.  We have already met with grade chairs to lay out the plans.<br>  Impact review noted that rooms were celebrating student success and recognizing efforts and progress of our African American subgroup.   Data on percentages of awards given out by subgroup were shared with teachers on 1/5/21. |

**Action Step 1.25**

| Date(s) of Monitoring of Gifted Screenings | 9/18,  10/10,  11/12,  1/15 |
|---|---|

**Action Step 2.6**

| Date(s) of Problem-Solving Meeting(s) to Incorporate/Review Culturally Responsive Practices into Tier 1 Instruction & Supports | PBIS team meets monthly 9/24,  10/15,  11/19,  12/17,  1/21 |
|---|---|
| Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework | Utilizing Sanford Harmony Social Emotional Learning lessons in classrooms each month.  Teachers have a schedule by unit to cover during morning meetings or as needed to address common behaviors/issues they are seeing.<br>  PBIS/discipline committee meets monthly to evaluate discipline data, hear any teacher concerns and share strategies.<br>  Tier 2 and 3 behavior interventions are monitored quarterly and annually by district behavior interventionist.<br>  Teachers are sharing ideas of how to be culturally responsive and how to make sure all of their students feel represented within their classrooms. |

**Date of DataCom:** 1/21/2021
**School:** Rosewood Magnet
**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 | 9/22,  11/13,  12/9,  (1/4, 1/5,  1/13), |
| Review Conducted of Academic Performance & Regression of African American Students | ☒Yes ☐No |
| Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews) | Continue to provide interventions and add tier 2 or tier 3 interventions if needed and not already receiving.   Encourage struggling students to attend after school tutoring and/or science camp.<br>Implement walk to intervention school wide.<br>Teachers completing "Ante-Up" data and identify students who are still struggling, showing little to no progress.  Develop plans for how to reteach needed standards. |

## 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 | 2 of 15 | 13% | 2 of 14 | 14% | 2 of 12 | 17% |

**Last Date of Review:** 1/15/2021
**School:** Rosewood Magnet
**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 | 10/22/20, 11/20/20, 12/2/20 |
|---|---|
| Summary of Observation(s) | Teachers were observed incorporating African American History during the Tier 1 and small group ELA block by using texts that focused on figures such as Ruby Bridges and Martin Luther King. They were also observed incorporating how people's actions have shaped our world and how they affect others during our Core Knowledge study of Citizens and the Government. Students were also given opportunities to research a chosen scientific profession and include different ethnicities who have excelled in that profession. The students then created visual representations to showcase their findings, then displayed them around their classroom. |

**Action Step 1.6**

| Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year). | Moonshot Academy<br>Cooking Club<br>Math/Science Club<br>Before school tutoring groups<br>Coding Club<br>Student council is starting currently – will update those numbers in next report<br>Second round of MSA started 1/14/21 | | | | |
|---|---|---|---|---|---|
| | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number Breakdown of Participants by Race/Ethnicity | 69 | 3 | 32 | 2 | 2 |
| Total Percentage Breakdown of Participants by Race/Ethnicity<br>  *(percentage of based on number of students participated / out of number of students in that subgroup within the school as a whole)* | 20% | 5% | 30% | 17% | 11% |

*Attach evidence of a parent work or extended learning activity for students. (newsletter – October, announcing afterschool activities that are available, copy of coding club permission slip)

**Action Step 1.30**

| Recognition Ceremonies (list all ceremonies during the 20-21 academic year). | | | | | |
|---|---|---|---|---|---|
| **Awards are broken down by award given, some students may have received more than one.** | White | Hispanic | Black | Two or More | All Other Race/Ethnicities |
| Total Number Breakdown of Participants by Race/Ethnicity | 472 | 57 | 121 | 22 | 17 |
| Total Percentage Breakdown of Participants by Race/Ethnicity   (percentage out of total awards | 68% | 8% | 18% | 3% | 2% |

| given in the first semester) | | | | | |
|---|---|---|---|---|---|

**Action Step 2.5**

| Timeframe of Reported Out-of-School Suspensions | No out of school suspension this school year to date |
|---|---|

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 | 6 | 12 |

**Action Step 4.31**

| | Number Identified | Percentage of Identified Earning Teaching Certification |
|---|---|---|
| Support Staff identified to Transition to Teaching | 1 | 0 at this time, still working |

Extended Learning Opportunity:

Evidence examples are attached below

# MOON SHOT ACADEMY

Dear Parents,

Congratulations! I am so excited to inform you that your child has been chosen to participate in The Moonshot Academy after school program which is a very unique opportunity being offered here at Rosewood. We will be partnering with The Learning Alliance to offer this program free of charge. The Moonshot Academy will focus on promoting literacy through rich and sustained instruction while incorporating the arts. This type of instruction will help students develop literacy in a fun interactive way. The Academy will be held January 12- April 22, Tuesday, Wednesday, and Thursday from 3:30-5:00. It is important that your child attends every session and stays in its entirety for him/her to improve and experience success in the Academy.

Your child will be picked up from his/her classroom at 3:30. We will begin Moonshot Academy with a light snack at 3:35. At 3:50, students will begin their rotations between foundational skills and story time.

Students will be dismissed at 5:00 in front of the <u>cafeteria</u>. Please use the car pick up lane with your car tag to pick up your child. If there is an emergency between 3:45 and 5:00 and you must pick up your child prior to 5:00, please call 564-3845 or 564-3894.

Please feel free to call me if you have any questions.

Sincerely,

Lisa Ross

Literacy Coach
772-564-3894

Lisa.ross@indianriverschools.org

January 4,2020,

Congratulations! Your child is invited to participate in the **2020-21 Moonshot Academy Afterschool Program**. Moonshot Academy is a literacy intervention program that fosters a love of reading and supports the growth of your child as an independent reader. Moonshot Academy addresses the social emotional needs of all students while developing foundational literacy skills and giving students opportunities to apply their learning. Students will learn through small group, individualized tutoring and engaging storytime lessons.

Moonshot Academy will take place from **4:00-5:15 pm Tuesday, Wednesday, and Thursday** from **January 12-April 22, 2021**. A schedule will be sent out each month if changes are made due to early release days or holidays.  If you accept this invitation, then you are committing to ensure your child's consistent attendance during these times.

> NEW FOR 2020: Moonshot Academy is being offered in partnership with the Extended Day Program. If your child is already enrolled in Extended Day, then you only need to complete the commitment form for Moonshot Academy. If you would like to enroll your child, register for Extended Day first, then complete the commitment form. Regular Extended Day hours are Monday-Friday, from the end of school until 6pm.

You will be invited to a webinar orientation on **Thursday, January 7 at 6:00 PM**. This is a required meeting for at least one adult per family and detailed information will be provided about the program. ***Please register for the webinar, even if your child has attended Moonshot Academy before, as there are many new details this year!***

**Please complete this Commitment Form by Friday, December 18, 2020.**
I hope you will accept my invitation for this wonderful opportunity!

Sincerely,
Debbie Irish
Beachland Moonshot Coordinator

# Coding Club: A Character's Journey!

Dear Rosewood Families,

Rosewood Magnet School is offering an after school **Coding Club** to 4th and 5th graders who attend aftercare. If you are interested, please fill out the form below and *return it to your child's teacher by Wednesday,* **September 16, 2020**.

**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 in the spring. Further information for session 2 will come home on a later date. Session 2 experiences are a repeat of the first session.**

-------------------------------------------------------------------------------

I would like for my child to attend Session 1 of the Rosewood Magnet School Coding Club on Tuesdays and Thursdays from October 6- November 12th . I agree that my child will:

- Attend every Coding Club day- 10/6, 10/7, 10/13, 10/15, 10/20, 10/22, 10/27, 10/29, 11/3, 11/5, 11/10, 11/12.

- Follow Rosewood rules and expectations at all times.

_____          _____
Student's Name                                      Student's Teacher

_____          _____
Parent's Name                                       Parent's Phone Number