



## **School District of Indian River County African American Achievement Plan 2020 -2021 Assurances of Implementation of Action Steps**



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: 3/18/2021 \_\_\_\_\_ 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 did see an increase in the number of students receiving tiered intervention in both first and second grade. We will continue to monitor iReady, unit assessments and classroom data to monitor progress and work towards closing the gap. We are currently prepping and pulling small groups for specific standards reteaching to prepare for the upcoming FSA tests in grades 3-5.

We continue to provide supports for math where there seems to be a greater struggle based on performance data for our AA subgroup. Math interventions are being provided and progress monitored. We have discussed with teachers the need to plan engaging tasks at the level of academic need for all students. This means both adding supports for struggling students and enrichment for those ready to be challenged. We are going through a book study with all teacher on Higher Order Thinking Strategies and working in "Professional development to practice" by having them try a strategy each session and then discussing how it went and how they will use it in the future. We will be monitoring performance data to see the impact on student achievement for our African American subgroup.

Recognition numbers and percentages by subgroup have been shared with our recognition committee and at a faculty meeting in January to make them aware of trends and ensure that all subgroups are being recognized equitably. We continuously track the recognitions given as "shout outs" each month by teachers and will be analyzing the data of our third nine weeks recognitions in April. We will evaluate what awards are given at the end of the year with our recognition committee in April to ensure there is equal representation and equal opportunity for recognition.

We have completed two sessions of professional development on differentiation 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 have emphasized

the need for a progress monitoring system to be in place so they can continuously and easily track students understanding in whole group, small group and independent practice.

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

We will monitor groupings of students within classrooms to ensure there is diversity in groups being paired to work together throughout the day and weeks. We are seeing more partner and group activities occurring at this point in the school year. Earlier in the year we saw much less groups/pairs due to COVID and the extra precautions to socially distance. We are now working on ways to still encourage these student interactions and engagement while keeping COVID precautions at the forefront.



## SDIRC School Data Chats & Impact Reviews – Elementary

### Component: African American Achievement Plan 2020 – 2021



**Date of Impact Review:** 3/18/2021

**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, will occur again beginning of April.					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	8	32	8	42	8	42

#### Action Step 1.5

Date of Quarterly Review of School Improvement Plan	8/3, 9/22, 10/13, 12/12, 1/4, 1/15, 1/21, 3/8, 3/17
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	<input checked="" 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)	Continue to monitor teacher lesson planning and tasks that students are assigned. Ensure all students are given supports as needed and enrichment as needed. Everyone should have work/tasks that is engaging and meets their current academic needs. Provide professional development on higher order thinking strategies and differentiation to help with lesson planning, instruction and student work tasks. Continue to monitor data for impact on student performance and share this data with teachers quarterly.

#### Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	9/18, 10/10, 11/12, 1/15, 3/16,
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#### 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, 2/18, 3/18/ Multicultural Committee Meetings 9/30, 10/28, 11/18, 12/16, 1/27, 2/24,
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. PBIS/discipline committee meets monthly to evaluate discipline data, hear any teacher concerns and share strategies. Tier 2 and 3 behavior interventions are monitored quarterly and annually by district behavior interventionist. Teachers are sharing ideas of how to be culturally responsive and how to make sure all of their students feel represented within their classrooms. Grades groups seeing an increase in discipline issues are receiving extra support and modeled Sanford Harmony lessons by our guidance counselor and ESE support teacher. This is currently occurring in two grade groups for the next 3-4 weeks.



**SDIRC DataCom – Elementary**  
**Component: African American Achievement Plan 2020 – 2021**



**Date of DataCom:** 3/12/2021

**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, 1/21, 3/12
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Summary of Action Steps / Plan based upon Review of Performance &amp; Regression of African American Students (based upon District &amp; School Level Reviews)</p> <p>Additional Data Review Meetings  Ante-Up 1/4/21  Most recent Unit Assessment review 3/11 (these occur following each unit assessment)  Data Com – 10/16, 11/4, 1/21, 3/12  Learning Walks –12/2 follow up 12/9  Impact reviews 10/13, 1/6, 3/8  RTI/MTTSS data chats (9/15, 9/17, 9/22), (11/4, 11/5, 11/13), (1/12-1/15)</p>	<p>Monitor RTI data and meet every 6 weeks to evaluate impact and any needed adjustments. 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. Added additional A2 extended learning opportunities. Implement walk to intervention school wide. Teachers completed “Ante-Up” data and identified students who are still struggling, showing little to no progress. Develop plans for how to reteach needed standards. Added additional tier 2 and tier 3 groups in grades 3, 4 and 5. Will evaluate third iReady diagnostic data in April for grades 4 and 5, add extra supports as needed. Implementing MOCK FSA assessments in grades 3-5 to collect data, practice testing strategies and practice needed stamina to be successful on the FSA. Will use this data to guide instruction up until the FSA testing time frame.</p> <p>Our last impact review we reported out what we are doing to support our bottom quartile students and reviewed subgroup data.</p>

**Action Step 1.38**

Date(s) of School Level Data Chat: (provide data from the most recent data chat)	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	1 of 15	6%	3 of 14	21%	1 of 12	8%



## SDIRC Quarterly Update Additional Action Steps – Elementary Component: African American Achievement Plan 2020 – 2021



**Last Date of Review:** 3/18/2021

**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, 2/4, 2/8, 2/11, 2/25, 2/26
Summary of Observation(s)	<p>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.</p> <p>Fifth graders were observed studying influential persons in history such as Frederick Douglas through their reading curriculum and presenting individual research projects on Civil War historical figures to their classes through their social studies curriculum. Kindergartners studied the life of Ruby Bridges, Martin Luther King and others as they learned about "world changes" in their literature. First grade studied famous African Americans who have helped shape our country. Fourth graders researched famous African Americans and their contributions and then presented their research and display boards to their classmates.</p> <p>These projects, activities and lessons are integrated throughout the year within our history and Core Knowledge curriculum and not just in isolation.</p>

### Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	<p>Moonshot Academy Math/Science Club Before/After School A2 tutoring Saturday Science Camp Cooking Club Coding Club</p> <p>Additional extracurricular activities are offered, but not considered extended learning: Student Council, Track, Family Take home STEAM activities, Family Reading Challenge</p>				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	110	5	50	4	1
Total Percentage Breakdown of Participants by Race/Ethnicity ( <i>percentage is based on number of students participated / out of number of students in that subgroup within the school as a whole</i> )	32%	8%	47%	36%	5%

\*Attach evidence of a parent work or extended learning activity for students. (Attached Science Camp invite, STEAM at home kits info for parent engagement, Moonshot Academy invite, Coding Club invite. Previously we attached a newsletter where extracurricular and extended learning opportunities are shared with parents monthly.)

**Action Step 1.11**

Date of Student Committee Meeting	2/2/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	The Superintendent's Student Advisory Council met on February 2, 2021 in the Joe Idlette, Jr. Teacher Education Center at the District Office. The Advisory Council is comprised of diverse student representatives from all secondary schools in the District. This session of the Superintendent's Student Advisory Council focused on equitable access to extracurricular activities. A total of 17 students participated. Students identified barriers and possible solutions to equitable access to extracurricular activities. Some examples of barriers identified included cost, transportation, time, lack of experience with the extracurricular activity, and awareness. The student feedback was shared with Mr. Eric Seymour, Director of Advocacy, Athletics, & Student Activities. Presently, Mr. Seymour is working in collaboration with the Office of Communications to increase awareness of extracurricular opportunities for students.

**Action Step 1.30**

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Shouts outs and Pawsitive referrals are given year-round. Honor roll, making strides, academic achievement, and citizenship are given quarterly based on report cards. Academic Gains based on iReady are given following each diagnostic (2 and 3) for students making growth.				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity # of awards given in each subgroup, some students make have received more than one award	1261	187	307	49	49
Total Percentage Breakdown of Participants by Race/Ethnicity (percentage out of total awards given through March 18 <sup>th</sup> , 2021)	68%	10%	17%	3%	3%

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	Third Quarter
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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.**Action Step 2.9**

	Number of Mentors	Number of Mentees
Students Participating in Peer Mentorship Program	6	13

**Action Step 4.31**

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	1 staff member identified	0% Still in progress

Dear Parents,

We are super excited to offer a STEAM Science Camp to our "Paw"-some 5<sup>th</sup> grade panthers. This camp will help develop the critical thinking skills needed for the FSA. Come join us for workshops filled with Science, Technology, Engineering, Art, and Math. In addition to subject-specific learning, the STEAM Camps that we are providing aim to foster inquiring minds, logical reasoning, and collaboration skills. The skills provided will focus on differentiating instruction for varying levels and increasing student ability in these areas.

Based on your child's current Science progress on district and class assessments, we feel that your child will benefit greatly by attending this camp. We encourage participation to help your child perform their best on their Science FSA test. It is also important for participants to attend all 3 sessions for optimum results.

**DATES AND TIMES**

Literature Based STEAM Camp

Location: Rosewood Magnet Elementary

Time: 8:30-12:00

Transportation: Parents will be responsible for drop off and pick up

Dates: March 13, April 17, and April 24

**Please sign and return the bottom section of this form by March 5, 2021 and return to Mrs. Creech**

☐ Yes, my child will attend all 3 sessions of the Science Camp.

☐ No, my child will not be attending the Science Camp.

Child's Name \_\_\_\_\_

Parent's Name \_\_\_\_\_

Parent contact phone number \_\_\_\_\_





## **At-Home Activities**

Dear Parents,

We have a new opportunity for parent and family involvement. Through our Education Foundation STEAM grant we would like to provide a hands-on learning experience for your entire family. This year these parent involvement activities will focus on the math and science areas of STEAM. If you choose to participate you will receive a monthly science activity that will come home with your child. Students will receive 1 activity per month for the remainder of this school year. The activities are simple and easy to follow at home, they require minimal supplies. These activities are a fun way to dig into science and math with your children at home.

Each kit contains:

- Activity instructions
  - List of supplies provided in the kit (the supplies do not need to be returned)
  - List of supplies to be provided by the parents/household
- \*supplies that need to be provided from home are common household items (e.g., baking soda, Windex, ice).  
\*please note, these activities are intended to be supervised by an adult.

We are asking you to RSVP if you would like to participate so we can make an adequate amount of kits. The kits will be first come first serve and we hope to provide them to at least 200 families each month. Please send in your reply as soon as possible.

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☐ I wish to participate in the At-Home STEAM Activities. Please send home with my child monthly.

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Current Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

\*\*\*My signature also indicates I understand parents/guardians are responsible for supervising their children while doing these activities at home.



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## 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 cafeteria. 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](mailto:Lisa.ross@indianriverschools.org)

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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 4<sup>th</sup> and 5<sup>th</sup> 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.**

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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.

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Student's Name

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Student's Teacher

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Parent's Name

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Parent's Phone Number