



## 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 district 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 director of each department:

- 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: 5/28/2021 \_\_\_\_\_RM\_\_\_\_\_ (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?)

The fourth quarter is always an exciting time as it offers us the opportunity to finalize, close, and complete strategic actions undertaken throughout the year, while also begin the analysis of their success and begin to plan for the next year. As Assistant Superintendent of Curriculum and Instruction, I have supervised the work of the Departments of Academic Success, Educator Quality, Federal Programs, Equity Community and Family, Instructional Innovation throughout 20-21. I am certain that as data becomes available from across the state, there will be a noticeable improvement in our service to our African American students especially as it relates to the response to COVID-19. We must continue to acknowledge the prevalence of various achievement gaps and incorporate the strategies which are working into the 2021-2022 African American Achievement Plan. Certainly, the retention rate of African American teachers throughout this year should be considered a success, and we look to build upon this in 21-22. Additionally, while the results are not yet available, the number of African American students who completed Algebra by both 8<sup>th</sup> and 9<sup>th</sup> grade is expected to increase this year, and through improved instruction we expect to increase again next year.



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### **African American Achievement Plan 2020 -2021**

### **Assurances of Implementation of Action Steps**



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These assurances have been reviewed and verified on: 5/28/2021 \_\_\_\_\_KJB\_\_\_\_\_ (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?)

Areas of progress have been related to the Master Schedule Resource Guide and ongoing work with the middle and high school leadership teams around scheduling and enrollment. Additional areas of progress have been related to acceleration through dual enrollment in secondary schools. SDIRC became a pilot district with IRSC in reviewing the course enrollment thresholds. This work has provided more students with additional advanced/accelerated opportunities. The 8-period block schedule is an area of progress and an area of growth. It is a shift in thinking and will provide students more opportunities for acceleration, for course recovery, and for support and differentiation. It also allows for more time for support for the students taking advanced coursework.

The area of African American History is also an area of progress and of growth. SDIRC created a matrix and trained school leaders on where required instruction can be found in the current curriculum components, including African American History. The district has also started the process of working with a leading expert to develop SDIRC African American History modules that will include stakeholder input, professional development, and curriculum alignment.

Next steps include:

Scheduled master schedule reviews

2021-2022 African American History Plan to work towards Exemplary Status

Continued data analysis of enrollment and success rates



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#### **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?)

During Fourth Quarter, Universal Design for Learning (UDL) continued to be a focus for the Literacy and Math Instructional Coaches. UDL will be shared with principals and assistant principals, as well as coaches and teacher leaders at Reignite 2021. The intent is for classroom teachers to gain an understanding of how to teach so all students are successful and have access to the instructional content. FDLRS will support the work at SDRIC through professional learning and monitoring of implementation.

Opportunities for growth include school-based professional learning on culturally responsive teaching practices. Pelican Island Elementary conducted a year-long study with teachers implementing strategies as observed in the impact walk throughs. SDIRC will continue to support schools as they focus on this work.

United Through Equity: Courageous Conversations included instructional practices to meet the needs of all students, student behavior and school culture. All school-based administrators and 20 district leaders completed the work. This builds the mindset for culturally responsive teaching, and survey feedback was 98% viewed the training as relevant to their position.



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These assurances have been reviewed and verified on: 5/26/2021 \_\_\_\_\_CGE\_\_\_ (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 will continue to work with school campuses that have a low enrollment of students eligible for gifted services to ensure advanced coursework is being offered to our students. Schools have expanded offerings during intervention time to ensure they are getting enrichment experiences each day, built into their schedule. The opportunity for growth is to encourage our school sites to have this structure in place at the beginning of next school year based on data-driven decisions.



## SDIRC Quarterly Action Step Updates – Curriculum & Instruction

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



**Last Date of Review:** Click or tap to enter a date.

**Action Steps:** 1.1, 1.3, 1.7, 1.21, 1.24, 1.26, 1.31, 1.32, 1.34, 2.1, 2.14

#### Action Steps 1.1, 2.1 & 2.14

Date(s) of professional development (PD) held on culturally responsive instructional practices (including PD provided to principals)	<p>United Through Equity: School-based Administrators &amp; District Leaders April 7, 2021; May 10, 2021</p> <p>Universal Design for Learning: Instructional Coaches April 16, 2021</p> <p>Culturally Responsive Teaching- Pelican Island Elementary April 7 2021; April 14, 2021; April 21, 2021; April 28, 2021</p> <p>Culturally Responsive Teaching Practices: Multi-cultural Coordinators April 21, 2021</p>
Summary of progress related to PD provided, results of participant's PD surveys, and quarterly equitable classroom practices observations	<p>Professional Development included Universal Design for Learning from January to April, meeting monthly with FDLRS. This work is planned for Reignite 2021 and will be supported throughout the year with professional learning through instructional coaches and school leaders. Surveys from 35 instructional coaches showed participants gained an understanding of UDL. Implementation has started to occur as evidenced by the collaborative planning occurring at the school sites.</p>

#### Action Step 1.3

Date(s) of district training for administrators and staff related to the curriculum matrix	<p>5/2/21</p> <p>Planning/PD dates:</p> <p>Elementary Math:</p> <p>5/24    6/14    6/15    6/16</p> <p>Secondary Math:</p> <p>6/14    6/15    6/16</p> <p>Elementary ELA:</p> <p>5/24</p> <p>Secondary ELA:</p> <p>5/26    5/27    *4 additional hours the Week of June 7th</p> <p>Elementary Science:</p> <p>6/4    *4 additional hours the Week of June 7th</p> <p>Middle School Science:</p> <p>6/4 (low number of teacher participants due to teaching Summer School - so 6 additional hours after 2:00pm the Week of June 17th was added)</p> <p>High School Science:</p> <p>6/4</p> <p>Civics:</p> <p>4/21</p>
Types of support provided to schools for instructional planning & the curriculum matrix and summary of quarterly classroom walkthroughs ensuring integration of the curriculum matrix into classroom instruction	<p>Met with Dr. Coggins from Stetson University and a member of the State African American Task Force to develop an SDIRC action plan for African American History.</p> <p>PD planned with ELA and Math coaches, along with science and social studies teachers to revise the required curriculum matrix for the 2021-2022 school year.</p> <p>PD planned to develop "year at a glance (YAG)" and "weeks at a glance (WAGS)" curriculum maps that also contain the required instruction matrix as part of the support documents.</p>

**Action Step 1.24**

<p>Summary of criteria changes made to increase enrollment in advanced and accelerated courses</p>	<p>Schedules were adjusted at the semester and accounted for in the 3<sup>rd</sup> quarter update.</p> <p>Meetings with high school leadership teams, district office, and IRSC resulted in:</p> <ul style="list-style-type: none"> <li>• increased dual enrollment offerings on campus</li> <li>• revised criteria resulting in more students being eligible to participate in dual enrollment</li> <li>• increased pipeline/academy opportunities (criminal justice)</li> <li>• improve acceleration using the SLS dual enrollment course starting in the 9<sup>th</sup> grade for the 2021-2022 school year. Both high schools are developing an acceleration plan for the 2021-2022 school year.</li> </ul> <p>Meetings with school leadership teams to share math and science pipeline information.</p> <p>Working with school leadership teams and counselors to revise the master schedule resource guide to provide students more opportunities for advanced courses.</p> <p>SRHS adding additional advance math and science classes.</p> <p>VBHS adding STEAM-HIS to focus on providing students with supports while scheduling them for advanced and accelerated courses.</p> <p>Additional meetings scheduled throughout the summer with school leadership teams and counselors to review progress on master scheduling and to support advanced and accelerated course enrollment.</p> <p>Ongoing meeting dates with high school counselors</p> <ul style="list-style-type: none"> <li>• 12/9/21</li> <li>• 2/26/21</li> <li>• 4/8/21</li> </ul> <p>5/26/21</p>
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**Action Step 1.26**

<p>Description of new opportunities for enrichment</p>	<p>New summer math camp planned for students going into 6<sup>th</sup> -9<sup>th</sup> grades with a focus on math, including pre-algebra and algebra. Summer camp pathways to include half day session with Crossover Mission or Techventure Steam camp to encourage participation and enrollment. Approximately 176 students going into grades 6<sup>th</sup> – 9<sup>th</sup> are currently registered.</p> <p>Students enrolled by incoming grade level:</p> <p>6<sup>th</sup> grade = 63  7<sup>th</sup> grade = 47  8<sup>th</sup> grade= 35  9<sup>th</sup> grade = 31</p>
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\*Attach number of students participating and example of materials provided

**Action Step 1.31**

Summary of monitoring procedures & supports provided in advanced classes to ensure student success	<p>Review of course grades for Q3.</p> <p>Met with school leadership teams to brainstorm systems of support.</p> <p>Created action steps to support students in need.</p> <p>Added tutoring/after school support to include transportation.</p> <p>ELA and Math coaches created small group support sessions around academics based on needs.</p> <p>Monitoring grades and progress for students in virtual model due to emergency order.</p> <p>Met with teachers and counselors on a weekly call to problem solve and facilitate support.</p> <p>Conducted a schedule clean up to make sure that all students who were moving between the educational models were accounted for accurately in Edgenuity.</p> <p>Created new classes on a quarterly basis so students who were moving between the models of instruction were on pace with the students in the classroom and to create a seamless transition.</p> <p>Worked with IT to create programming to cross reference and ensure that all students were scheduled appropriately and created a priority list of students based on grades and progress.</p> <p>Met with counselors and admin teams to train on how to use the new PBi reports.</p> <p>HS Counselor meeting – 2/24/21</p> <p>Counselor meeting – 3/4/21</p> <p>Counselor meeting – 3/16/21</p> <p>HS Counselor meeting 4/6/21</p> <p>MS Counselor meeting 4/6/21</p>
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**Action Step 1.32**

Dates of Master Schedules Reviews	<p>Schedules were reviewed and set for the 1<sup>st</sup> semester and 2<sup>nd</sup> semester.</p> <p>Additional supports: Reviewed instructional models throughout the 4<sup>th</sup> quarter to monitor and support. Adjusted students schedules as requested. Held weekly and monthly support calls with virtual teachers, school admin, and school counselors.</p> <p>Revising the current master schedule resource guide for the 2021-2022 school year. District review meetings are scheduled for June 2 – June 11. An additional review is being planning for July 26 – August 6.</p>
Evidence of district review and approval	

**Action Step 1.34**

Dates of Summer Professional Development for Teachers	HERO Helping Educators Realize Opportunities- Teacher Leadership Development Course June 14, 15, 16
Summary of training including the use of culturally responsive strategies and advanced course content	To be provided after training development course above.

**Action Step 4.17**

<p>List of African American Educators who are a part of our leadership development program</p>	<p><b>Principal Leadership Academy</b> Eddie Robinson Chris Cummings</p> <p><b>iLEAD Innovative Leaders Empowered to Achieve and Develop</b> Takeisha Harris Tosha Jones Aretha Vernette</p> <p><b>New Assistant Principal Academy</b> Tisa Blidgen Rahshard Morgan</p> <p><b>Aspiring Principal Leadership Academy</b> Felice Heppern</p> <p><b>Assistant Principal Academy: Communities of Practice</b> Denny Hart Latonya Ross</p> <p><b>Aspiring Assistant Principal Leadership Academy</b> Kenneth Brown Anitra Cummings Eathel Hart Shana Nathanial Ataaba Patterson</p>
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## Action Step 1.26- Enrichment experiences

### Dodgertown Elementary

Enrichment	Grade Level	African American	White	Multi-Racial	Hispanic	Other	Resources
<b>RtI Enrichment</b>		5	2		5		
<b>Walk-to-Intervention</b>	1st	14	10	1	5	1	Book Study: Junie B. Jones, Chapter Books
	2nd	7	9		3	1	Book Study: Magic Tree House
	3rd	14	8				Book Study: The Homework Machine, A Chocolate Touch
	4th	8	5	1	7		Book Study: Hidden Figures, Because of Winn Dixie
	5th	15		1	5		Science Enrichment, Unit Assessment Item Analysis & Review, Legends of Learning
<b>Gifted Enrichment</b>		1	3		3		Beth Liebreman, Gifted Studies

### Fellsmere Elementary

Enrichment	Total	African American	White	Hipanic	Other	Materials
Science/ELA Camp Saturdays	17	2	1	15	0	Extension of district science program with ELA informative text
Enrichment w Lit Coach	11	0	2	9	0	I-Ready, paired passages
Tier 2/3 Enrichment K	38	2	4	32	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 1	47	1	1	45	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 2	31	0	3	28	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 3	31	1	2	28	0	Wonders extension activities to enrich ELA from weekly instruction
Tier 2/3 Enrichment 4	32	0	3	14	0	Wonders extension activities to enrich ELA from weekly instruction

Tier 2/3 Enrichment 5	28	2	3	22	1	Wonders extension activities to enrich ELA from weekly instruction
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#### Pelican Island Elementary

Enrichment Experience	Grade Level(s)	African American	White	Multi-Racial	Hispanic	Other	RESOURCES USED:
Enrichment for Rtl	K-5	24	64	5	15	3	Project Learning Tree, Wonders Writing Resources
Saturday Science Camp	5	3	7	1	1		Discovery Education, Project Learning Tree, Legends of Learning

#### Vero Beach Elementary

Enrichment Experience	Grade Level(s)	African American	White	Multi-Racial	Hispanic	Other	RESOURCES USED:
RTI Enrichment	K	32% 6/19	42% 8/19	5% 1/19	16% 3/19	5% 1/19	K-1: Geodes / Text Talk
RTI Enrichment	1	29% 4/14	57% 8/14	-	14% 2/14	-	K-1 Geodes / Text Talk
RTI Enrichment	2	29% 7/24	50% 12/24	0	21% 5/24		Project Based Learning from the Buck Institute Model.

RTI Enrichment	3	13% 4/31	61% 19/31	7% 2/31	19% 6/31		Project Based Learning from the Buck Institute Model
RTI Enrichment	4	20% 3/15	60% 9/15	7% 1/15	13% 2/15		Project Based Learning from the Buck Institute Model
RTI Enrichment	5	31% 10/32	38% 12/32	3% 1/32	28% 9/32		Project Based Learning from the Buck Institute Model

# AYD

## Academic Youth Development



### Reshape Students' Academic Identities. Enhance Academic Engagement. Transform Student Achievement.



*"AYD was the catalyst to a district-wide conversation about changing classroom practice to reflect a growth mindset. It was the voices of our AYD students—and their success in algebra and other classes—that helped convince us that we needed to begin to influence beliefs and practices throughout the district."*

*—Kate Jamentz, Ed.D., Academic Deputy Superintendent, Fremont Union High School District*

As states implement more rigorous academic standards, district and school leaders nationwide grapple with difficult decisions about how to invest diminishing budgets to increase the number and diversity of students who succeed in mathematics and science and who graduate college and career ready.

Emerging research shows that even modest interventions in student belief systems and learning environments can have a powerful and positive effect on student motivation and success. Equally important, these interventions help create productive relationships with peers and teachers that encourage student participation, productive persistence, and mutual accountability in the classroom.

Academic Youth Development—created by Agile Mind in collaboration with the Charles A. Dana Center at the University of Texas at Austin and with leading psychologists—translates the latest psychological and learning sciences research on student motivation, engagement, and learning into practical strategies and tools that can be enacted by teachers and students every day, in every classroom. AYD changes how students understand intelligence and their own ability to achieve. AYD also drives a cultural change in the classroom by instilling in students a willingness to share their ideas and to engage productively with their teacher and with other students.

**Agile Mind** is committed to enhancing both equity and high achievement in mathematics and science in our nation's middle and high schools. Founded in 2002, the company works in collaboration with leading educators to develop comprehensive programs, tools, and services that enable educators and education systems to support rigorous instructional experiences for all students. In addition to Academic Youth Development, Agile Mind offers comprehensive programs—encompassing, under one umbrella, job-embedded professional development, curricula, formative assessment, and data analytics and reporting—for middle school mathematics through AP Calculus and Statistics, as well as high school Biology.

### Students change.

AYD helps teachers and students understand that intelligence isn't a fixed quality—being smart is about how you think and what you do, not about who you are. Students learn how their brains change as they learn and how effective effort, productive persistence, skills of collaboration, and motivation can change their academic success. Students also learn how to manage their own engagement in schoolwork, thus taking responsibility for their own learning.

### Teachers change.

AYD transforms the way teachers approach their students and their practice. Through professional development, teachers are equipped with new knowledge and new teaching strategies, as well as with comprehensive tools for successfully enacting the curriculum and supporting the potential success of all students. Participating teachers credit the program for significant growth in their satisfaction and in their growth as professional educators.

### Classrooms change.

AYD goes beyond individual students and transforms classroom engagement. It creates student leaders with skills and information to share with their peers, thus improving the learning culture—and outcomes. The program gives students and teachers an explicit set of tools and strategies for applying new ideas in daily learning. In addition to providing social and cognitive learning curricula, AYD builds critical thinking skills with learning activities that center on logical reasoning and problem solving in mathematics and across the curriculum.

### Results change.

Independent evaluations of AYD have documented significant achievement gains in middle and high school mathematics, with particularly strong gains among low-income and minority students. In Cupertino, CA, fewer than 10 percent of AYD students repeated Algebra I, compared with 24 percent of non-AYD students. Similarly, in Evanston, IL, AYD students achieved a 12-point increase on the state assessment, and fully 85 percent met the district's growth target, while non-AYD students recorded just a 6-point increase on the assessment.

# The AYD Family of Programs for Educators and Their Students

The programs in Agile Mind's AYD family share common foundations in the latest research on student motivation, engagement, and learning, and each program is designed to increase the number and diversity of students who succeed in STEM courses and in high school. The AYD programs stimulate interest in learning through interactive animations of key concepts, rich instructional materials, and problem-solving scenarios that create novel opportunities to apply new learning. With these common foundations and outcomes, the resources, structures, and design of each program is tailored to meet the specific needs of its intended audience.

## Summer-Start AYD

Summer-Start AYD, for students and teachers who are preparing for Algebra I in the fall, prepares students to excel in high school, constructing a positive learning environment for themselves and their peers. Beginning in a relaxed rather than high-stakes setting, Summer-Start AYD introduces key ideas and strategies from the psychology of learning that students can use to explore and practice problem-solving activities and engage in challenging work known to be associated with success in algebra and higher-level mathematics. Program activities directly align with the standards for college readiness, and the knowledge and skills students gain in the summer session are reinforced, strengthened, and shared with peers during the academic year.

*[65 curriculum hours for students, 60 hours of blended professional development for teachers]*

## School-Year AYD

School-Year AYD, for students in grades 8-10 and their teachers, is taught during advisory, homeroom, and after-school programs. With rich facilitative protocols for teachers to use, the curriculum, enriched with interactive simulations and problems, teaches students strategies to manage their learning and to persist in the face of challenging schoolwork. Students are guided through problem-solving activities and small-group discussions that teach them key concepts from the psychology of learning and help them build trust, teamwork, and collective responsibility for learning. As a result, students become more knowledgeable, effective, and reflective about their learning.

*[65 curriculum hours for students, 60 hours of blended professional development for teachers]*

## Educator's Course in AYD

An Educator's Course in Academic Youth Development, for faculty teams in schools and districts interested in learning about the powerful emerging research and strategies, includes a one-day face-to-face seminar focused on what key research reveals about how adults can shape student learning and achievement, and independent study of the research coupled with participation in a facilitated online learning community.

*[Educators earn 15 hours of CPE credit through The University of Texas at Austin]*

## AYD outcomes:

### Schools can expect:

- Significant achievement gains in middle and high school mathematics courses, with particularly strong gains among low-income and minority students

### Students report changes in attitudes, beliefs, and behaviors:

- Higher self-confidence and greater feeling of support from peers and teachers
- Greater motivation and persistence in the face of frustration with challenges
- Increased use of learning strategies that benefit achievement, such as the purposeful selection of approaches to problem solving
- Understanding that with effort, they can increase their intelligence and capacity for academic achievement

### Teachers can expect:

- Students taking more responsibility for creating and sustaining positive, productive learning environments
- Better student-to-student communication that enables students to talk through ideas and solve problems together
- Higher levels of student engagement—especially among those who were previously disengaged in school

**Agile educators. Agile learners. Agile tools to support high achievement.**





# School District of Indian River County

Don't Miss this Exciting 5<sup>th</sup> Grade Opportunity – Get a jump on middle school!!

The School District of Indian River County is excited to extend an invitation to Mathletes with Tech Ventures or Mathletes with Crossover Mission, 2021. This summer experience will give students an opportunity to build critical thinking skills with activities that center on logical reasoning and problem-solving in Math, Pre-algebra and Algebra. **Breakfast, lunch, and transportation are provided. Space is limited.**

Who: Incoming 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade students

Dates: June 7 – June 25, 2021; Student Hours: 9:00AM – 2:00PM

Where: Storm Grove Middle School

Why: To support and improve math skills and enrich academics through STEM activities including Robotics OR mentorship and athletics with Crossover Mission.

## Mathletes Camp Registration:

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

Student ID: \_\_\_\_\_ Current School \_\_\_\_\_ Incoming \_\_\_\_\_ 6<sup>th</sup> \_\_\_\_\_ 7<sup>th</sup> \_\_\_\_\_ 8<sup>th</sup> \_\_\_\_\_ 9<sup>th</sup> Grade

**Choose One ----- Select your program of choice by placing a check mark in the box to the right of the program:**

**Mathletes with Tech Ventures**

**OR**

**Mathletes with Crossover Mission**

## Parent/Guardian 1:

\_\_\_\_\_

Name

\_\_\_\_\_

Place of Employment

( )

Work Phone

## Parent/Guardian 2:

\_\_\_\_\_

Name

\_\_\_\_\_

Place of Employment

( )

Work Phone

Doctor's Name: \_\_\_\_\_

Phone: ( ) \_\_\_\_\_

Medical Problems: ☐ No ☐ Yes, Explain

Taking Medication: ☐ No ☐ Yes, Explain

List of Allergies (include food):

## Emergency Contacts/Persons permitted to pick up child from school:

\_\_\_\_\_

Emergency Name 1

( )

Phone

\_\_\_\_\_

Emergency Name 2

( )

Phone

## TRANSPORTATION:

**Arrival** (morning):

☐ Walk/Bike

☐ Car

☐ Bus – please complete attached form

**Departure** (afternoon):

☐ Walk/Bike

☐ Car

☐ Bus – please complete attached form

**Afternoon address:** \_\_\_\_\_



# School District of Indian River County

## Bus Form

### Mathletes with Tech Ventures or Crossover Mission

Birthdate \_\_\_\_/\_\_\_\_/\_\_\_\_ Student ID# \_\_\_\_\_ Incoming Grade \_\_\_\_6<sup>th</sup>\_\_\_\_7<sup>th</sup>\_\_\_\_8<sup>th</sup>\_\_\_\_9<sup>th</sup>

\_\_\_\_\_  
Current School \_\_\_\_\_

Last Name First Name Middle Initial Summer Program Site \_\_SGMS\_\_

\_\_\_\_\_  
( ) \_\_\_\_-\_\_\_\_

Home Address Home telephone #

\_\_\_\_\_  
( ) \_\_\_\_-\_\_\_\_ ( ) \_\_\_\_-\_\_\_\_

Parent/Guardian Signature Cell Phone # Work telephone # Emergency phone #

\_\_\_\_\_  
( ) \_\_\_\_-\_\_\_\_ ( ) \_\_\_\_-\_\_\_\_ ( ) \_\_\_\_-\_\_\_\_

Emergency Contact \_\_\_\_\_ Cell Phone #( ) \_\_\_\_\_

Morning Bus Pick-Up location: (ex. Home, Friends, Grandparents, Boys & Girls Club, etc.)

Afternoon Bus Drop-Off location: (ex. Home, Friends, Grandparents, Boys & Girls Club, etc.)

**OR**

### Distrito Escolar del Condado de Indian River

Fecha de nacimiento \_\_\_\_/\_\_\_\_/\_\_\_\_ No. de ID del Estudiante \_\_\_\_\_ Grado \_\_\_\_6<sup>th</sup>\_\_\_\_7<sup>th</sup>\_\_\_\_8<sup>th</sup>\_\_\_\_9<sup>th</sup>

Apellido Nombre

Programa de verano que le corresponde

Dirección de la casa

( ) \_\_\_\_-\_\_\_\_

Teléfono de la Casa

\_\_\_\_\_  
padre/madre o guardián ( ) \_\_\_\_-\_\_\_\_ ( ) \_\_\_\_-\_\_\_\_ Firma del  
Teléfono Celular Teléfono del Trabajo

\_\_\_\_\_  
( ) \_\_\_\_-\_\_\_\_ ( ) \_\_\_\_-\_\_\_\_

Nombre de contacto en caso de emergencia y Teléfono de contacto

Dirección de recojer Por La Mañana: (ex. Home, Friends, Grandparents, Boys & Girls Club, etc.)

Dirección para Rejar Por La Tarde: (ex. Home, Friends, Grandparents, Boys & Girls Club, etc.)



Summer Just  
Got Hottier!

# CAMPSTEAM

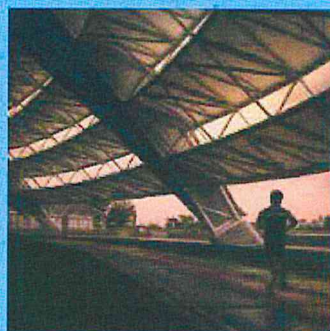


Connect abstract math concepts with real world problems.

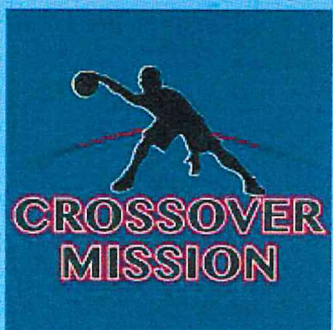
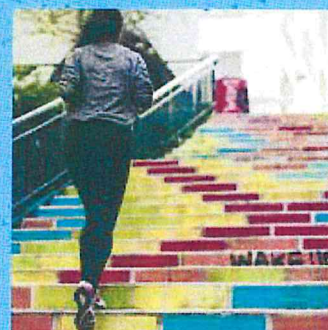


Math connections won't be a mystery in forensic science investigations!

Participate in rich problem-solving activities & real-world connections.



There will be nothing "average" about your rate of change this summer!

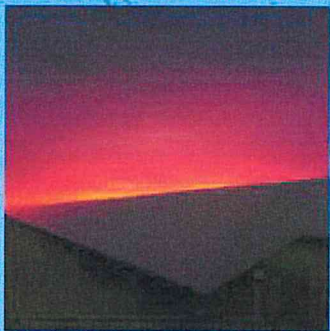


Train to bring your "A game" on and off the court!

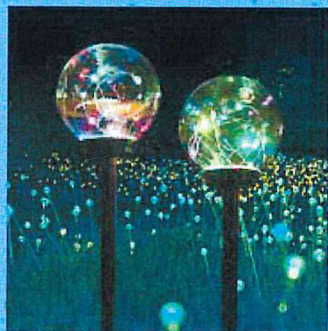


SDIRC & Crossover have teamed up to take you to the next level.

The Summer Glow Up Design Challenge is your time to shine!



Creating your digital portfolio & improving solar energy is gonna be lit!



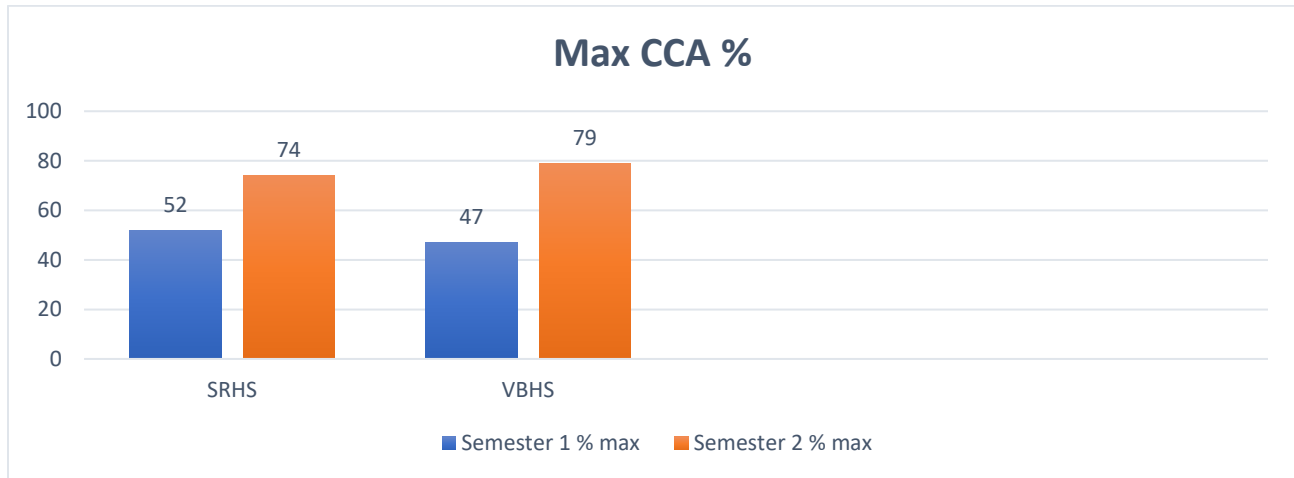




# Office of Curriculum & Instruction

## Department of Academic Success

### High School Acceleration



School	Date	Notes	Max Accel Pts to date (PBi)
District	11/18/2020	Met with Dr. Moore to review acceleration points using PBi app and develop a plan to support schools.	
SRHS	11/20/2020	Met with leadership team and lead school counselor to review the new PBi data on acceleration. Discussed a plan to improve acceleration points for HS seniors. Second semester SLS – two second semester mini courses paired with a free period.	52%
	12/8/2020	Follow up with school counselors regarding scheduling for acceleration points	
	2/10/2021	Met to review the plan for acceleration for juniors and scheduling for 2021-2022 school year. School counselors. Support planning	74%
	2/26/2021	Master Schedule brainstorming discussion for next year.	74%
	3/30/21		
	4/5/21	IRSC meeting to plan for DE for the 2021-22 sy	
	4/6/21	Edgenuity review – Instructional model 2 - virtual	
	4/8/21	HS lead counselor meeting	
	4/22/21	HS math progression/MS math progression	
		IB coordinator -- SRHS adding additional advance math (IB Calc) and science (IB Chem) classes.	
	5/26/21	SRHS unable to attend. Follow up with separate meeting	



# Office of Curriculum & Instruction

## Department of Academic Success

VBHS	11/19/2020	Met with Mr. O'Keefe to review the new PBi data on acceleration. Discussed a plan to improve acceleration points for HS seniors. Second semester SLS – two second semester mini courses paired with a free period. Discussed the school based SLS teacher and the qualifications necessary to teach the course on campus. Also met with lead school counselor to review the possibilities with scheduling and the PBi app	47%
	12/8/2020	Follow up with school counselors regarding scheduling for acceleration points	80%
	2/23/2021	Impact Review – discussed acceleration points with dept chairs and school counselor and scheduling.	
	3/16/2021	Met with Mr. O'Keefe, Dr. Erikson to discuss master schedule possibilities for the 2021-2022 school year and brainstorm ideas around acceleration starting in 9 <sup>th</sup> grade.	79%
	3/16/21		
	3/30/21		
	4/6/21	Edgenuity review – Instructional model 2 – virtual	
	4/8/21	HS Lead counselor meeting	
	4/13/21	(VBHS – DE)	
	4/22/21	– HS math progression/MS math progression	
	5/19/21	STEAM – HIS -- VBHS adding STEAM-HIS to focus on providing students with supports while scheduling them for advanced and accelerated courses.	
	5/26/21	Reviewed HS master schedule/SPP/course pathways/DE updates	
	6/1/21	Math progression meeting with SLT	