



## 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: 5/24/2021 \_\_\_\_\_ 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?)

There are no significant changes from the quarter three submission to quarter 4 submission.

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 have completed our book study with all teachers 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. Data will be shared again once the quarter 4 grades and recognitions are completed.

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:** 5/24/2021

**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	Students remained from Q3 to Q4 as we wrap up the year and begin looking at promotion review. 9/22, 11/13, 1/4, 1/15, week of 3/8, promotion review meetings held week of May 6 <sup>th</sup>					
	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 will review at final grade chair meeting on 5/24/21
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)	<p>This will be re-evaluated and updated as we begin to plan for next school year's SIP. Once all state data is received, we will analyze the impact to student performance based on our efforts put in place this current school year.</p> <p>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.</p> <p>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.</p>

**Action Step 1.25**

Date(s) of Monitoring of Gifted Screenings	9/18, 10/10, 11/12, 1/15, 3/16, 5/25
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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	<p>PBIS team meets monthly 9/24, 10/15, 11/19, 12/17, 1/21, 2/18, 3/18, 4/15, 5/21</p> <p>Multicultural Committee Meetings 9/30, 10/28, 11/18, 12/16, 1/27, 2/24, 3/31, 4/28, 5/26</p>
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<p>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.</p> <p>PBIS/discipline committee meets monthly to evaluate discipline data, hear any teacher concerns and share strategies.</p> <p>Tier 2 and 3 behavior interventions are monitored quarterly and annually by district behavior interventionist.</p> <p>Teachers are sharing ideas of how to be culturally responsive and how to make sure all of their students feel represented within their classrooms.</p>

	<p>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. Doing fidelity checks with these two groups to ensure tier 1 Sanford Harmony is being implemented.</p>
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**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, 5/17
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)            iReady BQ review 3/31</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. Evaluated third iReady diagnostic data in April for grades 4 and 5, added extra supports as needed. Implemented 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**

	Third		Fourth		Fifth	
	#	%	#	%	#	%
Regression of African American Students in English Language Arts (comparing baseline unit assessment (UA) to Most Recent UA)	3 of 15	20%	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:** Click or tap to enter a date.

**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, 3/5
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>No changes in this data since our last submission. These programs continued with the same students through the end of April. No new programs in May.</p> <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 (including Extended Day Program & Moonshot)

**Action Step 1.11**

Date of Student Committee Meeting	4/6/21
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	A culminating meeting of the Superintendent's Student Advisory Council was held in April 2021 to share with students how the feedback that they had provided throughout the year on various topics (e.g., college planning, equitable access to activities) had been used or is planned on being used to make improvements in the school experiences of students. The Superintendent's Cabinet members were present at the session not only to share the work of their individual offices in this regard, but also to respond to questions students had. Also, during this session, students participating on this year's council were recognized for their contributions to this body of work.

**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. Athletic awards are end of the year presidential fitness test awards.				
	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 (Still have some additional end of year awards that will be added at the close of this school year.)	2037	408	498	88	99
Total Percentage Breakdown of Participants by Race/Ethnicity (percentage out of total awards given through March 18 <sup>th</sup> , 2021)	65%	13%	16%	3%	3%

**Action Step 2.5**

Timeframe of Reported Out-of-School Suspensions	Quarter 4 (had 1 out of school suspension)
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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	1 staff member is still working on completing certification exams.

\*\* Attach evidence of a parent work or extended learning activity for students (including Extended Day Program & Moonshot) (Previously Attached Science Camp invite, STEAM at home kits info for parent engagement, Moonshot Academy invite, Coding Club invite, parent newsletter where extracurricular and extended learning opportunities are shared with parents monthly.) Current Attachments show continued summer opportunities.

**2021 Summer Fun with Reflex!**

Dear Parents/Guardians,

Help your child avoid the “summer slide” and encourage them to use their Reflex account this summer! Reflex is an online, game-based program that helps students build fast and effortless recall of math facts. Research has shown that quick recall of math facts is critical for future success in mathematics.

- Students are encouraged to login to **Reflex** math through their student portal at least **3 times** a week and strive for the “**green light**” each time. **Use the following sheet to track the days they earn a green light.**
- Your child can utilize the **Reflex** math program from any device with internet access throughout the summer.
- **Reflex** helps students of all ability levels to develop fluency with their basic facts in addition, subtraction, multiplication and division.
- **Reflex** continuously monitors your child’s performance to create an optimal experience for them.
- Parents can easily monitor their child’s progress by creating a **Free Reflex Parent Account**. Use the instructions on the right to Create your Parent Account.

**Create a Free Parent Account**

To set up an account, you will need your child’s Reflex login information: (teacher’s Reflex Username, the name of the Reflex Class, and your child’s Reflex Password).

1. Go to [reflexmath.com/parent](https://reflexmath.com/parent).
2. Follow The onscreen instructions to create your free account.
3. Go to [Parent Login](#).
4. Once you are logged in, follow the instructions to add your child.
5. Once registered, launch the parent account at [Parent Login](#) and log into your new account. Enter your Username (your email address) and Password and click Login.

**\*Students that use Reflex throughout the Summer will be automatically enrolled in the Principal Challenge.**



**Reflex Math Fluency Green Light Summer Challenge**

Your goal is to get **THREE** green lights every week! When you get a green light, color or mark in the circle for that date.

June 2021						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	June 1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	July 1	2	3
July 2021						
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1



# Summer 2021 - Moonshot Academy Parental Commitment and Consent Form

Authorization and Acknowledgment:

\* Required

Student Name: \*

Your answer \_\_\_\_\_

**ATTENDANCE:** I accept the invitation to enroll my child in Moonshot Academy Summer 2021. I understand that attendance is critical to helping my child succeed academically. I will ensure that my child will attend the program consistently between 8:30am-1pm from June 7 - July 2, 2021. \*

Yes, I commit that my child will attend each day between 8:30 am-1 pm from June 7 - July 2, 2021 to ensure the positive impact of the program.

**TRANSPORTATION:** Please select all that apply from the following options. \*\*\*If your needs change, you must let us know before the transportation request deadline - April 30.\*\*\* \*

My child will need bus transportation to and from (drop off for breakfast between 8-8:30 am, leave school at 1 pm).

I will drop off and pick up my child.

My child will need transportation from Moonshot Academy (at Citrus) to the Extended Day Program at Rosewood Magnet. (if space available - separate registration is required)

**Summer parent STEAM kit:**

**Edible "Gak"**

**Goal:** The student will understand the properties of matter.

**Problem:** Students will identify properties of matter: mass, volume, density, size, shape, color, smell, texture, movement (flow). Students will attempt to manipulate the properties of matter for desired outcomes.

**Materials:**

- 1/8 cup salt
- 1/2 cup flour
- 1/4 cup water
- Plastic bag
- Mixing bowl
- Food coloring (tab)



**Procedures:**

1. Mix 1/4 cup of water and 1 food coloring tab (provided in kit) and set aside. (Tab will take a minute or two to dissolve)
2. Mix 1/8 cup salt and 1/2 cup flour together in mixing bowl.
3. Add the 1/4 cup of water (the water you put food coloring into) to the flour and salt.
4. Describe the properties that the "Gak" has as you stir it.
5. Describe the properties that the "Gak" has in the bowl.
6. Pour into the plastic bag.
7. Describe the properties that the "Gak" has in the plastic bag.
8. Pour into your hands.
9. Describe the flow of the "Gak" in each location: bowl, bag, hand.

**Data:**

	Properties of "Gak"
While stirring	
In the bowl	
In your hands	
In the bag	

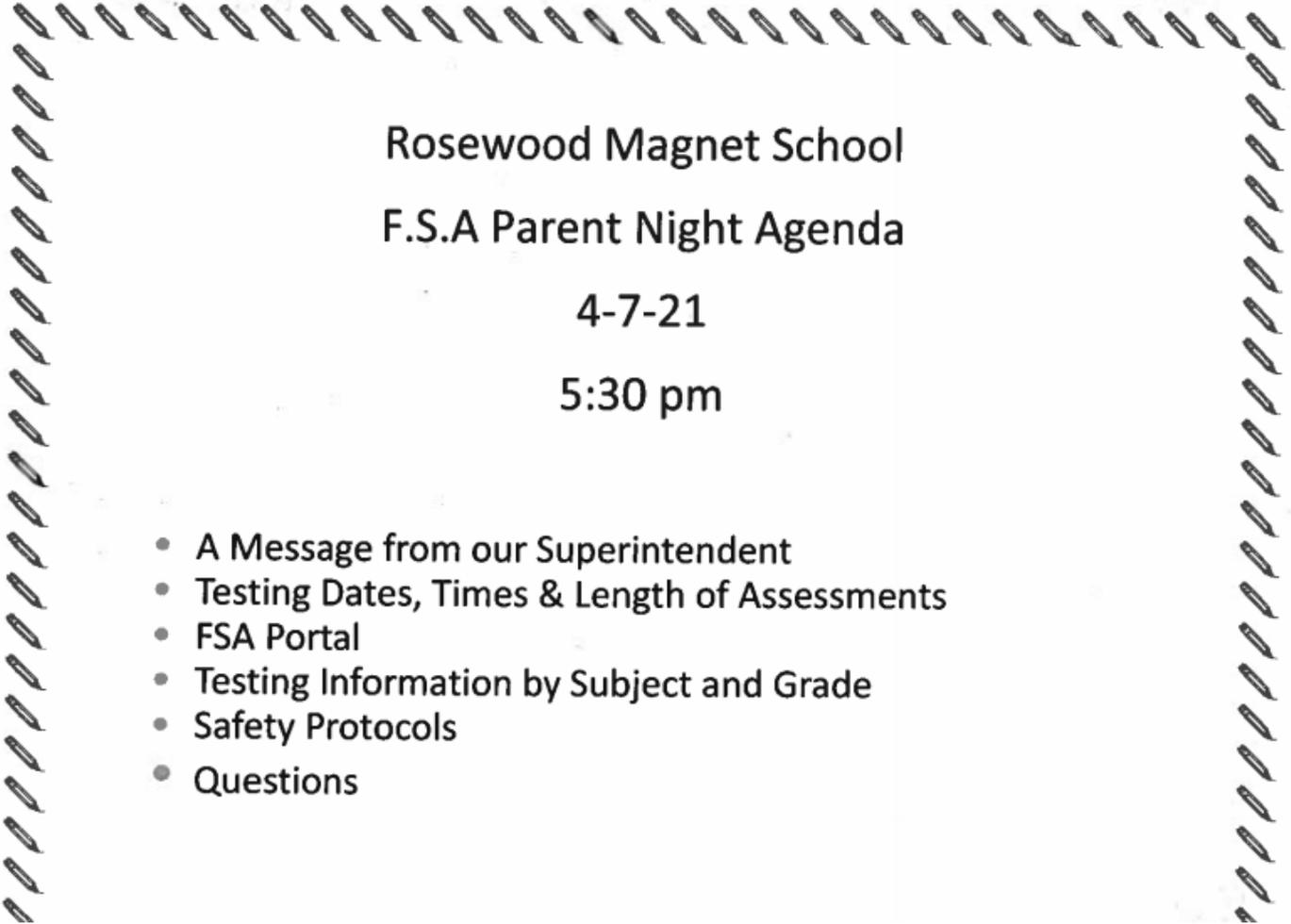
**Questions:**

- What are some different properties of matter?
- What properties do a liquid and solid share?
- What properties do a solid and gas share?
- Is this "Gak" a liquid, solid or gas?
- Why?
- What evidence do you have to support your answer?

**Challenge:**

- Can you create a "Gak" mixture which has a measurable "flow"? Can you make it "flow" freely from your hand to the bowl at a distance of 5 inches, in exactly 5 seconds?
- Can you create a "Gak" mixture that will bounce? Can you make it bounce exactly 8 inches off of the table?

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Rosewood Magnet School

F.S.A Parent Night Agenda

4-7-21

5:30 pm

- A Message from our Superintendent
- Testing Dates, Times & Length of Assessments
- FSA Portal
- Testing Information by Subject and Grade
- Safety Protocols
- Questions