



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/11/2020

School/Department: Osceola Magnet

**Action Step
(number and
description):** 1.1 Provide professional development to administrators, instructional staff, and teachers related to culturally responsive instructional practices and strategies for working with African American male and female students.

**Evidence of Progress
Monitoring
(Please include
narrative/description
of the action taken.
Where applicable,
please include all
measurable data.)** Teachers will participate in a PD that is aimed to:
Develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences. They will learn to connect their culturally- and community-based knowledge to the classroom learning experiences.

**Results of Action
Taken:** Students shared artifacts from home that reflect their culture
Students wrote about traditions shared by their families
Students researched different aspects of their culture and shared

Reflection: The PD went very well and resulted in a Vertical Plan being developed for Unity week. In addition, the students generated artifacts that were displayed outside of their classrooms on bulletin boards. District staff will be coming out to video tape and share the artifacts next week.

Osceola Magnet Elementary

AUGUST 18TH

UNITY WEEK PLANNING / CULTURAL TRAINING

Teachers will develop a learning environment that is relevant to and reflective of their students' social, cultural, and linguistic experiences. They will learn to connect their culturally- and community-based knowledge to the classroom learning experiences.

Teachers will learn to use the students' home cultural experiences as a foundation upon which to develop knowledge and skills.

Learn about students' cultures (Tied into Unity Week)

- Have students share artifacts from home that reflect their culture
- Have students write about traditions shared by their families
- Have students research different aspects of their culture

Vary teaching approaches to accommodate diverse learning styles and language proficiency

- Initiate cooperative learning groups

Vary teaching strategies

- Use cooperative learning especially for material new to the students
- Assign independent work after students are familiar with concept
- Assign students research projects that focus on issues or concepts that apply to their own community or cultural group
- Provide various options for completing an assignment

Bridge cultural differences through effective communication

- Teach and talk to students about differences between individuals (Tied into Unity Week)
 - Show how differences among the students make for better learning
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