Date: 9/21/2020

School/Department: Pelican Island Elementary

Action Step (number and description):

2.10 In School Suspension
District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)

PD Training Materials from Culturally Responsive Teaching
At Pelican Island Elementary, we don't utilize in school suspensions. We use detentions during lunch, recess, or after school as needed. Please see attached training and attendee roster from our Culturally Responsive Teaching PD

Results of Action Taken:

Currently, there are no suspensions for Pelican Island Elementary.

Reflection:

We will continue to work on strategies learned from our school wide focus last year during our PD's of Engaging Students with Poverty in Mind and Trauma Informed Care. This is the goal of our PD on Culturally Responsive Practices. We will monitor ODRs to see if this has helped.

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title: Book Study: Culturally Responsive Teaching and the Brain

Course Description: A school wide book study to promote authentic engagement and rigor among culturally and linguistically diverse students

Presenter/Facilitator Moree

Total In-Service Hours: 2

Date(s): August – December

Start Time: 2:00 **End Time:** 4:00

Location: PIE **Component:**

Primary Purpose

- [ ] Add-On Endorsement
- [ ] Alternative Certification
- [ ] FL Ed Cert Renewal
- [ ] Other Prof Cert/Lic Renewal
- [ ] Professional Skill Building

Learning Method

- [ ] Workshop
- [ ] Electronic Interactive
- [ ] Electronic, Non-interactive
- [ ] Study Group
- [ ] Action Research
- [ ] Independent Study

Implementation Method

- [ ] Structured Mentor/Coaching Program
- [ ] Results from Action Research
- [ ] Collaborative Planning
- [ ] Participant Product
- [ ] Study Group Participation
- [ ] Electronic-Interactive
- [ ] Electronic Non-Interactive

Evaluation Method Student

- [ ] Results District / Standardized Student Test
- [ ] Results School constructed Student Tests
- [ ] Portfolios of Student Work
- [ ] Checklists of Student Performance
- [ ] Charts/Graphs of Student Progress
- [ ] Other Performance Assessment

Evaluation Method Staff

- [ ] Changes in classroom practices
- [ ] Changes in instructional leadership practices
- [ ] Changes in student services practices
- [ ] Other changes in practices
- [ ] Did not evaluate staff outcome

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance 8/26		Total Hours
	Kelsey Van Zanerveld	PIE	KVZ		
	Maria Moya	PIE	MM		
	Nadie Boyle	PIE	NB		
	Sarey Sans	PIE	SS		
	Meghan Digiacomo	PIE	MD		
	Katherine Bartolini	PIE	KB		
	Krista Whelan	PIE	KW		
	Elaine Olson	PIE	EO		
	Virginia Taylor	PIE	VT		
	Janie Statler	PIE	JS		

Presenter/Facilitator Signature: _____

**Signature verifies successful activity completion which includes follow-up and participant evaluation.

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title:	Book Study: Culturally Responsive Teaching and the Brain
Course Description:	A school wide book study to promote authentic engagement and rigor among culturally and linguistically diverse students
Date(s): August - December	Presenter/Facilitator: Moree
Start Time:	End Time:
	Location: PIE

Total In-Service Hours: 2

Component:

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance										Total Hours
7	Donna Wentz	PIE	8/26 Dw										
	Dorothy Thomas	PIE	DT										
9	Heidi Evans	PIE	HE										
4	Samantha Glickstein	PIE	SG										
	Kathy Fornabio												
5	Susan Bernhard	PIE	SB										
	L. Jolie Snapp												
3	Margaret Ganger	PIE	MG										

Presenter/Facilitator Signature: _____

**Signature verifies successful activity completion which includes follow-up and participant evaluation.

School District of Indian River County

Participant Attendance Roster-District Inservice

Field	Value
School-Based Activity Title:	Culturally Responsive Teaching
Course Description:	
Presenter/Facilitator:	Moree/Keen
Total In-Service Hours:	
Date(s):	9/2
Start Time:	8:00
End Time:	8:20
Location:	Pelican Island Elementary School
Component:	

Primary Purpose
- [ ] Add-On Endorsement
- [ ] Alternative Certification
- [ ] FL Ed Cert Renewal
- [ ] Other Prof Cert/Lic Renewal
- [ ] Professional Skill Building

Learning Method
- [ ] Workshop
- [ ] Electronic Interactive
- [ ] Electronic, Non-interactive
- [ ] Study Group
- [ ] Action Research
- [ ] Independent Study

Implementation Method
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- [ ] Checklists of Student Performance
- [ ] Charts/Graphs of Student Progress
- [ ] Other Performance Assessment

Evaluation Method Staff
- [ ] Changes in classroom practices
- [ ] Changes in instructional leadership practices
- [ ] Changes in student services practices
- [ ] Other changes in practices
- [ ] Did not evaluate staff outcome

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance	Total Hours
	Jerri L Anderson	P I E	9/2 JLA	
	Virginia Taylor	PIE	VT	
	Jody Houstons	PIE	JH	

Presenter/Facilitator Signature: _____

**Signature verifies successful activity completion which includes follow-up and participant evaluation.

Page 1 of 4

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title:	Culturally Responsive Teaching		
Course Description:		Presenter/Facilitator: Moree/Keen	Total In-Service Hours:
Date(s): 9/2			
Start Time: 8:00	End Time: 8:20	Location: Pelican Island Elementary School	Component:

Primary Purpose
- ☐ Add-On Endorsement
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Evaluation Method Staff
- ☐ Changes in classroom practices
- ☐ Changes in instructional leadership practices
- ☐ Changes in student services practices
- ☐ Other changes in practices
- ☐ Did not evaluate staff outcome

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance					Total Hours
			9/2					
	L. Jodie Sapp	OLE	9/2					
	Kierstin Caroll	PIE	9/2					
	Michael Thomas	PIE	9/2					

Presenter/Facilitator Signature: _____

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Page 1 of 4

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title: Culturally Responsive Teaching

Course Description:

Presenter/Facilitator: Moree/Keen

Total In-Service Hours:

| Date(s): | 9/2 | | Location: Pelican Island Elementary School | Component: |
| Start Time: | 8:00 | End Time: 8:20 | | |

Primary Purpose

- [ ] Add-On Endorsement
- [ ] Alternative Certification
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- [ ] Changes in instructional leadership practices
- [ ] Changes in student services practices
- [ ] Other changes in practices
- [ ] Did not evaluate staff outcome

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance						Total Hours
	Rebecca DeAeuair	PIE	9/2						
	Margaret Ganger	PIE							
	Heidi Evans	Pelican Island Elem.	MG						
	Kathy Fornabio								

Presenter/Facilitator Signature: _____

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School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title: Culturally Responsive Teaching

Course Description:

Presenter/Facilitator: Moree/Keen

Total In-Service Hours:

Date(s):	9/2
Start Time:	8:00
End Time:	8:20

Location: Pelican Island Elementary School

Component:

Primary Purpose
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Employee ID#	Printed Name	Work Site	** Initial under each date of attendance 9/2	Total Hours
	Maria Muth	PIE	MM	
	Meghan Digiacomo	PIE	MD	
	Diane Lott	PIE	DP	
	Kristie Poe	PIE	KP	
	Michaelann de las Santas	PIE	MS	
	Terri Allerton	PIE	TA	
	Tracy Losey	PIE	TL	
	Michelle Groodin	PIE	MG	
	Megan Thimmer	PIE	MT	
	Chantal Shaw	PIE	CS	

Presenter/Facilitator Signature: _____

**Signature verifies successful activity completion which includes follow-up and participant evaluation.

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title: Culturally Responsive Teaching

Course Description:

Presenter/Facilitator: Moree/Keen

Total In-Service Hours:

| Date(s): | 9/2 | | Location: | Pelican Island Elementary School | Component: |

Start Time: 8:00 **End Time:** 8:20

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- [ ] Other changes in practices
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Printed Name	Employee ID#	Work Site	** Initial under each date of attendance 9/2	Total Hours
Samantha Glickstein		PIE	(initials)	
Keena Lenderman		PIE	(initials)	
Donna Wente		PIE	(initials)	
Nicole Vilmure		PIE	(initials)	
Nancy Gilmor		PIE	(initials)	

Presenter/Facilitator Signature: _____

**Signature verifies successful activity completion which includes follow-up and participant evaluation.

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title: Culturally Responsive Teaching

Course Description:

Presenter/Facilitator: Moree/Keen	**Total In-Service Hours:**
Location: Pelican Island Elementary School	**Component:**

Date(s): 9/2

Start Time: 8:00 **End Time:** 8:20

Primary Purpose
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Evaluation Method Staff
- ☐ Changes in classroom practices
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- ☐ Changes in student services practices
- ☐ Other changes in practices
- ☐ Did not evaluate staff outcome

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance			Total Hours
	Sandy Sarus	PIE	9/2			
	Cynthia Zans		SZ			
	Jamie Stoffer		JS			
	Susan Bernhard		SB			

Mrs. Digiacomo and Mrs. Wentz – Rule #4

Invite People on Your Bus and Share your Vision for the Road Ahead.

- "How important is it for people to build their team with positive people who support them in their endeavors."

- "This is my vision for our team and our product launch, and this is where my bus is going, and I want to invite you to get on."

- "There is no better way to get on your bus than telling them where you're going and asking them to get on.

- "If you don't clearly communicate your vision of the road ahead, no one will want to travel with you."

https://www.youtube.com/watch?v=MXXVg2voCos

EVERY OPPORTUNITY
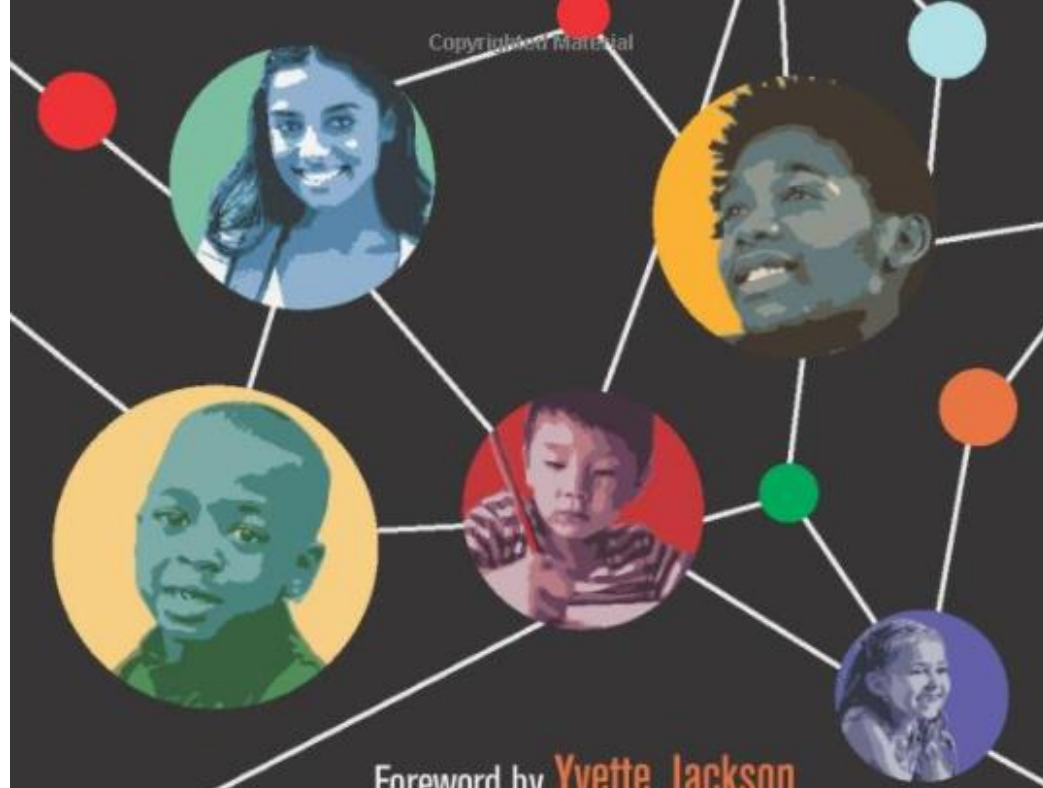
Foreword by **Yvette Jackson**

Culturally Responsive Teaching
& THE BRAIN

Promoting Authentic Engagement and Rigor
Among Culturally and Linguistically Diverse Students
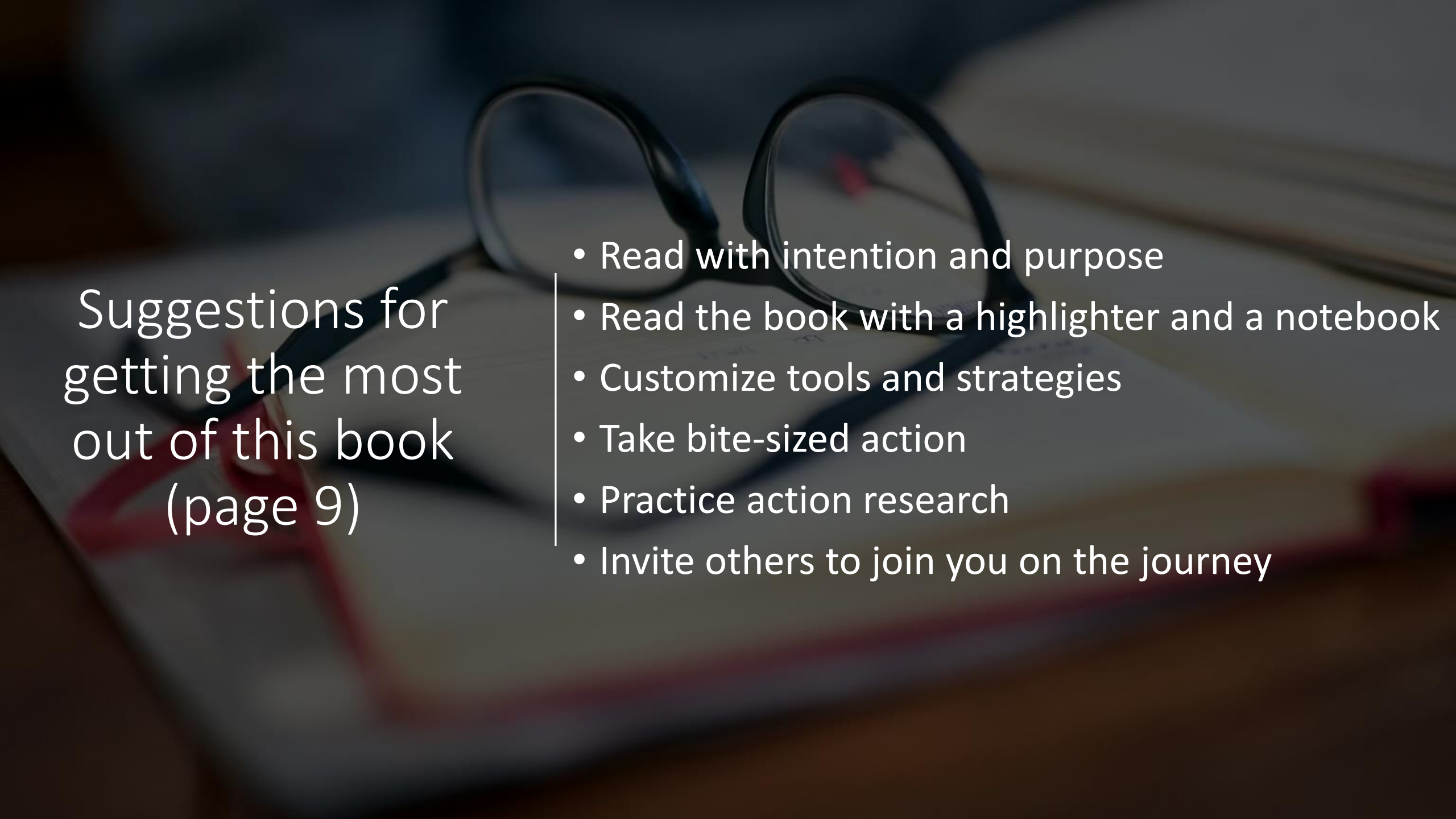
Zaretta Hammond

When we are able to recognize and name a student's learning _____ and not mistake culturally different ways of learning and making meaning for intellectual _____, we are better able to match those moves with a _____ _____ response.

When we are able to recognize and name a student's learning **moves** and not mistake culturally different ways of learning and making meaning for intellectual **deficits**, we are better able to match those moves with a **powerful teaching** response.
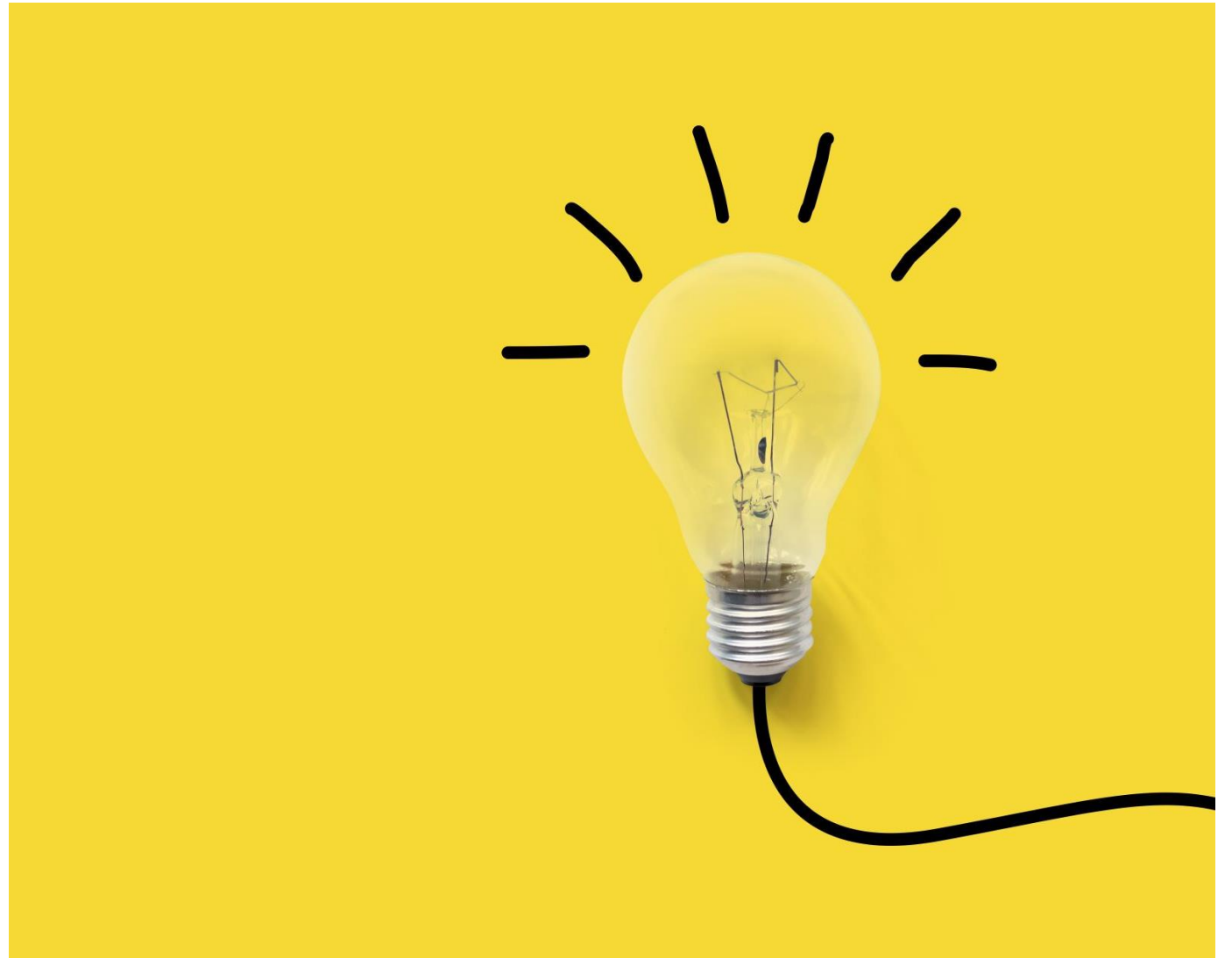
Suggestions for getting the most out of this book (page 9)

- Read with intention and purpose
- Read the book with a highlighter and a notebook
- Customize tools and strategies
- Take bite-sized action
- Practice action research
- Invite others to join you on the journey

Many culturally and linguistically diverse students are "dependent learners" who don't get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.	

Many culturally and linguistically diverse students are "dependent learners" who don't get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.	
The Dependent Learner	
- is dependent on the teacher to carry most of the cognitive load of a task always - is unsure of how to tackle a new task - cannot complete a task without scaffolds - will sit passively and wait if stuck until teacher intervenes - doesn't retain information well or "doesn't get it"	

Many culturally and linguistically diverse students are "dependent learners" who don't get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.	
The Dependent Learner	The Independent Learner
- is dependent on the teacher to carry most of the cognitive load of a task always - is unsure of how to tackle a new task - cannot complete a task without scaffolds - will sit passively and wait if stuck until teacher intervenes - doesn't retain information well or "doesn't get it"	- relies on the teacher to carry some of the cognitive load temporarily - utilizes strategies and processes for tackling a new task - regularly attempts new tasks without scaffolds - has cognitive strategies for getting unstuck - has learned how to retrieve information from long-term memory

Many culturally and linguistically diverse students are "dependent learners" who don't get adequate support to facilitate their cognitive growth. Consequently, they are not able to activate their own neuroplasticity.	
The Dependent Learner	The Independent Learner
- is dependent on the teacher to carry most of the cognitive load of a task always - is unsure of how to tackle a new task - cannot complete a task without scaffolds - will sit passively and wait if stuck until teacher intervenes - doesn't retain information well or "doesn't get it"	- relies on the teacher to carry some of the cognitive load temporarily - utilizes strategies and processes for tackling a new task - regularly attempts new tasks without scaffolds - has cognitive strategies for getting unstuck - has learned how to retrieve information from long-term memory

Do you know students in these categories? Do you know students who have gone from dependent to independent (or vice versa)?

Ready for Rigor Framework:
- Awareness (page 17 and 18)
- Learning Partnerships (page 17 and 19)
- Information Processing (page 17 and 19)
- Community of Learners and Learning Environment (page 17 and 19-20)

Directions:
- Connect with your color-coded teammates
- Read your sections two times to master the content
- As a group, draw, define, and make a connection to or elaborate upon your section on the chart paper
- Be prepared to present your component of the Ready for Rigor Framework to the group in 15 minutes

Draw 4 boxes in your PD Notebook, labeling them the following:
- Awareness (page 17 and 18)
- Learning Partnerships (page 17 and 19)
- Information Processing (page 17 and 19)
- Community of Learners and Learning Environment (page 17 and 19-20)

Directions:
- During each presentation, summarize the component of the framework

May
your choices
reflect your
hopes,
not your
fears.

- Nelson Mandela -