

African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County #SDIRCStrongerTogether

9/21/2020 Date:

School/Department: Pelican Island Elementary

2.10 In School Suspension **Action Step**

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

Monitoring (Please include narrative/description attendee roster from our Culturally Responsive Teaching PD of the action taken. Where applicable, please include all measurable data.)

Evidence of Progress 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

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.

Participant Attendance Roster-District Inservice

School-Based Activity Title:	Book Study: Culturally Responsive Teaching and the Brain	sponsive	Presenter/Facilitator		Moree	Total In-Service Hours: 2
Course Description:	A school wide book study to promote authentic engagement and rigor	to promote aut	nentic engagement ar	nd riac	or among culturally and linguistically diverse students	ically diverse students
Date(s): August - December	ember	10	Location: PIE	c	S. S	Component:
Start Time: 2:00	End Time: 4:00					Component
Primary Purpose	Learning Method	Implem	Implementation Method		Evaluation Method Student	Evaluation Method Staff
Add-On Endorsement	Workshop	☐ Structure Program	Structured Mentor/Coaching Program		Results District / Standardized Student Test	☐ Changes in classroom practices
Alternative Certification	☐ Electronic Interactive	Results	Results from Action Research		Results School constructed Student Tests	Changes in instructional leadership practices
☐ FL Ed Cert Renewal ☐	☐ Electronic, Non-interactive	☐ Collabo	Collaborative Planning		Portfolios of Student Work	Changes in student services
Other Prof Cert/Lic	Study Group	Particip	Participant Product		Checklists of Student Performance	Other changes in practices
Professional Skill Building	Action Research	□ Study G □ Electron	Study Group Participation Electronic-Interactive		Charts/Graphs of Student Progress	☐ Did not evaluate staff outcome
	Independent Study	☐ Electron	Electronic Non-Interactive		Other Performance Assessment	
Employee ID#	Printed Name		Work Site		** Initial under each date of attendance	of attendance Total Hours
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Presenter/Facilitator Signature:

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

Participant Attendance Roster-District Inservice

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Date(s): Aug	st - Decem		Location: PIE		Component:	
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Employee ID#	Printed Name	Work Site	** Initial un	der each da	** Initial under each date of attendance	Total Hours
7	Dong Wen't	377	01/			
5	Boothy Thomas	779	707			
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	Kathy fornabio		*			
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Presenter/Facilitator Signature:

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

Participant Attendance Roster-District Inservice

School-Based Activity Title:	Culturally Responsive Teaching	china	Precenter/Escilitat		Moreo/Koop	Total In Coming II	100,000
Course Description:			i rescriterii aciiitator.		MOI BE/NEE!!	Total in-service Hours:	IS:
Date(s): 9/2			Location:			Component:	
Start Time: 8:00	End Time: 8:20			Islan	Pelican Island Elementary School	Component	
Primary Purpose	Learning Method	Implem	Implementation Method		Evaluation Method Student	Evaluation Method Staff	nod Staff
☐ Add-On Endorsement ☐	Workshop	Structure Program	Structured Mentor/Coaching Program		Results District / Standardized Student Test	Changes in classroom practices	sroom practices
☐ Alternative Certification ☐	☐ Electronic Interactive	Results	Results from Action Research		Results School constructed Student Tests	Changes in instructional leadership practices	uctional ces
☐ FL Ed Cert Renewal ☐	Electronic, Non-interactive	Collabo	Collaborative Planning		Portfolios of Student Work	Changes in student services	ent services
Other Prof Cert/Lic Renewal	Study Group	Particip	Participant Product		Checklists of Student Performance	Other changes in practices	practices
Professional Skill Building	Action Research	☐ Study G	Study Group Participation Electronic-Interactive		Charts/Graphs of Student Progress	☐ Did not evaluate staff outcome	staff outcome
	Independent Study	Electron	Electronic Non-Interactive		Other Performance Assessment		
Employee ID#	Printed Name		Work Site		** Initial under each date of attendance	of attendance	Total Hours
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Presenter/Facilitator Signature:							U	Employee ID#		Building	Professional Skill	Renewal	FL Ed Cert Renewal	Certification	Add-On Endorsement	Frimary Furpose	Start Time: 8:		Course Description:	School-Based Activity Title:
tor Signature:				Kathy Tornabio	Heid Evans	Margaret Garager	Teberca Deterna	Printed Name	☐ Independent Study		Skill Action Research	Study Group	enewal Electronic, Non-interactive	☐ Electronic Interactive	orsement	Learning Method	Enc	9/2		Activity Title: Culturally Responsive Teaching
					Pelican Island F	FIG	IR PIE	Work Site	☐ Electronic Non-Interactive	☐ Electronic-Interactive	Study Group Participation	Participant Product	☐ Collaborative Planning	Results from Action Research	Structured Mentor/Coaching Program	Implementation Method		Location:		aching Presenter/Facilitator:
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**Signature verifies successful activity completion which includes follow-up and participant evaluation.								e of attendance Total Hours		Did not evaluate staff outcome		Other changes in practices	Changes in student services practices	Changes in instructional leadership practices	☐ Changes in classroom practices	Evaluation Method Staff	Control	Component:	Total III-Service Hours:	Total la Carrian Hause.

School-Based Activity Title:	Culturally Responsive Teaching		Presenter/Facilitator:	Moree/Keen	Total In-Service Hours:
Course Description:					Total III Col vice I Todio.
		Lo	Location:		Component:
Start Time: 8:00	End Time: 8:20		Pelican Island	sland Elementary School	Component
Primary Purpose	Learning Method	Implementation Method	10000		Evaluation Method Staff
Add-On Endorsement	Workshop	Structured Mentor/Coaching Program	ntor/Coaching	Results District / Standardized Student Test	☐ Changes in classroom practices
☐ Alternative ☐ ☐ ☐	Electronic Interactive	☐ Results from A	Results from Action Research	Results School constructed Student Tests	Changes in instructional leadership practices
☐ FL Ed Cert Renewal ☐	Electronic, Non-interactive	☐ Collaborative Planning	Planning	Portfolios of Student Work	Changes in student services
Other Prof Cert/Lic	2		0000	Chocklists of Ctudost	practices
Renewal	Study Group	Participant Product	duct	Performance	Other changes in practices
Professional Skill	Action Research	Study Group Participation	articipation	Charts/Graphs of Student	
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School-Rased Activity Title:				
Course Description:	Culturally responsive reaching	Presenter/Facilitator:	acilitator: Moree/Keen	Total In-Service Hours:
Date(s): 9/2		Location:		Component:
Start Time: 8:00	End Time: 8:20		Pelican Island Elementary School	Component
Primary Purpose	Learning Method	Implementation Method	_	Evaluation Method Staff
Add-On Endorsement	Workshop	Structured Mentor/Coaching Program	ng Results District / Standardized Student Test	☐ Changes in classroom practices
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	Independent Study	☐ Electronic Non-Interactive	Other Performance Assessment	
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Participant Attendance Roster-District Inservice

Susan Stollter	Sandy Sarus	Employee ID# Printed Name	☐ Independent Study	Professional Skill Action Research	Conter Prof Cert/Lic Study Group	☐ FL Ed Cert Renewal ☐ Electronic, Non-interactive ☐	☐ Alternative ☐ Electronic Interactive ☐	☐ Add-On Endorsement ☐ Workshop ☐	Primary Purpose Learning Method	Start Time: 8:00 End Time: 8:20	Date(s): 9/2		School-Based Activity Title: Culturally Responsive Teaching
	319	Work Site	Electronic Non-Interactive	Study Group Participation Electronic-Interactive] Participant Product	Collaborative Planning	Results from Action Research	Structured Mentor/Coaching Program	Implementation Method		Location:		ng Presenter/Facilitator:
2000	8	** Initial under each date of attendance	Other Performance Assessment	Charts/Graphs of Student Progress	Checklists of Student Performance	Portfolios of Student Work	Results School constructed Student Tests	Results District / Standardized Student Test	Evaluation Method Student	Pelican Island Elementary School			tor: Moree/Keen
		ate of attendance Total Hours		☐ Did not evaluate staff outcome	Other changes in practices	Changes in student services practices	Changes in instructional leadership practices	Changes in classroom practices	Evaluation Method Staff	1	Component:	Total III Oct vice i louis.	Total In-Service Hours:

Presenter/Facilitator Signature:

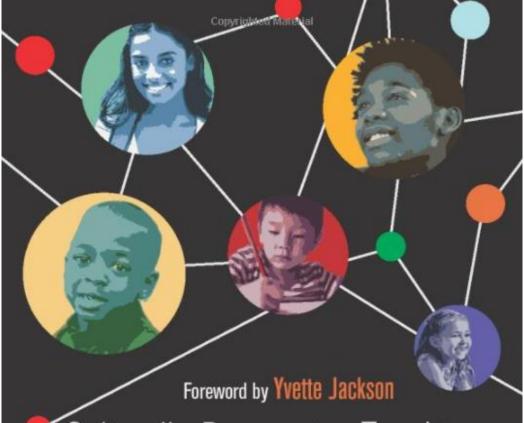
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Mrs. Digiacomo and Mrs. Wentz – Rule #4 Invite People on Your Bus and Share your Vision for the Road Ahead.

- "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."







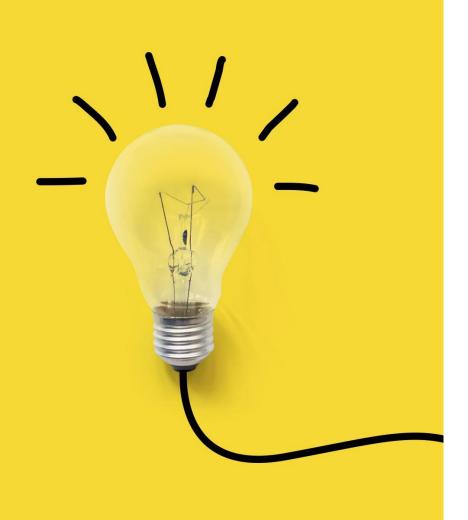
Culturally Responsive Teaching

&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

Figure 1.1 Dependent Learner Characteristics vs. Independent Learner (page 14)

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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" 	

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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:

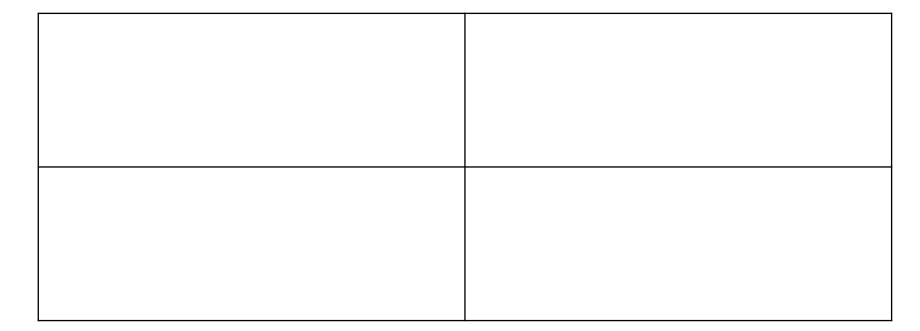
- Awareness (page 17 and 18)
- Learning Partnerships (page 17 and 19)
- Information Processing (page 17 and 19)
- Community of Learners and Learning Environment (page 17 and 19-20)

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

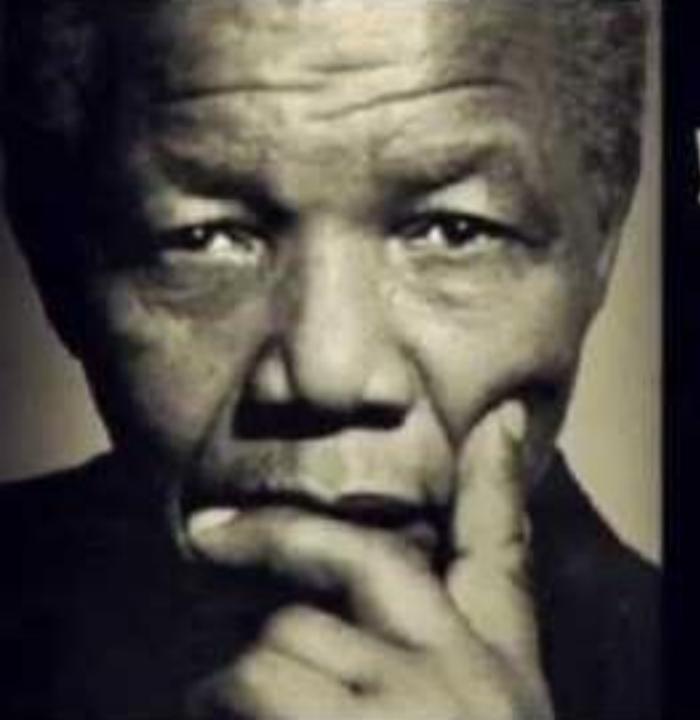
Draw 4 boxes in your PD Notebook, labeling them the following:

- 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 nones. not your fears.

Nelson Mandela