



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: 1/11/2021 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?)

Reflections on SIP Goals:

- We complete (at least) monthly walkthroughs, specifically looking for evidence of differentiation in classrooms. Our goal for the 2nd nine weeks was 60%, and during our last 2 walks, we had evidence in 67% of classes.
- ELA BQ data: 7 of 12 BQ students are not demonstrating proficiency according to unit assessments. Of those 7, all are students with disabilities. At this time, 2 BQ students are learning from home.
- Math BQ data: 8 of 12 BQ students are not demonstrating proficiency according to unit assessments. Of those 8, 5 are students with disabilities. At this time, 4 BQ students are learning from home.
- SIP goal #3 focuses on our culture and climate with an emphasis on culturally responsive teaching and reducing referrals for African American students. When comparing data over the 1st semester of 2020-2021 school year to 1st semester data from 2019-2020, we see a 28% decrease in ODRs (32-23). The real impact to our discipline data comes when comparing subgroups. In fall of 2019, 71% of ODR were given to black students. This year to date, we have 26% of our ODRs connected to black students (decrease of 45%). Currently we are focusing on two barriers, K-2 classroom management/engagement and SEL instruction. This allows us to rectify unwanted behaviors earlier and be proactive in the overall culture and climate of our school now and in the future. We also have our school counselor working with those grade levels to support teachers in implementing SEL strategies into their classroom.
- Utilizing 5th grade science data, 5th grade has a weighted average through the first four-unit assessments of 74%. This is up 5% from the prior available data of 2018-2019. A barrier we are facing specifically with 5th grade science would be departmentalization and the teacher being new to the elementary level. We are addressing these issues through collaborative planning and observational walkthroughs along with 1:1 data chats.

Next Steps:

- Administration, coaches, and teachers reorganized our RtI groups for reading in January using unit assessments, iReady, and DIBELS. Additionally, a 30-minute Math RtI block has been built into every 3rd-5th grade math class to address math deficits from the first semester. For the students who are not making growth, teachers are strategically creating interventions that are specific and implemented by the most skilled teachers in order to maximize their learning. One on one data chats are also taking place between teachers and administration before winter break to recommend students for after school and Saturday tutoring. In these meetings, we identify the root cause of the student's lack of growth and impress upon the teachers a sense of urgency in the importance of these interventions.
- We will also continue with our A2 interventions, extended learning opportunities, and will begin a writing and science boot camp in the 3rd nine weeks.
- We will continue our work on "Visible Learning" and "Culturally Responsive Teaching and the Brain," PD that has been ongoing weekly (Wednesday mornings) and monthly (early release days) all year. An added layer of monitoring and formative assessments will be added in January as a logical next step.



SDIRC School Data Chats & Impact Reviews – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of Impact Review: 10/8/2020
School: Pelican Island Elementary
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	With Teachers: September 29, November 9, December 15, January 4 With Leadership Team: every Monday morning					
	Kindergarten		First		Second	
	#	%	#	%	#	%
African American Students Receiving Interventions for Substantial Reading Deficiencies	5/15 in Tier 2	33% in Tier 2	4/5 in Tier 2	80% in Tier 2	9/11 in Tier 2	82% in Tier 2

Action Step 1.5

Date of Quarterly Review of School Improvement Plan	With Teachers: September 29, November 9, December 15, January 4 With Leadership Team: every Monday morning
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)	<ul style="list-style-type: none"> - ELA and Math: planning for differentiation in small group instruction - Student work on walls – Pelican Press - Specials: Collaborative planning and feedback with administration - “Visible Learning” book study (monitoring, differentiation, types of learning, common language for SBI)

Action Step 1.25

Date(s) of Monitoring of Gifted Screenings	October 7, November 4, December 2, January 6
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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	Every Wednesday morning, in addition to September 23, November 18, January 4 for a longer period of time
Summary of Action Steps to Incorporate Culturally Responsive Practices into the Tier 1 Framework	<ul style="list-style-type: none"> - PLC PD: “Culturally Responsive Teaching and the Brain” - Student work on walls – examples in the Pelican Press - Walk-throughs with culturally responsive practices



SDIRC DataCom – Elementary
Component: African American Achievement Plan 2020 – 2021



Date of DataCom: 11/4/2020

School: Pelican Island Elementary

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	With Teachers: September 29, November 9, December 15, January 4 With Leadership Team: every Monday morning
Review Conducted of Academic Performance & Regression of African American Students	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Summary of Action Steps / Plan based upon Review of Performance & Regression of African American Students (based upon District & School Level Reviews)	<ul style="list-style-type: none"> - Implementation of ELA BQ after-school tutoring program - Instructional coaches push in for ELA and Math small group instruction in grades 3-5 - After-school tutoring for students who are not growing at the same rate as their peers - Coaching cycles for identified teachers whose data shows major deficiencies

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)	2	50%	4	50%	1	20%



**SDIRC Quarterly Update Additional Action Steps – Elementary
Component: African American Achievement Plan 2020 – 2021**



Last Date of Review: 1/11/2021

School: Pelican Island Elementary

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	September 30, October 7, November 10, November 12, January 11
Summary of Observation(s)	- Walkthroughs reflect standards-based instruction with a focus on differentiation

Action Step 1.6

Extended Learning Opportunities Offered (list all offerings during the 20-21 academic year).	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Extended Day Tutoring – Sondag Program					
Total Number Breakdown of Participants by Race/Ethnicity	5	2	1		
Total Percentage Breakdown of Participants by Race/Ethnicity	62.5%	25%	12.5%		
Kinder Camp (Rising K Grant)					
Total Number Breakdown of Participants by Race/Ethnicity	21	6	10	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	55%	16%	26%	3%	
21st Century Program for Enrichment and Remediation					
Total Number Breakdown of Participants by Race/Ethnicity	16	2	9	1	1
Total Percentage Breakdown of Participants by Race/Ethnicity	55%	7%	31%	3%	3%
Audubon Advocates					
Total Number Breakdown of Participants by Race/Ethnicity	4	1	2		
Total Percentage Breakdown of Participants by Race/Ethnicity	57%	14%	29%		
ELA BQ Bootcamp					
Total Number Breakdown of Participants by Race/Ethnicity	2		4		
Total Percentage Breakdown of Participants by Race/Ethnicity	33%		67%		
Extended Day Program					
Total Number Breakdown of Participants by Race/Ethnicity	59	17	10	7	
Total Percentage Breakdown of Participants by Race/Ethnicity	63%	18%	11%	8%	

*Attach evidence of a parent work or extended learning activity for students.

Action Step 1.11

Date of Student Committee Meeting	n/a
Summary of student feedback related to diversify opportunities to participate in extracurricular activities	n/a

Action Step 1.30

Recognition Ceremonies (list all ceremonies during the 20-21 academic year).	Star Student (monthly), Quarterly Awards Ceremony (all students are recognized at the quarterly awards ceremonies)				
	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	36	15	23		
Total Percentage Breakdown of Participants by Race/Ethnicity	48.6%	20.3%	31.1%		

Action Step 2.5

Timeframe of Reported Out-of-School Suspensions	August 2020-January 2021
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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	1	7

Action Step 4.31

	Number Identified	Percentage of Identified Earning Teaching Certification
Support Staff identified to Transition to Teaching	0	0



Pelican Island Elementary School 21st Century Program
Weekly Lesson Plan – 2020-2021

Week of: November 30th - December 4th 2020

	Nov. 30 th	Dec. 1 st	Dec. 2 nd	Dec. 3 rd	Dec. 4 th
Daily Learning Objective	Students will discuss reading/listen to shared reading/higher level say details in a text.	I can write an opinion paragraph from a story book. I will describe text to a partner.	I will use adverbs to describe text from a story book. I will describe text to a partner.	I will recall details from story in sequential order.	I will recount story and write about the message/lesson from the story.
Subject Area: R/W/M/SS/SC	Reading	Reading	Reading	Reading	Reading
Florida Standards: MAFS/LAFS/SS/SC	LAFS.2.S.1.2 LAFS.2.R.2.1 LAFS.1.S.1.1	LAFS.2.S.1.1 LAFS.2.R.1.1 LAFS.2.W.1.1	LAFS.2.S.1.3 LAFS.2.S.2.1 LAFS.2.S.2.6 LAFS.2.S.2.1 LAFS.2.S.2.6	LAFS.2.S.1.2 LAFS.2.S.1.3 LAFS.2.S.1.4 LAFS.2.S.1.5 LAFS.2.S.1.6	LAFS.2.R.1.1 LAFS.2.R.1.2 LAFS.2.R.1.3 LAFS.2.R.1.4
PBL Assignment Overview/Complete Activity Description	Discuss rules of discussion. Give the "loop" lists to other. Speak I @ a time. Read aloud selected story (shared reading) Roll + retell with story, where, what, why, how.	Review rules of discussion. Review key details of story by picture walking. Write an opinion paragraph based on paragraph question. Explain how a picture in the story helps explain your answer. Book: When Gumbo Gave You a Lemon Tree (SS/WM: 2002)	Define a verb + an adverb. What is the difference? Give examples from book: Home Run Kings. Sentence handout - circle verbs in sentences.	Read, listen, discuss details to sequential order - from story. Roll + retell key details + recall sequential order of events in story. (Ask + answer questions)	Review story "The Little Red Fort". Students will write 1 paragraph (5 sent.) recounting the message/lesson in the story.
Resources/Materials	Book: When Gumbo Gave You a Lemon Tree (SS/WM: 2002) Roll + retell handout	Book: Home Run Kings (Lead up to 10 + 10) (Irregular verb) "The Quiet and Loud" (SS/WM: 2002) Opinion paragraph handout + discussion	Book: Home Run Kings (Lead up to 10 + 10) (Irregular verb) "The Quiet and Loud" (SS/WM: 2002) Response to text (when finished reading: The Quiet and Loud)	Book: The Little Red Fort (SS/WM: 2002) by Brenda Walter Roll + retell handout w/ dice Discussion w/ group	Book: The Little Red Fort Message/lesson handout Pencil
Assessment/Evaluation	Students will demonstrate understanding of key details in a text.	Opinion paragraph handout + discussion	Ability to pick out the verb + adverb in a sentence.	Students will identify communication skills through discussion. They will demonstrate improved comprehension skills.	Message/lesson handout Pencil Increase writing confidence and ability to write a 5 sentence paragraph.

* Jenga (whole group)



Pelican Island Elementary School 21st Century Program
Weekly Lesson Plan – 2020-2021
Week of: 10/12/20



	10/12 Monday	10/13 Tuesday	10/14 Wednesday	10/15 Thursday	10/16 Friday
Daily Learning Objective	<p>Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9</p> <p>I can multiply and divide fluently.</p> <p>I can determine the answer to a word problem using various strategies.</p>	<p>Teacher(s): Math Grade Level: 3-4 Number of Students: 9</p> <p>I can multiply and divide fluently.</p> <p>I can determine the answer to a word problem using various strategies.</p>	<p>Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9</p> <p>I can multiply and divide fluently.</p> <p>I can determine the answer to a word problem using various strategies.</p>	<p>Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9</p> <p>I can multiply and divide fluently.</p> <p>I can determine the answer to a word problem using various strategies.</p>	<p>Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9</p> <p>I can add and subtract fluently.</p> <p>I can multiply and divide fluently.</p>
Subject Area: RM/MISS/SC	Math	Math	Math	Math	Math
Florida Standards: MAFS.3.OA.3.7 MAFS.4.OA.1.3	MAFS.3.OA.3.7 MAFS.4.OA.1.3	MAFS.3.OA.3.7 MAFS.4.OA.1.3	MAFS.3.OA.3.7 MAFS.4.OA.1.3	MAFS.3.OA.3.7 MAFS.4.OA.1.3	Fact Fluency
PBL Assignment Overview/ Complete Activity Description	<p>4th Grade: Strategies to multiply two digit numbers.</p> <p>3rd Grade: Go Math Lesson 5.6 making arrays and writing a matching division question</p>	<p>4th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54</p> <p>3rd Grade: Go Math 6.7 Fact Families relate multiplication and division</p>	<p>4th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54</p> <p>3rd Grade: Go Math Lesson 6.8 (word problems) Write related facts</p>	<p>4th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54</p> <p>3rd Grade: Go Math Lesson 6.3 (word problems) Write related facts Fluency games and practice</p>	<p>4th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54</p> <p>3rd Grade: Go Math Lesson 5.8 (word problems) Write related facts Fluency games and practice</p>
Resources/Materials	Go Math	Go Math	New Game: Trouble	Game: Power Towers, Kaboom, Trouble	Go Math
Assessment/Evaluation	Pre-test	Formative	Mid Chapter Review	Formative	Weekly fact quiz
Intended Outcome of the Activity	Increase fluent facts	Increase understanding of word problem strategies	Increase understanding of word problem strategies	Increase understanding of word problem strategies	Increase fluent facts



Zans



Pelican Island Elementary School 21st Century Program
Weekly Lesson Plan - 2020-2021

Week of: September 21-25, 2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Learning Objective	Teacher(s): Zans Grade Level: 3/4 Number of Students: 2/5 Read with team about answering questions	Teacher(s): Zans Grade Level: 3/4 Number of Students: 2/5 Read to answer questions	Teacher(s): Zans Grade Level: 3/4 Number of Students: 2/5 —	Teacher(s): Zans Grade Level: 3/4 Number of Students: 2/5 Read to answer questions	Teacher(s): Zans Grade Level: 3/4 Number of Students: 2/5 Read to answer questions
Subject Area: R/W/M/SS/SC	Rdg RL.1.2	Rdg RL.1.2	NO	Rdg RL.1.2	Rdg RL.1.2
Florida Standards: MAFS/LAFS/SS/SC					
PBL Assignment Overview/Complete Activity Description	Go over procedure predict what is going to happen in the story read the Honey Pot with Goal mat Secret	Start Rdg "The Honey Pot" "Grandma's Secret" Discuss what is happening in story retelling	5 — 8 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100 105 110 115 120 125 130 135 140 145 150 155 160 165 170 175 180 185 190 195 200 205 210 215 220 225 230 235 240 245 250 255 260 265 270 275 280 285 290 295 300 305 310 315 320 325 330 335 340 345 350 355 360 365 370 375 380 385 390 395 400 405 410 415 420 425 430 435 440 445 450 455 460 465 470 475 480 485 490 495 500 505 510 515 520 525 530 535 540 545 550 555 560 565 570 575 580 585 590 595 600 605 610 615 620 625 630 635 640 645 650 655 660 665 670 675 680 685 690 695 700 705 710 715 720 725 730 735 740 745 750 755 760 765 770 775 780 785 790 795 800 805 810 815 820 825 830 835 840 845 850 855 860 865 870 875 880 885 890 895 900 905 910 915 920 925 930 935 940 945 950 955 960 965 970 975 980 985 990 995 1000	Start answering questions about Honey Pot & Grandma's Secret.	Finish answering questions 3) Honey Pot 6 Grandma's Secret.
Resources/Materials	Whiteboard Paper Print Computer	Whiteboard Paper Print Computer	Whiteboard Paper Print Computer	Whiteboard Paper Print Computer	Whiteboard Paper Print Computer
Assessment/Evaluation	Exit ticket	Exit ticket	Exit ticket	Exit Ticket	Exit Ticket
Intended Outcome of the Activity	able to read and answer questions about literature TEXT	able to explain a text (literature) and answer text questions.	—	able to read a literature story and answer questions	able to answer questions from a literature based story.



Pelican Island Elementary School 21st Century Program
Weekly Lesson Plan – 2020-2021
Week of: 12/7/2020

	Monday Teacher(s): Lee Grade Level: 5 Number of Students: 8	Tuesday Teacher(s): Lee Grade Level: 5 Number of Students: 8	Wednesday Teacher(s): Lee Grade Level: 5 Number of Students: 8	Thursday Teacher(s): Lee Grade Level: 5 Number of Students: 8	Friday Teacher(s): Lee Grade Level: 5 Number of Students: 8
Daily Learning Objective	SWBAT: multiply and divide fractions – improper and proper fractions.	SWBAT: multiply and divide fractions – improper and proper fractions. SWBAT: take improper fractions from work and simplify	Fluency, comprehension and literature exposure Hatchet	Fluency, comprehension and literature exposure Hatchet	Fluency, comprehension and literature exposure Hatchet
Subject Area: RAW/MSS/SC	Math	Math	ELA	ELA	ELA
Florida Standards: MAFS/LAFS/SS/SC	MAFS.5.NF.2.4	MAFS.5.NF.2.4	LAFS.5.RI.4.10 LAFS.K12.R.1.1	LAFS.5.RI.4.10 LAFS.K12.R.1.1	LAFS.5.R.4.10 LAFS.K12.R.1.1
PBL Assignment Overview/Complex Activity Description	Students will be practicing their fraction skills from their math unit in their regular classes. Students will work in pairs and with the teacher to build skills in the domain of fractions	Students will be practicing their fraction skills from their math unit in their regular classes. Students will work in pairs and with the teacher to build skills in the domain of fractions. In addition students will begin to simplify fractions	Students will begin working on the book "Hatchet" students will preview the book in pairs then engage in some brainstorming as a class. Students will begin a reading journal- this journal will have specific daily questions based of readings.	Students will work in pairs then will be working with the teacher going through the first chapters of Hatchet. Students will engage in a discussion led by the teacher – learning to have book discussions. Journal for exit ticket.	Students will work in pairs then will be working with the teacher going through the first chapters of Hatchet. Students will engage in a discussion led by the teacher – learning to have book discussions. Journal for exit ticket.
Resources/Materials	Smart board, white boards, paper and pencils, books as needed.	Smart board, white boards, paper and pencils, books as needed.	Smart board, white boards, paper and pencils, books as needed.	Smart board, white boards, paper and pencils, books as needed.	Smart board, white boards, paper and pencils, books as needed.
Assessment/Evaluation	Interactive Quiz or teacher assessed via exit ticket or project.	Interactive Quiz or teacher assessed via exit ticket or project.	Interactive Quiz or teacher assessed via exit ticket or project.	Interactive Quiz or teacher assessed via exit ticket or project.	Interactive Quiz or teacher assessed via exit ticket or project.
Intended Outcome of the Activity	SWBAT: multiply and divide fractions – improper and proper fractions.	SWBAT: multiply and divide fractions – improper and proper fractions. SWBAT: take improper fractions from work and simplify	Fluency comprehension and literature exposure Hatchet	Fluency, comprehension and literature exposure Hatchet	Fluency, comprehension and literature exposure Hatchet



Pelican Island Elementary School 21st Century Program
Weekly Lesson Plan – 2020-2021

Week of: 1/30- 1a/4/2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Learning Objective	Teacher(s): Ms. Donette Grade Level: 2nd-5th Number of Students: 11 I will act as a cast member in "The Little Red Hen" Enrichment	Teacher(s): Ms. Donette Grade Level: 2nd-5th Number of Students: 11 I will discuss the key elements of a drama (play) write a short skit & illustrate a Super Hero. Enrichment / Language Arts/Writing	Teacher(s): Ms. Donette Grade Level: 2nd-5th Number of Students: 12 I will assist in writing a short skit & illustrate a Super Hero. Enrichment / Language Arts/Writing	Teacher(s): Ms. Donette Grade Level: 2nd-5th Number of Students: 12 I will review how to be a reader's Theater Super Star I will design a Super Hero. Enrichment	Teacher(s): Ms. Donette Grade Level: 2nd-5th Number of Students: 12 I will complete my "Super Hero with powers" and I will read it in reader's Theater. Enrichment
Subject Area: RW/MI/SS/SC					
Florida Standards: MAFS/LA/S/SS/SC					
PBL Assignment Overview/Complete Activity Description	Students will learn about the key elements of a play. Students will be a cast member as we act out "The Little Red Hen". Book: Little Red Hen Play/Script w/props	Discuss the key elements of a drama + good audience manners Listening Applauding etc. Students will write a short skit	Students will perform their skit (after they have completed writing/illustrating main parts). Students will also practice being a great audience. Students will have a great audience.	Students will finish presenting their skits. Students will brainstorm a Super Hero and its powers to defend itself. Paper, pencils Crayons, Skits Worksheet on Super powers illustrations.	Students will review "Reader's Theater Super Star" elements. Students will read their Super Hero Assignment in Reader's Theater. Assignment wks Handout
Resources/Materials					
Assessment/Evaluation	The actual act of becoming a cast member.	Recall key elements of a play write a skit w/ characters/lines	Confidence in their ability to perform + speak in front of an audience. (their peers).	Students will gain confidence in themselves + their ability to brainstorm, write, illustrate + present in front of the	Students will gain confidence in themselves + their ability to brainstorm, write, illustrate + present in front of the
Intended Outcome of the Activity	Students will have the experience of working with a cast + public speaking.				



Pelican Island Elementary School 21st Century Program

Weekly Lesson Plan - 2020-2021

Week of: September 21-25, 2020

Enrichment

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Learning Objective	Teachers: Zana Grade Level: 1-5 Number of Students: 5-12 To build an assigned object	Teachers: Zana Grade Level: 1-5 Number of Students: 5-12 To build an assigned object	Teachers: Zana Grade Level: 1-5 Number of Students: 5-12	Teachers: Zana Grade Level: 1-5 Number of Students: 5-12 To start weekly w/robotics	Teachers: Zana Grade Level: 1-5 Number of Students: 5-12 To look at + explore robots
Subject Area: R/W/MSS/SC	SC	SC	SC	SC	SC
Florida Standards: MAFS/LAFS/SS/SC	SC.N.1.N.1.2 SC.N.1.N.1.6	SC.N.1.N.1.2 SC.N.1.N.1.6	SC.N.1.N.1.2 SC.N.1.N.1.6	SC.N.1.N.1.2 SC.N.1.N.1.6	SC.N.1.N.1.2 SC.N.1.N.1.6
PBL Assignment Overview/Complete Activity Description	Use Legos + K'Nex to build an assigned object + compare + explain differences	Use Legos + K'Nex to build objects on assigned project + compare for ability + response	Use Legos + K'Nex to build objects on assigned project + compare for ability + response	Start explaining the Dash Robotics	Start explaining the Dash Robot.
Resources/Materials	K'Nex Legos	K'Nex Legos	K'Nex Legos	Dash Robot	Dash Robot
Assessment/Evaluation	Finished project	Finished project	21st	—	—
Intended Outcome of the Activity	To follow directions but come up with different objects	To be able to follow directions for fun up w/ different objects	21st	Exploring	Exploring