



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 9/11/2020

School/Department: Pelican Island Elementary

Action Step (number and description): 1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).

Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.) At this time, our only after-school program is our Rising K program. Students in Kindergarten were invited to enroll in the Rising K program based on their data (showing phonics and phonological awareness deficiencies). Currently, there are 15 Rising K students, and 10 are African American (67%), 5 are white (33%), 0 are other (0%), and 0 are Hispanic (0%). School demographics: 21% AA, 17% Hispanic, 58% White, 4% other). Please see next page for more information. We also are providing professional development in culturally responsive practices which will continue throughout the year. PD rosters are attached.

Results of Action Taken: At this time, we are progress monitoring these students. Follow up PD is scheduled monthly throughout the year.

Reflection: Our goal is for our students in this program to close their phonics and phonological awareness gaps, as evidenced by an increase their i-Ready diagnostic score from fall to winter, helping them become as close to meeting grade level expectations as possible

Pelican Island Elementary School AA Plan—Rising K Program

Sociodemographics Baseline (Rising K)

Using classroom baseline assessments and screeners, we initially identified 15 students in Kindergarten, with 10 students identified as African American, to participate in this program. We used contacts information in Focus to reach the 15 students making at least 2 phone calls, and following up through text, email, and Class Dojo when needed.

Table 1: Actual Sociodemographics (Rising K), 08/25/2020, 15 students

	# of students	% of program participants
Caucasian	5	33%
African American	10	67%

Student Last Name	Student First Name	Race/Ethnicity	Grade Level	Interventionist
		Black	K	Meghan Digiacomo
		Black	K	Jody Houston
		White	K	Josie Willems
		White	K	Meghan Digiacomo
		Black	K	Jody Houston
		White	K	Josie Willems
		Black	K	Josie Willems
		Black	K	Meghan Digiacomo
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		White	K	Meghan Digiacomo
		Black	K	Jody Houston

School-Based Activity Title: Culturally Responsive Teaching Presenter/Facilitator: Moree/Keen Total In-Service Hours:

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

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

Primary Purpose	Learning Method	Implementation Method	Evaluation Method Student	Evaluation Method Staff
<input type="checkbox"/> Add-On Endorsement	<input type="checkbox"/> Workshop	<input type="checkbox"/> Structured Mentor/Coaching Program	<input type="checkbox"/> Results District / Standardized Student Test	<input type="checkbox"/> Changes in classroom practices
<input type="checkbox"/> Alternative Certification	<input type="checkbox"/> Electronic Interactive	<input type="checkbox"/> Results from Action Research	<input type="checkbox"/> Results School constructed Student Tests	<input type="checkbox"/> Changes in instructional leadership practices
<input type="checkbox"/> FL Ed Cert Renewal	<input type="checkbox"/> Electronic, Non-interactive	<input type="checkbox"/> Collaborative Planning	<input type="checkbox"/> Portfolios of Student Work	<input type="checkbox"/> Changes in student services practices
<input type="checkbox"/> Other Prof Cert/Lic Renewal	<input type="checkbox"/> Study Group	<input type="checkbox"/> Participant Product	<input type="checkbox"/> Checklists of Student Performance	<input type="checkbox"/> Other changes in practices
<input type="checkbox"/> Professional Skill Building	<input type="checkbox"/> Action Research	<input type="checkbox"/> Study Group Participation	<input type="checkbox"/> Charts/Graphs of Student Progress	<input type="checkbox"/> Did not evaluate staff outcome
	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Electronic Non-Interactive	<input type="checkbox"/> Other Performance Assessment	

Employee ID#	Printed Name	Work Site	** Initial under each date of attendance				Total Hours
	Maria Muth	PIE	9/2				
	Meghan DiGiocomo	PIE	MD				
	Diane Loft	PIE	DL				
	Kristie Roe	PIE	KR				
	Michaelann de las Santos	PIE	MS				
	Ferris Albertson	PIE	FA				
	Tracy Losey	PIE	TL				
	Michelle Broadin	PIE	MB				
	Megan Thimmer	PIE	MT				
	Chantal Shaw	PIE	CS				

Presenter/Facilitator Signature: _____

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

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Abstract of a study about energy

Author: [Redacted] Title: [Redacted] Country: [Redacted] Participants: [Redacted] Number of participants: 2

Year: 2010

Abstract: [Redacted]

Method	Design	Measures	Results	Conclusions
<input type="checkbox"/> Experimental <input type="checkbox"/> Correlational <input type="checkbox"/> Qualitative <input type="checkbox"/> Quantitative <input type="checkbox"/> Mixed methods <input type="checkbox"/> Other	<input type="checkbox"/> Experimental <input type="checkbox"/> Quasi-experimental <input type="checkbox"/> Descriptive <input type="checkbox"/> Correlational <input type="checkbox"/> Case study <input type="checkbox"/> Other	<input type="checkbox"/> Self-report <input type="checkbox"/> Physiological <input type="checkbox"/> Behavioral <input type="checkbox"/> Other	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input type="checkbox"/> Other	<input type="checkbox"/> Generalizable <input type="checkbox"/> Not generalizable <input type="checkbox"/> Other

Keywords: [Redacted]

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Keywords: [Redacted]

School District of Indian River County

Participant Attendance Roster-District Inservice

School-Based Activity Title: **Book Study: Culturally Responsive Teaching and the Brain** Presenter/Facilitator **Moree** Total In-Service Hours: **2**

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

Date(s): **August - December** Location: **PIE**

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

Primary Purpose	Learning Method	Implementation Method	Evaluation Method Student	Evaluation Method Staff
<input type="checkbox"/> Add-On Endorsement	<input type="checkbox"/> Workshop	<input type="checkbox"/> Structured Mentor/Coaching Program	<input type="checkbox"/> Results District / Standardized Student Test	<input type="checkbox"/> Changes in classroom practices
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	<input type="checkbox"/> Independent Study	<input type="checkbox"/> Electronic Non-Interactive	<input type="checkbox"/> Other Performance Assessment	

Printed Name	Work Site	** Initial under each date of attendance					Total Hours
Kelsey Van Zomerveld	PIE	8/26					
Marya Mott	PIE	KL					
Nandie Soole	PIE	WD					
Suzely Sanks	PIE	MS					
Digrahan Digiacomo	PIE	MS					
Katherine Bartolmi	PIE	KS					
Kelsey Johnson	PIE	WD					
Chawne Dehlsen	PIE	EM					
Virginia Taylor	PIE	VI					
Yvonne Stafler	PIE	JS					

Presenter/Facilitator Signature: _____

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

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>

PELICAN ISLAND ELEMENTARY
A SCHOOL OF ENVIRONMENTAL SCIENCE

Mission: Inspire Pelicans to SOAR to Success

Vision: Empower our Pelicans to make Every Day Earth Day, positively impacting our school, our community, and our world!

EVERY DAY IS EARTH DAY

VISIBLE LEARNING FOR SCIENCE
What Works Best to Optimize Student Learning
By STEPHEN BARAKAT

VISIBLE LEARNING FOR MATHEMATICS
What Works Best to Optimize Student Learning
By STEPHEN BARAKAT

VISIBLE LEARNING FOR LITERACY
Supporting the Essential Practices for Literacy Instruction
By STEPHEN BARAKAT

Culturally Responsive Teaching & THE BRAIN
Promoting Active Engagement and Rigor Among Cultures and Neurodiverse Learners
Zaretta Hammond

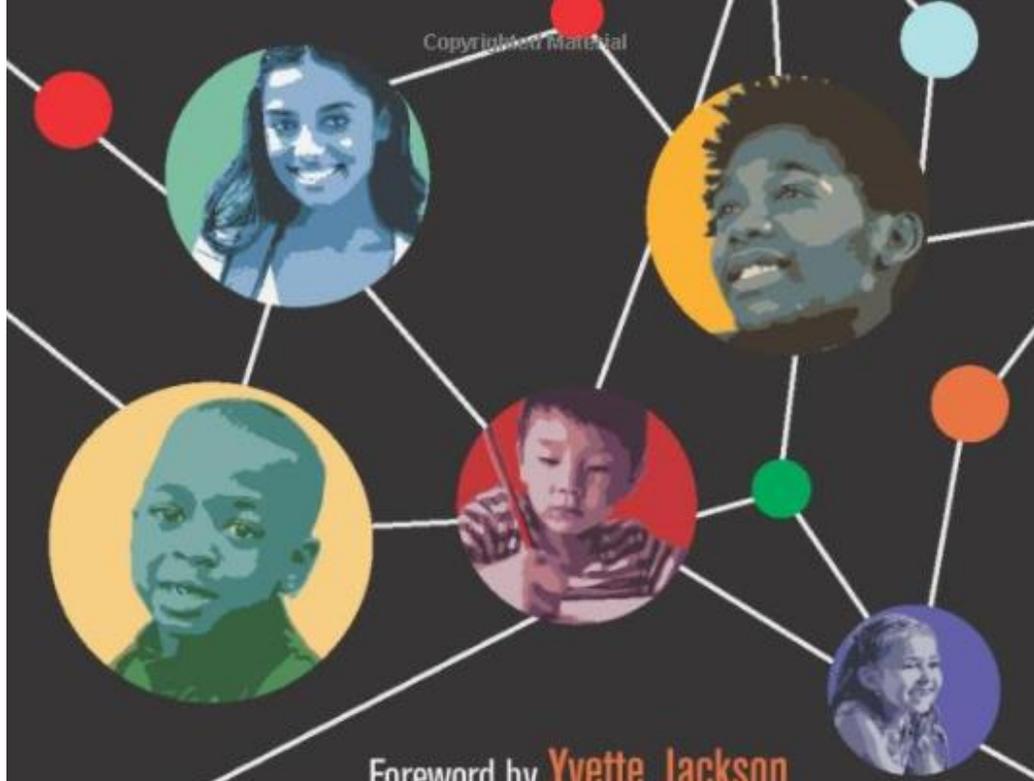
VISIBLE LEARNING FOR TEACHERS
Understanding Practice Research
JOHN HATTIE

Standards-Aligned Instruction Equity
Diversity Differentiation Culture Climate

#WATCHUSGROW

**EVERY
OPPORTUNITY**





Foreword by **Yvette Jackson**

Culturally Responsive Teaching & **THE BRAIN**

Promoting Authentic Engagement and Rigor
Among Culturally and Linguistically Diverse Students

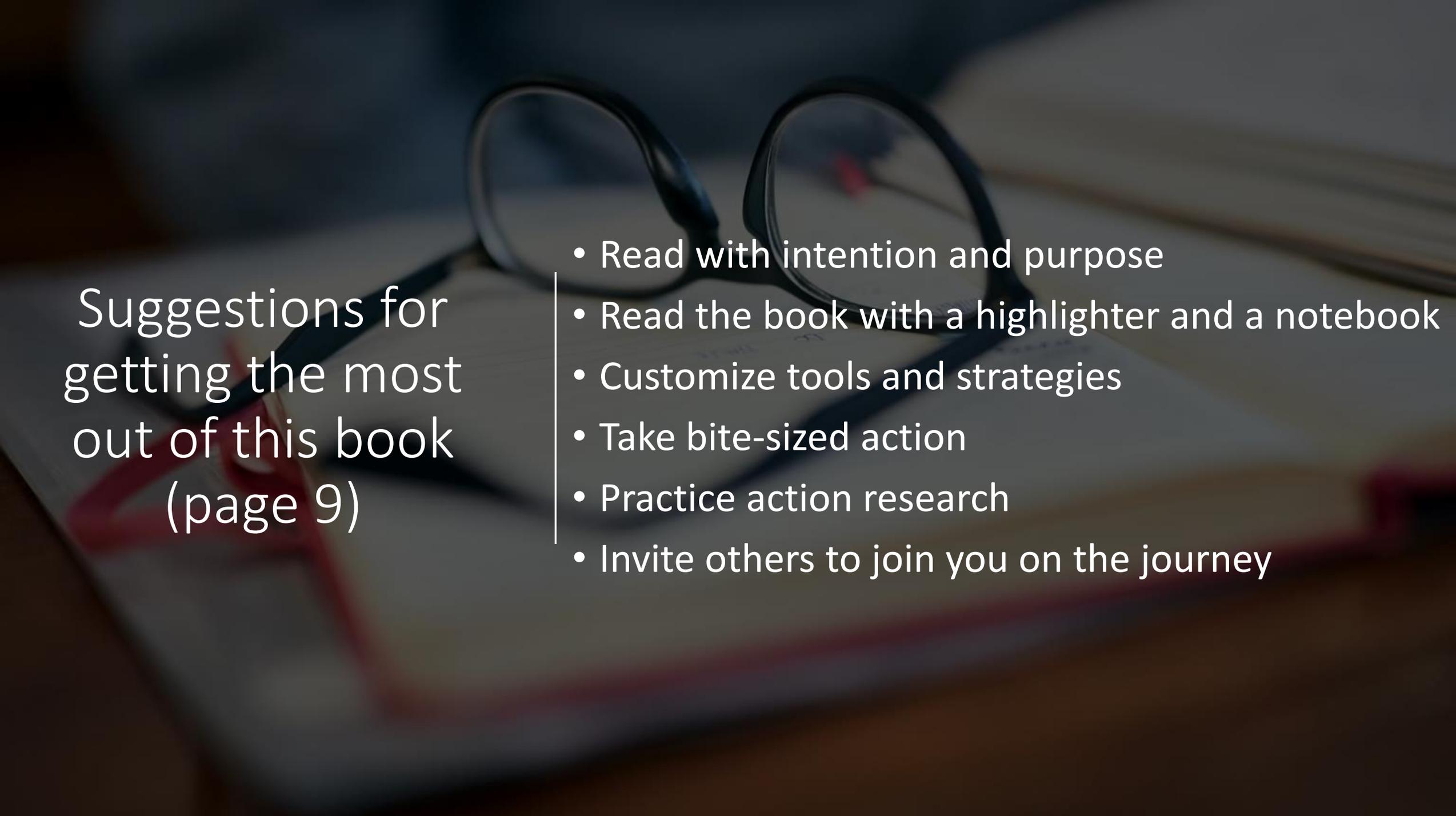
Zaretta Hammond

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.



A pair of black-rimmed glasses is positioned over an open book. A red bookmark is visible on the left page. The background is a soft, out-of-focus light color.

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)

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.

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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”

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

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
<ul style="list-style-type: none">- is dependent on the teacher to carry most of the cognitive load of a task always<ul style="list-style-type: none">- 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”	<ul style="list-style-type: none">- relies on the teacher to carry some of the cognitive load temporarily- utilizes strategies and processes for tackling a new task<ul style="list-style-type: none">- regularly attempts new tasks without scaffolds- has cognitive strategies for getting unstuck- has learned how to retrieve information from long-term memory

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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:

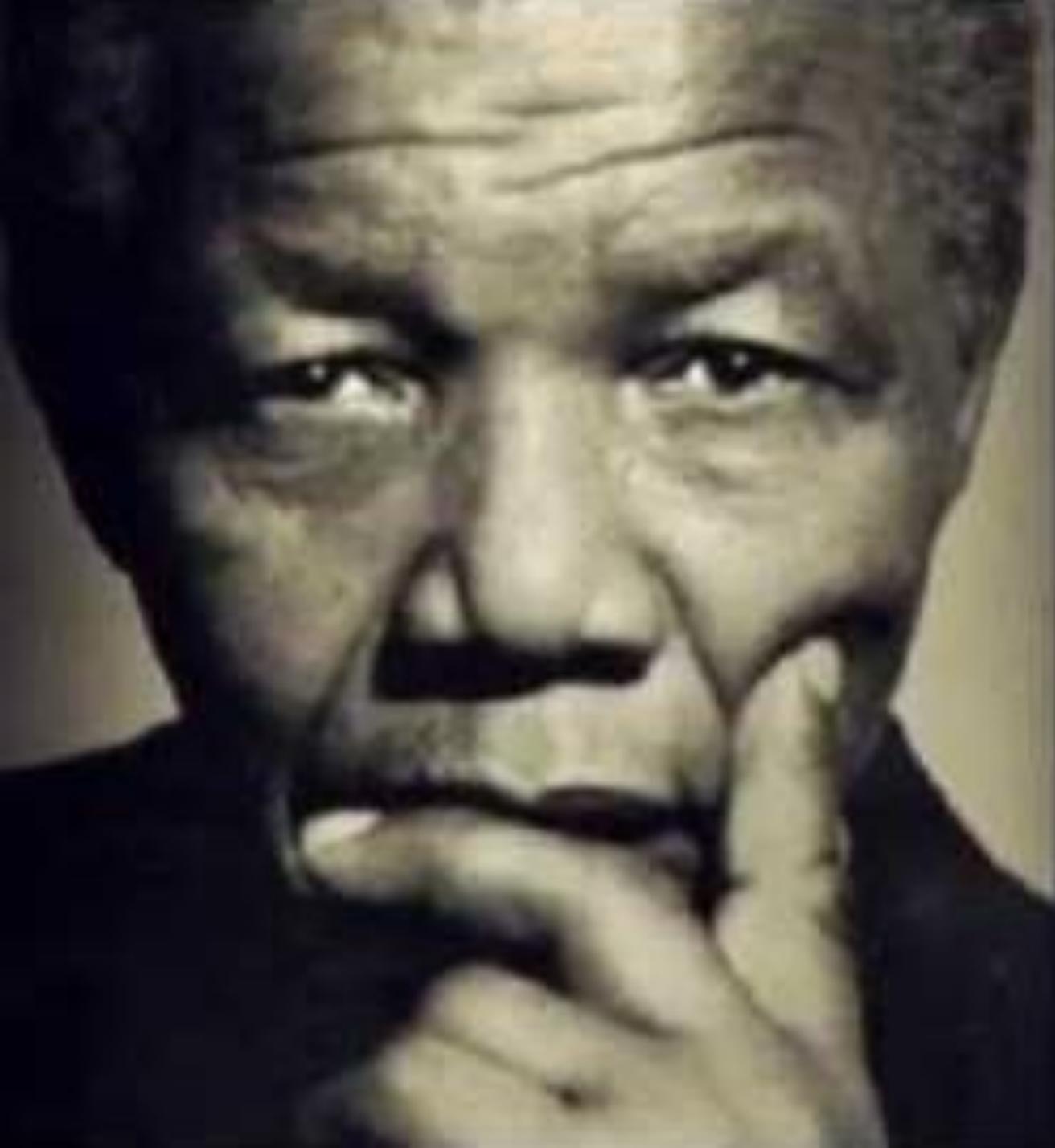
- Connect with your color-coded teammates
- Read your sections two times to master the content
- As a group, draw, define, and make a connection to or elaborate upon your section on the chart paper
- Be prepared to present your component of the Ready for Rigor Framework to the group in 15 minutes

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
hopes,
not your
fears.**

- Nelson Mandela -