



## 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%

### Participant Attendance Roster-District Inservice

Page 1 of 4

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



## Participant Attendance Roster-District Inservice

Presenter/Facilitator Signature: \_\_\_\_\_

## Participant Attendance Roster-District Inservice

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**School District of Indian River County**

**Participant Attendance Roster-District Inservice**

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		
Start Time: 8:00		End Time: 8:20		Component:		
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			
	Maeghan DiGiocomo	PIE	9/2			
	Diane Loft	PIE	9/2			
	Kristie de los Santos	PIE	9/2			
	Ferris Herten	PIE	9/2			
	Tracy Losey	PIE	9/2			
	Michelle Broadin	PIE	9/2			
	Megan Thimmer	PIE	9/2			
	Chantal Shaw	PIE	9/2			

Presenter/Facilitator Signature: \_\_\_\_\_

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



### Participant Attendance Roster-District Inservice

	Pretest	Posttest	Follow-up	Total
<b>Presenter/Facilitator Signature:</b>				
	<b>**Signature verifies successful activity completion which includes follow-up and participant evaluation.</b>			

### Participant Attendance Roster-District Inservice

Page 1 of 4

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		White	K	Josie Willems
		White	K	Meghan Digiacomio
		Black	K	Jody Houston



## Participant Attendance Roster-District Inservice

[illegible]

## Participant Attendance Roster-District Interview

[illegible]

## School District of Indian River County

Course Description	Culturally responsive teaching
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Phosphatidylcholine: Andrew Brown

### What Is Service Hours?

10

Calvary Episcopal Society

Presenting Author: Wendy

Total in-Service Hours

Event	Date	Event Title	Location	Project Name/Event Category	Component
Admission	10/10/2019	Admission	Admission	Admission	Admission
Registration	10/10/2019	Registration	Registration	Registration	Registration
Check-in/Check-out	10/10/2019	Check-in/Check-out	Check-in/Check-out	Check-in/Check-out	Check-in/Check-out
Food Service	10/10/2019	Food Service	Food Service	Food Service	Food Service
Entertainment	10/10/2019	Entertainment	Entertainment	Entertainment	Entertainment
Transportation	10/10/2019	Transportation	Transportation	Transportation	Transportation
Accommodation	10/10/2019	Accommodation	Accommodation	Accommodation	Accommodation
Security	10/10/2019	Security	Security	Security	Security
Medical Services	10/10/2019	Medical Services	Medical Services	Medical Services	Medical Services
Emergency Services	10/10/2019	Emergency Services	Emergency Services	Emergency Services	Emergency Services
Weather Services	10/10/2019	Weather Services	Weather Services	Weather Services	Weather Services
Fire Services	10/10/2019	Fire Services	Fire Services	Fire Services	Fire Services
Police Services	10/10/2019	Police Services	Police Services	Police Services	Police Services
Public Works	10/10/2019	Public Works	Public Works	Public Works	Public Works
Utilities	10/10/2019	Utilities	Utilities	Utilities	Utilities
Other Services	10/10/2019	Other Services	Other Services	Other Services	Other Services
Event Summary	10/10/2019	Event Summary	Event Summary	Event Summary	Event Summary
Event Budget	10/10/2019	Event Budget	Event Budget	Event Budget	Event Budget
Event Marketing	10/10/2019	Event Marketing	Event Marketing	Event Marketing	Event Marketing
Event Logistics	10/10/2019	Event Logistics	Event Logistics	Event Logistics	Event Logistics
Event Evaluation	10/10/2019	Event Evaluation	Event Evaluation	Event Evaluation	Event Evaluation
Event Follow-up	10/10/2019	Event Follow-up	Event Follow-up	Event Follow-up	Event Follow-up
Event Feedback	10/10/2019	Event Feedback	Event Feedback	Event Feedback	Event Feedback
Event Reporting	10/10/2019	Event Reporting	Event Reporting	Event Reporting	Event Reporting
Event Documentation	10/10/2019	Event Documentation	Event Documentation	Event Documentation	Event Documentation
Event Archiving	10/10/2019	Event Archiving	Event Archiving	Event Archiving	Event Archiving
Event Preservation	10/10/2019	Event Preservation	Event Preservation	Event Preservation	Event Preservation
Event Restoration	10/10/2019	Event Restoration	Event Restoration	Event Restoration	Event Restoration
Event Reproduction	10/10/2019	Event Reproduction	Event Reproduction	Event Reproduction	Event Reproduction
Event Distribution	10/10/2019	Event Distribution	Event Distribution	Event Distribution	Event Distribution
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Event Publicity	10/10/2019	Event Publicity			

[illegible]







### Participant Attendance Roster-District Inservice

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

### Participant Attendance Roster-District Inservice

School-Based Activity Title:		Book Study: Culturally Responsive Teaching and the Brain		Presenter/Facilitator	Moree	Total In-Service Hours:
Course Description:		A school wide book study to promote authentic engagement and rigor among culturally and linguistically diverse students				
Date(s):	August - December	Location: PLE		Component:		
Start Time:	End Time:					
Employee ID#	Printed Name	Work Site	** Initial under each date of attendance	Total Hours		
	Donna Wentz	PLE	8/26/21			
	Deborah Thomas	PLE	8/26/21			
	Heidi Evans	PLE	8/26/21			
	Barbara Glickstein	PLE	8/26/21			
	Kathy Fornabio	PLE	8/26/21			
	Susan Bernhardt	PLE	8/26/21			
	L. John Snapp	PLE	8/26/21			
	Margaret Genger	PLE	8/26/21			

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.

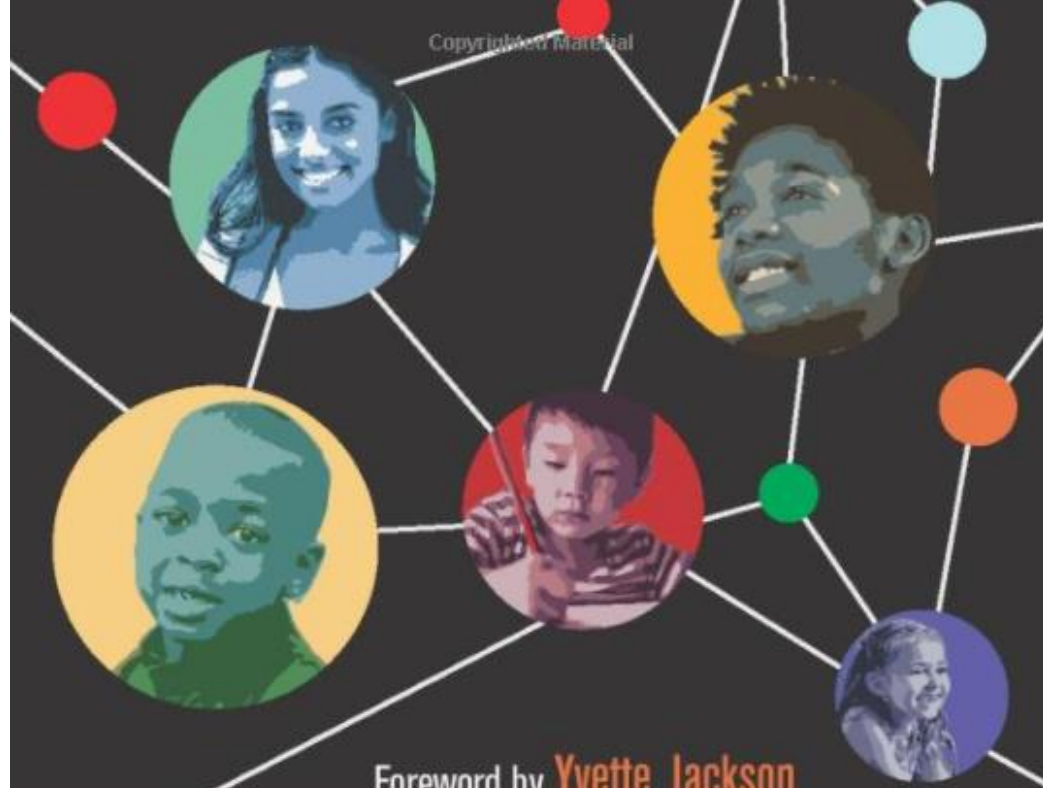
- “How important is it for people to build their team with positive people who support them in their endeavors.”
- “This is my vision for our team and our product launch, and this is where my bus is going, and I want to invite you to get on.”
- “There is no better way to get on your bus than telling 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>



# EVERY OPPORTUNITY





Foreword by **Yvette Jackson**

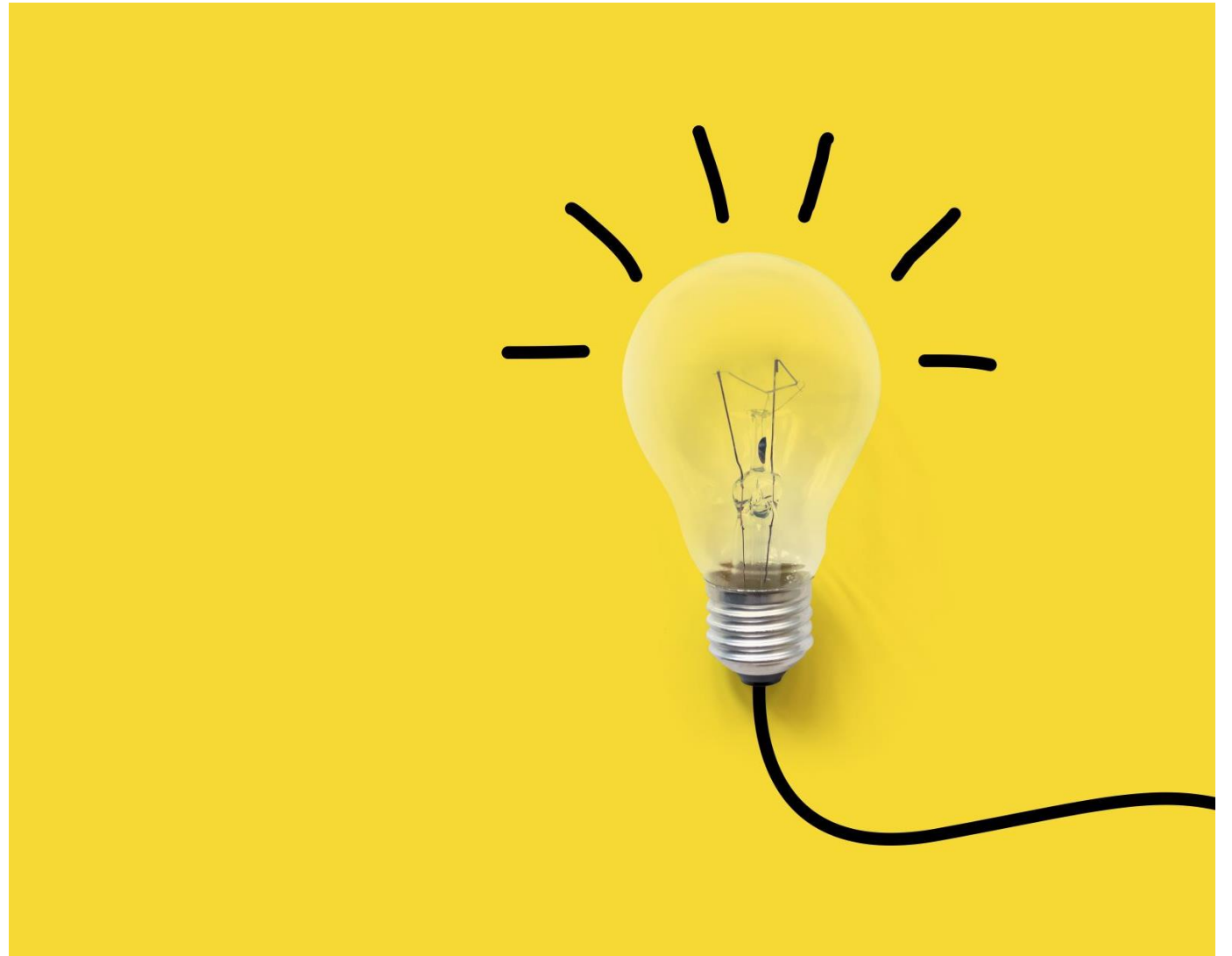
# Culturally Responsive Teaching & **THE BRAIN**

Promoting Authentic Engagement and Rigor  
Among Culturally and Linguistically Diverse Students

**Zaretta Hammond**

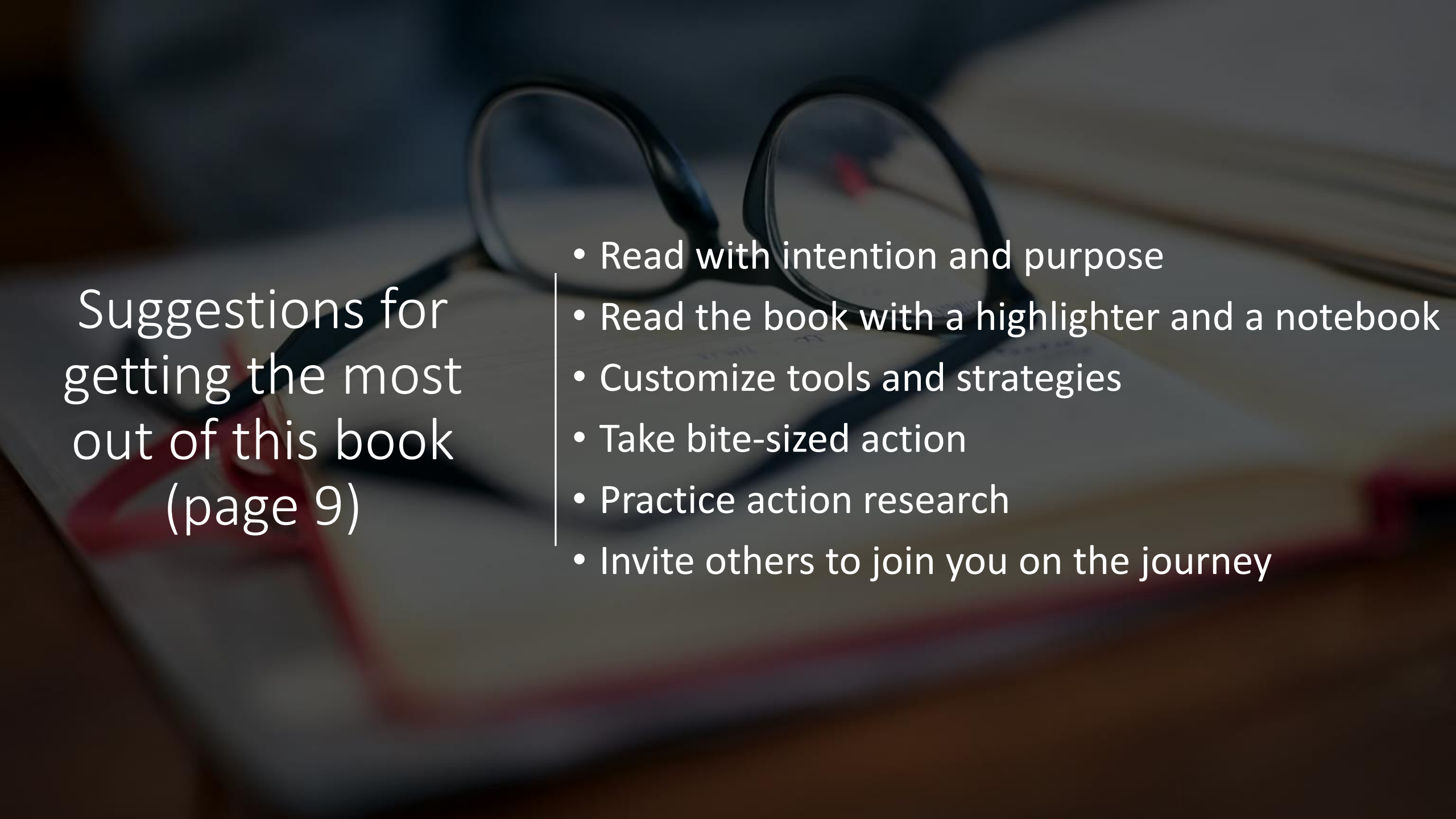


When we are able to recognize and name a student's learning \_\_\_\_\_ and not mistake culturally different ways of learning and making meaning for intellectual \_\_\_\_\_, we are better able to match those moves with a \_\_\_\_\_ response.



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 resting on an open book. A red highlighter is visible in the lower-left corner, having just finished highlighting a line of text. The background is a soft-focus view of the book's pages and the glasses.

## 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)

<b>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.</b>	

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

<b>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.</b>	
The Dependent Learner	
<ul style="list-style-type: none"><li>- is dependent on the teacher to carry most of the cognitive load of a task always<ul style="list-style-type: none"><li>- is unsure of how to tackle a new task</li><li>- cannot complete a task without scaffolds</li></ul></li><li>- will sit passively and wait if stuck until teacher intervenes</li><li>- doesn’t retain information well or “doesn’t get it”</li></ul>	

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

<b>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.</b>	
The Dependent Learner	The Independent Learner
<ul style="list-style-type: none"><li>- is dependent on the teacher to carry most of the cognitive load of a task always<ul style="list-style-type: none"><li>- is unsure of how to tackle a new task</li><li>- cannot complete a task without scaffolds</li></ul></li><li>- will sit passively and wait if stuck until teacher intervenes</li><li>- doesn’t retain information well or “doesn’t get it”</li></ul>	<ul style="list-style-type: none"><li>- relies on the teacher to carry some of the cognitive load temporarily</li><li>- utilizes strategies and processes for tackling a new task<ul style="list-style-type: none"><li>- regularly attempts new tasks without scaffolds</li><li>- has cognitive strategies for getting unstuck</li></ul></li><li>- has learned how to retrieve information from long-term memory</li></ul>

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

<b>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.</b>	
The Dependent Learner	The Independent Learner
<ul style="list-style-type: none"><li>- is dependent on the teacher to carry most of the cognitive load of a task always<ul style="list-style-type: none"><li>- is unsure of how to tackle a new task</li><li>- cannot complete a task without scaffolds</li></ul></li><li>- will sit passively and wait if stuck until teacher intervenes</li><li>- doesn’t retain information well or “doesn’t get it”</li></ul>	<ul style="list-style-type: none"><li>- relies on the teacher to carry some of the cognitive load temporarily</li><li>- utilizes strategies and processes for tackling a new task<ul style="list-style-type: none"><li>- regularly attempts new tasks without scaffolds</li><li>- has cognitive strategies for getting unstuck</li></ul></li><li>- has learned how to retrieve information from long-term memory</li></ul>

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 -