



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 |
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| | | Black | K | Josie Willems |
| | | White | K | Josie Willems |
| | | 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

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 | | | | |
| | 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.

Page 1 of 4

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

Abstract of a study about being

Author: [Redacted] Title: [Redacted] Country: [Redacted] Participants: [Redacted] Gender: [Redacted]

Year: 2010

Abstract: [Redacted]

| Method | Design | Sample | Measures | Results | Conclusions |
|--|---|---|---|---|---|
| <input type="checkbox"/> Experimental <input type="checkbox"/> Quasi-experimental <input type="checkbox"/> Correlational <input type="checkbox"/> Descriptive <input type="checkbox"/> Case study <input type="checkbox"/> Naturalistic observation <input type="checkbox"/> Survey <input type="checkbox"/> Interview <input type="checkbox"/> Focus group <input type="checkbox"/> Content analysis <input type="checkbox"/> Ethnography <input type="checkbox"/> Phenomenology <input type="checkbox"/> Grounded theory <input type="checkbox"/> Action research <input type="checkbox"/> Participatory action research <input type="checkbox"/> Narrative research <input type="checkbox"/> Autoethnography <input type="checkbox"/> Discourse analysis <input type="checkbox"/> Qualitative content analysis <input type="checkbox"/> Thematic analysis <input type="checkbox"/> Grounded theory <input type="checkbox"/> Phenomenology <input type="checkbox"/> Ethnography <input type="checkbox"/> Narrative research <input 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Handwritten notes in red and black ink are present in the 'Measures' and 'Results' columns, including terms like 'Situational Awareness', 'Attention', 'Performance', 'Error', 'Reaction Time', 'Accuracy', 'Confidence', 'Stress', 'Anxiety', 'Cognitive Load', 'Working Memory', 'Short-term Memory', 'Long-term Memory', 'Metacognition', 'Self-regulation', 'Metacognitive Strategies', 'Metacognitive Knowledge', 'Metacognitive Experience', 'Metacognitive Regulation', 'Metacognitive Monitoring', 'Metacognitive Evaluation', 'Metacognitive Control', 'Metacognitive Reflection', 'Metacognitive Planning', 'Metacognitive Organization', 'Metacognitive Integration', 'Metacognitive Application', 'Metacognitive Transfer', 'Metacognitive Generalization', 'Metacognitive Innovation', 'Metacognitive Creativity', 'Metacognitive Problem Solving', 'Metacognitive Decision Making', 'Metacognitive Problem Solving', 'Metacognitive Decision Making', 'Metacognitive Problem Solving', 'Metacognitive Decision Making'.

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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"/> 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 |
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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 VanZonnerveld | PIE | 8/26 | | | | | |
| Marya Mott | PIE | KL | | | | | |
| Nandie Soole | PIE | WD | | | | | |
| Suzely Sans | PIE | MS | | | | | |
| Digrahan Digiacomo | PIE | MS | | | | | |
| Katherine Bartolmi | PIE | KS | | | | | |
| Kelsey Johnson | PIE | WD | | | | | |
| Shawna Dehlsen | PIE | EM | | | | | |
| Virginia Taylor | PIE | VI | | | | | |
| Marie Stafler | PIE | JS | | | | | |
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| | | | | | | | |
| | | | | | | | |

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 D. JOHNSON

VISIBLE LEARNING FOR MATHEMATICS
What Works Best to Optimize Student Learning
By STEPHEN D. JOHNSON

VISIBLE LEARNING FOR LITERACY
Supporting the Essential Practices for Literacy Instruction
By STEPHEN D. JOHNSON

Culturally Responsive Teaching & THE BRAIN
Promoting Active Engagement and Rigor Among Cultures and Languages in the Classroom
Zaretta Hammond

VISIBLE LEARNING FOR TEACHERS
WAGNER TOWERS
JOHN HATTIE

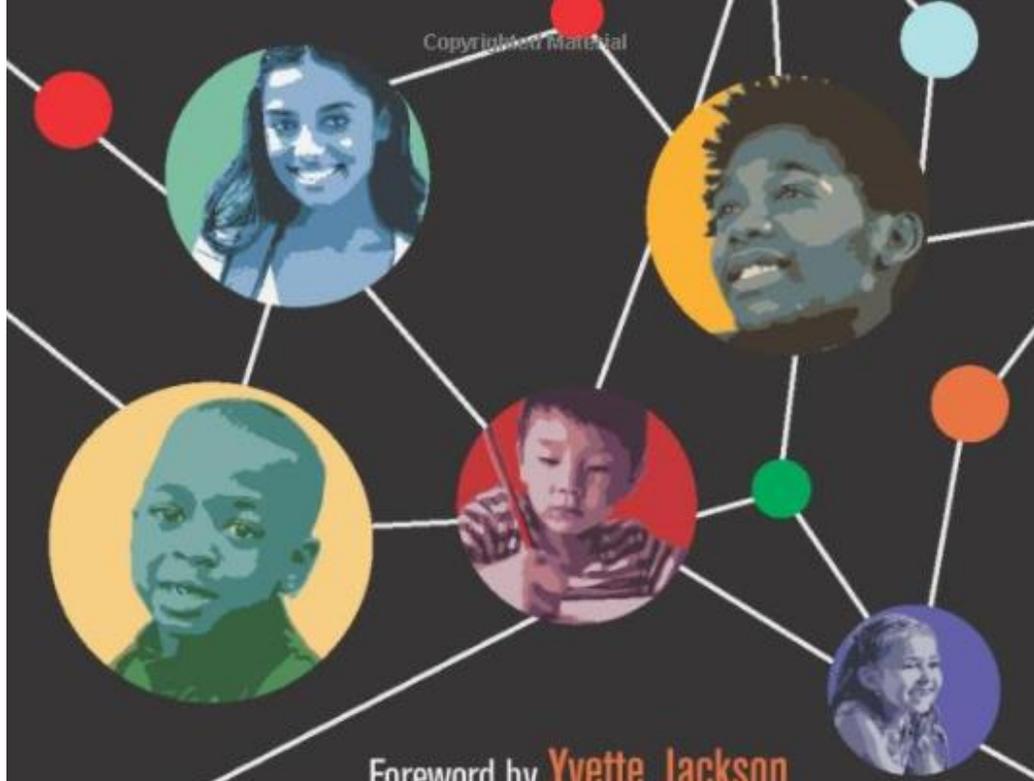
Standards-Aligned Instruction Equity
Diversity Differentiation Culture Climate

#WATCHUSGROW

A young boy with short hair, wearing a blue and yellow life vest, is looking out of a boat window. The background is a bright blue sky and water. The text "EVERY OPPORTUNITY" is overlaid in large white letters on the right side of the image.

**EVERY
OPPORTUNITY**





Foreword by **Yvette Jackson**

Culturally Responsive Teaching & **THE BRAIN**

Promoting Authentic Engagement and Rigor
Among Culturally and Linguistically Diverse Students

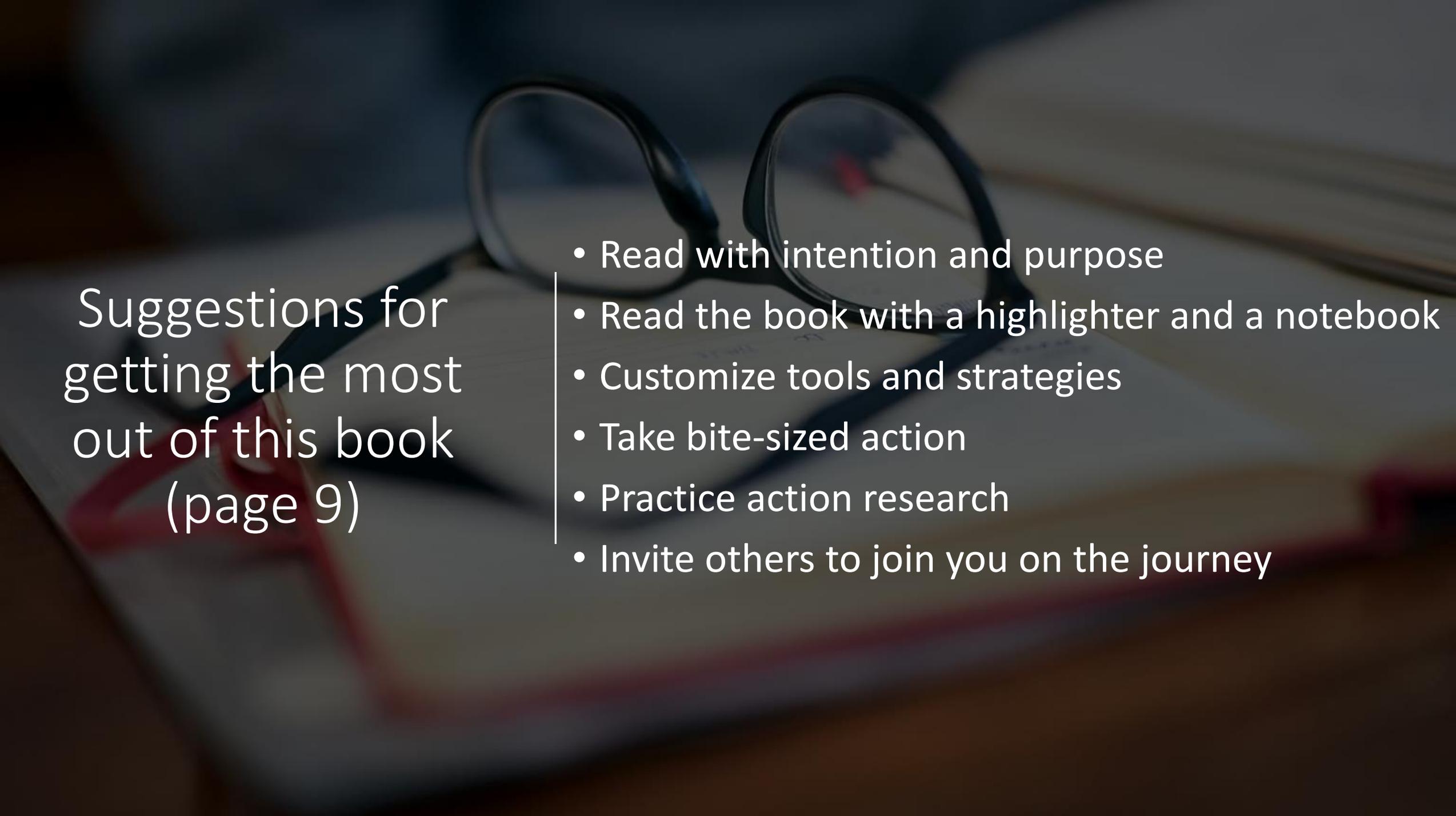
Zaretta Hammond

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.

| | |
|--|--|
| | |
| | |

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

- 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 |

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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| The Dependent Learner | The Independent Learner |
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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

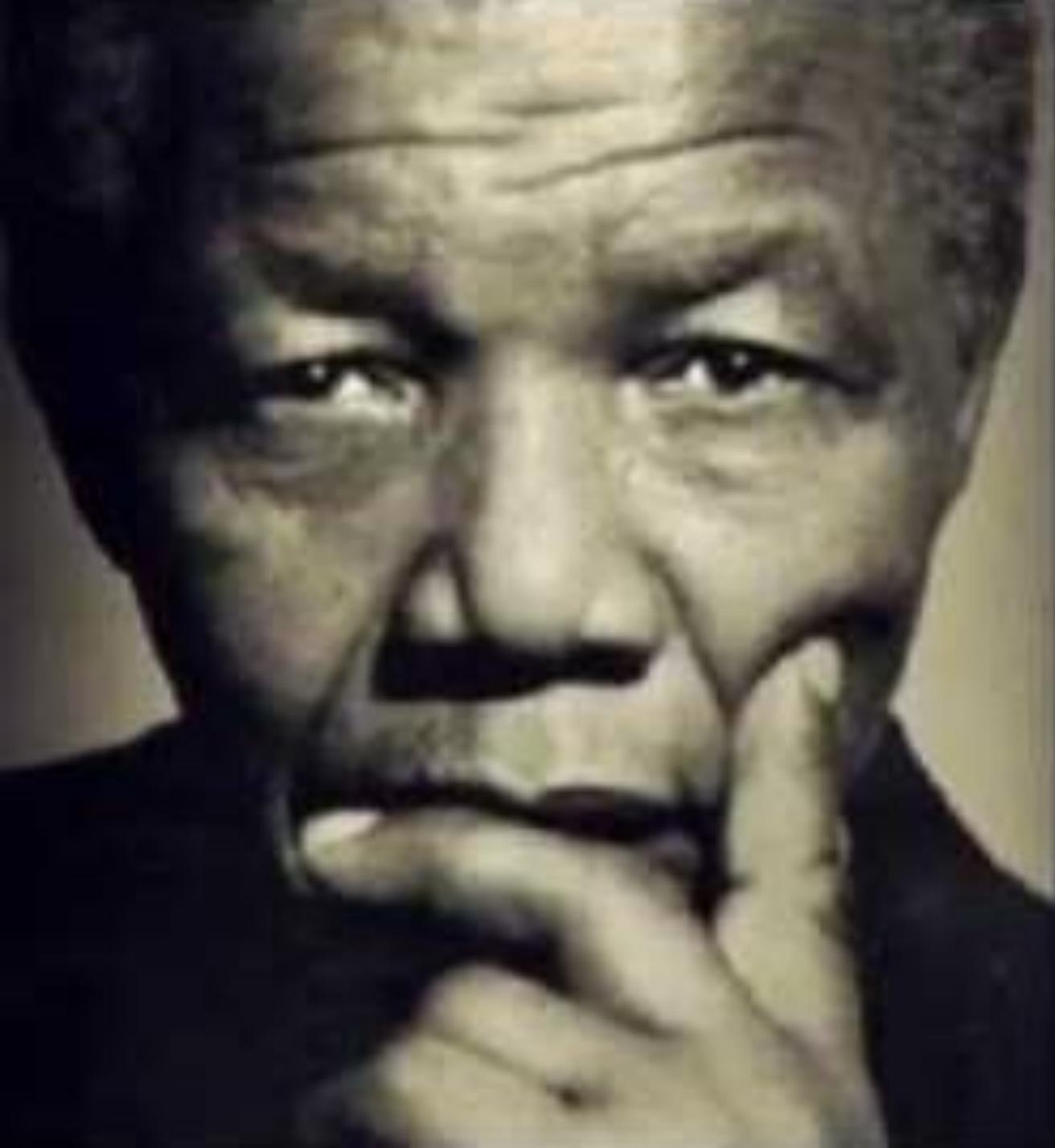
Draw 4 boxes in your PD Notebook, labeling them the following:

- 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 -