



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).					
Extended Day Tutoring – Sondag Program	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
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)	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	21	6	10	1	
Total Percentage Breakdown of Participants by Race/Ethnicity	55%	16%	26%	3%	
21 st Century Program for Enrichment and Remediation	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
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	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
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	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
Total Number Breakdown of Participants by Race/Ethnicity	2		4		
Total Percentage Breakdown of Participants by Race/Ethnicity	33%		67%		
Extended Day Program	White	Hispanic	Black	Two or More	All Other Race/Ethnicities
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. 30th

Dec. 1st

Dec. 2nd

Dec. 3rd

Dec. 4th

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Learning Objective	Teacher(s): Ms. Danielle Grade Level: 1 st - 2 nd Number of Students: 14	Teacher(s): Ms. Danielle Grade Level: 1 st - 2 nd Number of Students: 5	Teacher(s): Ms. Danielle Grade Level: 1 st - 2 nd Number of Students:	Teacher(s): Ms. Danielle Grade Level: 1 st - 2 nd Number of Students:	Teacher(s): Ms. Danielle Grade Level: 1 st - 2 nd Number of Students:
Subject Area: R/W/M/SS/SC	I can write an opinion paragraph. I can explain how a picture contributes to a text. Clarifying a text.	I can write an opinion paragraph. I can explain how a picture contributes to a text. Clarifying a text.	I will use adverbs to describe text from a story book. I will produce complete sentences in order by reading.	I will read details from story in sequential order. I will read details in sequential order from story.	I will recount story details and write about the message/lesson from the story.
Florida Standards: MAFS/LAFS/SS/SC	Reading LAFS.1.SL.1.1 LAFS.1.SL.1.2 LAFS.1.SL.1.3 LAFS.1.SL.1.4	Reading LAFS.2.N.1.1 LAFS.2.N.1.2 LAFS.2.N.1.3 LAFS.2.N.1.4	Reading LAFS.3.3.1.1 LAFS.3.3.1.2 LAFS.3.3.1.3 LAFS.3.3.1.4	Reading LAFS.2.SL.1.2 LAFS.2.SL.1.3 LAFS.2.SL.1.4 LAFS.2.SL.1.5	Reading LAFS.2.R.1.1 LAFS.2.R.1.2 LAFS.2.R.1.3
PBL Assignment Overview/Complete Activity Description	Discuss rules of discussion. (Bake the 100% list to other) Speak 1 @ a time. Read aloud selected story (shared reading). Roll + retell with story. When story is over, when story is over, when story is over.	Review rules of discussion. Review key details of story by picture walking. Write an opinion paragraph based on paragraph question. Handout + picture. Explain how a picture can be used to answer question. When story is over, when story is over, when story is over.	Define a verb + an adverb. What is the difference? Give examples from book. Have students write sentences. Circle verbs in sentences.	Read, listen, discuss details in sequential order from story. Roll + retell key details + read 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 Grandma Gives You a Lemon Tree (SS/MT: 200221) Roll + retell handout	Book: When Grandma Gives You a Lemon Tree (SS/MT: 200221) Roll + retell handout	Book: When Grandma Gives You a Lemon Tree (SS/MT: 200221) Roll + retell handout	Book: The Little Red Fort (SS/PA Jr. 20202021) By: Brenda Walter Roll + retell handout	Book: The Little Red Fort Message/lesson handout
Assessment/Evaluation	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.
Intended Outcome of the Activity	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.	Students will demonstrate understanding of key details in a text.

Communication skills through discussion.

comprehension skills.

* 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	Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9 I can multiply and divide fluently. I can determine the answer to a word problem using various strategies.	Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9 I can multiply and divide fluently. I can determine the answer to a word problem using various strategies.	Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9 I can multiply and divide fluently. I can determine the answer to a word problem using various strategies.	Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9 I can multiply and divide fluently. I can determine the answer to a word problem using various strategies.	Teacher(s): Math Grade Level: 3 & 4 Number of Students: 9 I can add and subtract fluently. I can multiply and divide fluently.
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	4 th Grade: Strategies to multiply two digit numbers. 3 rd Grade: Go Math Lesson 5.6 making arrays and writing a matching division question	4 th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54 3 rd Grade: Go Math 6.7 Fact Families relate multiplication and division	4 th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54 3 rd Grade: Go Math Lesson 6.8 (word problems) Write related facts	4 th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54 3 rd Grade: Go Math Lesson 6.3 (word problems) Write related facts Fluency games and practice	4 th Grade: Word Problems Go Math Ch 3 Practice Book page P51-54 3 rd Grade: Go Math Lesson 5.8 (word problems) Write related facts Fluency games and practice
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 answers questions	Teacher(s): Zans Grade Level: 3/4 Number of Students: 2/5 Read answer questions
Subject Area: RW/MS/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 not Secret	Start Rdg "The Honey Pot" "Grandma's Secret" Discuss what is happening in story including	St. Rdg "The Honey Pot" "Grandma's Secret" Discuss what is happening in story including	Start answering questions about Honey Pot & Grandmas Secret.	Finish answering questions (3) Honey Pot & Grandmas Secret. <u>Read story</u>
Resources/Materials	Whiteboard paper pencil computer	Whiteboard paper pencil computer	Whiteboard paper pencil computer	Whiteboard paper pencil computer	Whiteboard if possible pencil computer if necessary
Assessment/Evaluation	Exit ticket	Exit ticket	Exit ticket	Exit Ticket	Exit Ticket
Intended Outcome of the Activity	Text To be able to read and answer questions (literature) and create literature answer text	To be able to explain a text (literature) and answer text questions.	—	To be able to read a literature story and answer questions	To be 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.RI.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. In addition students will begin to simplify 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 on 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: 11/30- 12/4/2020

	Monday	Tuesday	Wednesday	Thursday	Friday
Daily Learning Objective	Teacher(s): Ms. Danette Grade Level: 2nd-5th Number of Students: 11 I will act as a cast member in "The Little Red Hen"	Teacher(s): Ms. Danette 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.	Teacher(s): Ms. Danette Grade Level: 2nd-5th Number of Students: 12 I will assist in writing a short skit & illustrate a Super Hero.	Teacher(s): Ms. Danette Grade Level: 2nd-5th Number of Students: 12 I will review how to be a Reader's Theater Super Star	Teacher(s): Ms. Danette 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.
Subject Area: RW/MI/SS/SC	Enrichment	Enrichment / Language Arts/Writing	Enrichment / Language Arts/Writing	Enrichment / Language Arts/Writing	Enrichment / Language Arts/Writing
Florida Standards: NAFLA=SS/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/ parts	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 their 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.	Students will review "Reader's Theater Super Star" elements. Students will read their Super Hero assignment in Reader's Theater.
Resources/Materials	Book: Little Red Hen Play / Script w/ parts			Paper, pencils, crayons, skits worksheet on Super powers illustrations.	Assignment wks handout
Assessment/Evaluation	The actual act of becoming a cast member.	Recall key elements of a play, write a skit w/ characters / lines	Act out their skit when they have finished writing & illustrating it.	Super Hero worksheet & illustrations of their super powers	Super Hero Presentation (reading)
Intended Outcome of the Activity	Students will have the experience of working w/ a cast & public speaking.		Confidence in their ability to perform & speak in front of an audience. Super Hero. (their peers).	Students will creatively design, write & illustrate their own Super Hero.	Students will gain confidence in themselves & their ability to brainstorm, write, illustrate & present in front of the



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(s): Zana Grade Level: 1-5 Number of Students: 5-12 To build an assigned objective	Teachers(s): Zana Grade Level: 1-5 Number of Students: 5-12 To build an assigned object	Teachers(s): Zana Grade Level: 1-5 Number of Students: 5-12	Teachers(s): Zana Grade Level: 1-5 Number of Students: 5-12 To build weekly w/robotics	Teachers(s): 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 N.1.6	N.1 SC. N.1.2 N.1.6	N.1 SC. N.1.2 N.1.6	N.1 SC. N.1.2 N.1.6	N.1 SC. N.1.2 N.1.6
PBL Assignment Overview/Complete Activity Description	Use Legos + K'Nex to build an assigned object + compare	Use Legos + K'Nex to build objects on assigned project + compare for abilities + differences	Use Legos + K'Nex to build objects on assigned project + compare for abilities + differences	Start exploring the Dash Robotics	Start exploring 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		Exploring	Exploring