



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 10/9/2020

School/Department: Sebastian River Middle

Action Step # and Description: 1.5 Achievement Gap Resource Allocation
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: Slide from faculty meeting to be held on October 21 that addresses the Impact Review from October 6.

Results of Action Taken: Our previous plan was to inform the teachers of the deficiencies noted in the Impact Review and provide them with ideas and suggestions for how to incorporate students' cultural identity into their classrooms. We will include an Equitable Classroom Survey in an upcoming Faculty Newsletter for teachers to self-assess how culturally responsive their classroom is.

Reflection: Pending the teachers' feedback at the faculty meeting, we will plan next steps. Maintaining culturally responsive classrooms is a part of our School Improvement Plan, so we will continue to address and monitor this issue.

Results of Impact Review #1

		Evident	Partially Evident	Not Evident
Equity, Climate, and Culture	Engagement/Participation	8	11	7
	Culture/Climate	15	7	3
	Differentiation	2	5	18

Equity, Climate, and Culture	<p>4. Engagement/Participation: *Teacher encourages students to share their thinking with each other related to a standards-aligned task. *Teacher uses probing questions, statements or actions are used to encourage student sharing of thinking. *The teacher incorporates strategies and structures that facilitate participation and access to learning opportunities for all students.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<p>5. Culture/Climate: The classroom environment is safe, respectful, inclusive and supportive. *Classroom interactions reflect high expectations and beliefs about all students' intellectual capabilities and creates a culture of belonging, equity, and accountability for learning. *The teacher uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important. *Teacher encourages all students to see, question, and interpret concepts from a variety of perspectives. *Teacher incorporates students' cultures, and experiences reflected in the classroom environment, curriculum, and/or instruction.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident
	<p>6. Differentiation: Teacher differentiates instruction (content, process, or product) based on student needs. *Teacher differentiates instruction, so each child can access the learning target and progresses towards mastery of the standard.</p>	<input type="checkbox"/> Evident <input type="checkbox"/> Partially Evident <input type="checkbox"/> Not Evident