



Evidence of Progress Monitoring

School District of Indian River County

#SDIRCStrongerTogether

Date: 10/16/2020

School/Department: Treasure Coast Elementary

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

2.6 Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.

**Explanation of
Evidence:**

At Treasure Coast Elementary, we are implementing culturally responsive teaching practices into our Tier 1 MTSS framework. MTSS meetings occur twice a month to ensure fidelity. As a part of the problem-solving process, we participate in weekly grade level data chats guided by instructional coaches and administration. We will continue to review and analyze student data to drive instruction and identify any discrepancies between what is expected from all students, and what is occurring.

**Results of Action
Taken:**

As a result of the school-based problem solving sessions, teachers will continue to use data to improve instruction and deliver culturally responsive teaching strategies such as communication of high expectations from all students, student-centered instruction, culturally mediated instruction, and positive perspectives on parents and families.

Reflection:

"Improved teaching comes about when teachers implement sound teaching practices grounded in cultural proficiency and a thorough understanding of the subject matter and how to teach it." (Love, Stiles, Mundry, DiRanna, 2008). In order to promote equity in schools and narrow achievement gaps, schools must use data-based problem solving and provide teachers with training and resources to implement culturally responsive teaching practices in the classroom.