



## African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County  
#SDIRCStrongerTogether

**Date:** 9/22/2020

**School/Department:** Liberty Magnet

**Action Step (number and description):** 2.6 - MTSS Framework Documentation of school-based problem-solving sessions to incorporate culturally responsive practices into the school's Tier 1 MTSS framework.

**Evidence of Progress Monitoring (Please include narrative/description of the action taken. Where applicable, please include all measurable data.)** MTSS Agenda/Data meetings. Equitable classroom practices observations spreadsheet attached. Information on the spreadsheet obtained through weekly walkthrough data. September's data reflects a single walkthrough for a baseline that will be shared with the teachers as well as the expectations of the walkthroughs during upcoming professional development.

**Results of Action Taken:** Future observations and feedback will be provided for all teachers.

**Reflection:** With 100% participation with fidelity, the students will benefit from culturally responsive practices in every classroom.

## Evidence of Culturally Responsive Practices

### Liberty Magnet School

<b>September</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/4		
1 <sup>st</sup> grade	/3		
2 <sup>nd</sup> grade	/4		
3 <sup>rd</sup> grade	/4		
4 <sup>th</sup> grade	/3		
5 <sup>th</sup> grade	/3		

<b>October</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/4		
1 <sup>st</sup> grade	/3		
2 <sup>nd</sup> grade	/4		
3 <sup>rd</sup> grade	/4		
4 <sup>th</sup> grade	/3		
5 <sup>th</sup> grade	/3		

<b>November</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		
2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		

<b>December</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		

2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		

<b>January</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		
2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		

<b>February</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		
2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		

<b>March</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		
2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		

<b>April</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		

2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		

<b>May</b>			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher uses student's real-life experienced to connect school learning to students' lives. (number of occurrences observed per grade)	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)
Kindergarten	/5		
1 <sup>st</sup> grade	/5		
2 <sup>nd</sup> grade	/5		
3 <sup>rd</sup> grade	/5		
4 <sup>th</sup> grade	/4		
5 <sup>th</sup> grade	/4		