



African American Achievement Plan Evidence of Progress Monitoring

School District of Indian River County
#SDIRCStrongerTogether

Date: 10/20/2020

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

September			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	3/4	5	
1 st grade	3/3	7	
2 nd grade	2/4	4	
3 rd grade	2/4	5	
4 th grade	3/3	8	
5 th grade	2/3	5	

October			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	3/4	7	
1 st grade	3/3	6	
2 nd grade	3/4	6	
3 rd grade	3/4	5	
4 th grade	2/3	7	
5 th grade	3/3	9	

November			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		

December			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		

January			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		

February			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		

March			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		

April			
Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		

May			
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Grade level	Number of classrooms with evidence/Number of classrooms	Teacher asks higher-order questions equitably of all students. (Number of occurrences observed per grade)	
Kindergarten	/5		
1 st grade	/5		
2 nd grade	/5		
3 rd grade	/5		
4 th grade	/4		
5 th grade	/4		