African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Quarter of the School Year: 1

School: Gifford Middle school

In September 2022, the School District of Indian River County initiated the implementation of the 2022-2023 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.

The attached documentation provides school level evidence of progress towards accomplishing action steps incorporated into the 2022-2023 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/supervisor of each school/location:

- Action steps included within the 2022-2023 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 October 24, 2022:   **CB**   (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?)

The data shows that there is still a great deal of work to do to ensure that we are making incremental steps towards a much more proportional data set when related to representation of African American students. The school based team is remaining vigilant in ensuring that systems and measures are in place to continue to move the mark in the right direction.

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **1** of **7**

Quarter of the School Year: 1

Date of Summary: October 24, 2022

School: Gifford Middle School

Strategies: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4

Strategy AAAP 1.1 (ALL SCHOOLS): Ensure that African American History teachings are implemented in alignment with established curriculum maps for grades K-12.	
Number of Walk-throughs to Observe Implementation of African American History Teachings	4
Date(s) of Support Provided to School Leadership Teams *(i.e., August 1, 2022)*	8/24/22-9/14/22-9/29/22-10/18/22
Summary of Observation(s):	Develop and implement a curriculum matrix that integrates African American History teachings in grades 6-8 that is included in the curriculum map. Conducted at least 4 quarterly Classroom walk throughs to ensure integration into classroom instruction and provide written report of feedback

Strategy AAAP 1.2 (ELEMENTARY ONLY): Ensure that African American students who show a substantial deficiency in reading in grades K-3 per i-Ready, receive targeted reading intervention as defined by the District's Reading Plan.	
Date of Quarterly School-Based Data Reviews of Students Performing in the Lowest Quartile in Grades K-3 *(i.e., August 1, 2022)*	

African American Students Receiving Interventions for Substantial Reading Deficiencies											
Kindergarten			First			Second			Third		
Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)	Ct Need Fun Read & Scheduled	Ct Need Fun Read	Percent (%)

*Data should be retrieved from the Power BI 2022 – 2023 Scheduling App – ScheduleAudit.

Strategy AAAP 1.3 (SECONDARY ONLY): Use Florida Early Warning Indicators to support secondary School Leadership Teams in developing and implementing interventions for African American students who are not on-track to graduate.	
Date(s) of School Level Review(s) of Early Warning Indicators for African American Students: *(i.e., August 1, 2022)*	8/22/22-8/29/22-9/19/22-9/26/22-10/3/22
Summary of Action Steps / Plan Based Upon Reviews of Early Warning Indicators for African American Students:	The following is a summary of the intervention/tutoring/enrichment groups developed based off of the Data Review Mtgs:

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **2** of **7**

- Math Tutoring Focusing on our level 2.5's 17 of the 27 which are black students that fall into this category
  - Wednesdays from 2:45-4:30pm
- Math interventions with 44 students that are Level 2.5's 27 of which are black students
  - Every day with the exception of Wednesdays which is ½ day intervention and ½ day coaching/co teacher support
- ELA Intervention with Reading Coach daily with 24 students on a rotating schedule with their Intensive Reading Teacher.
  - 14 of the 24 students are black
- Course Recovery for Math and ELA
  - Wednesdays from 2:45-4:30pm
  - 87 students that are in course recovery
  - 35 of 87 are Black Students
  - 27 of 87 are White
  - 20 of 87 are Hispanic
  - 5 of 87 are Other
  - We have none of them staying afterschool to complete
  - Can we consider an alternative?
- Math afterschool tutoring for algebra and geometry
  - T-Th 2:45-4:30pm (19 Black Students)
- 6th and 7th Grade ELA Tutoring
  - T & Th
  - 14 students (10 Black)
- 7th and 8th Grade Sci Tutoring
  - Wednesdays from 2:45-4:30pm
  - 13 students (7 are Black))

Strategy AAAP 1.4(SECONDARY ONLY): Implement processes to ensure that African American students have equitable access to advanced and accelerated courses in middle school and high school.

Percentage of Racial Subgroup Enrolled in Advanced/Accelerated Courses During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **3** of **7**

13%	59%

Strategy AAAP 2.1 (ALL SCHOOLS): Implement data-driven problem solving and provide needs-based supports to schools to specifically address identified discipline and achievement disparities.	
Discipline	
Date(s) of Problem-Solving Session(s) for <u>Discipline</u>:	8/22/22-8/29/22-9/19/22-9/26/22-10/3/22

Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Discipline</u>:	Met with the schools success coach and AP's to develop a plan to monitor ODR's. The first task on the list was to identify and implement a point based CICO level system and expectations tied to schoolwide expectations/PBIS. This system provides consistency for the students, as well as for the teachers in the class. Research proves that these students will excel in environments that are consistent with rules and expectations. Collected data is broke down into a "yes" or a "no" for that time period, which provided the student a percentage of behavior daily. This not only helps the students stay on track of their behavior, provides a visually track, gives parents a daily synopsis, but also provides a daily lesson of math with percentages for the students.
	
	• 21_22 6th Grade discipline Data for the 1st Quarter was 11 ODR's and 19 Minor Infractions
	• 22_23 6t Grade discipline data for the 1st quarter is 72 ODR's and 60 Minor Infractions
	• Out of curiosity I reviewed this years 7th graders as they were apparently much better behaved last year in 6th and to my surprise and they came in at 45 ODR's and 60 Minor Infractions
	• For our students of concern, we have:
	  o CICO that has been streamlined to be digitized
	  o BIP's for those students that it directly applies to
	  o AIM Mentoring taking place
	  o DATA School Based Interventions for at risk behaviors
	• PBIS
	  o 100% buy in from the instructional staff
	  o Over 90,000 Digital Dolphin Dollars have been distributed

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **4** of 7

	o Over 75,000 Digital Dolphin Dollars have been redeemed by students
	o Today is our End of Quarter Fall Celebration
	    ▪ Requirements are No ODR's, No Lunch Detentions, No ASPIRE visits for the 1st 9weeks.
	    ▪ For the 2nd quarter we have added 2 more components of focus for PBIS which brings us to 5 -Respect-Responsibility-Following Directions-Timely Arrival-In class Participation

Achievement	
Date(s) of Problem-Solving Session(s) for <u>Achievement</u>:	8/22/22-8/29/22-9/19/22-9/26/22-10/3/22
Summary of Action Steps / Plan Based Upon Problem Solving Session(s) for <u>Achievement</u>:	Monitor data to ensure that African American students who are not on grade level per 21 FSA Data/Current FAST Data/Current iReady Data or who show a substantial deficiency in reading/math in grades 6,7,8 per teachers observations as aligned with the reading intervention as defined by the district reading plan are correctly placed in intensive reading, receiving additional tutoring support, or intervention support from reading coach. A similar approach is taken with regards to Science and Civics based on student assessment scores, formative assessment data, and teacher observational data.

Strategy AAAP 2.2 (SECONDARY ONLY): Implement alternative discipline interventions and supports for African American students identified as off-track according to disciplinary Early Warning Indicators.

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **5** of **7**

African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

Number of Students in Racial Subgroup Supported by an Alternative Intervention Measures (A.I.M.) Advocate or Alternative School-based Program to Inspire Renewed Excellence (A.S.P.I.R.E.) Teacher During the Quarter All Grade Levels Served by the School (Combined)	
Black/African American (%)	White, Non-Hispanic (%)
88.5%	**33%**

Strategy AAAP 2.4 (ALL SCHOOLS): Ensure that School Improvement Plans for all schools specifically address how schools are providing interventions related to achievement gaps for African American students.		
Date of Quarterly Review of School Improvement Plan: *(i.e., August 1, 2022)*	9/26/22	
Does the School Improvement Plan Continue to Address the Achievement Gap for African American Students?	☒Yes ☐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):	1. Establish a collaborative planning department schedule. 2. Establish Collaborative Planning Norms. 3. Attend collaborative planning mtg and deliver the template to be crafted by all members. 4. Admin attend the collaborative planning meetings to see implementation of the department crafted Collaborative Planning Forms. 5. Admin attend the collaborative planning meetings to see implementation of the Collaborative Planning process. 6. Monitor process and refine steps as needed. 7. Provide ongoing feedback to the departments as needed. 8. Conduct data chats during planning to ensure student needs are being met in the African American Subgroup. 9. Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. 10. Evidence of lessons containing district adopted instructional materials and curriculum maps. 11. Evidence of data-based decisions using state, district, and classroom assessments	

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **6** of **7**

	12. Support for students in the African American subgroup evident.

Strategy AAAP 3.1 (ALL SCHOOLS QUARTERS 2-4 ONLY): Engage in ongoing communication regarding the availability of extracurricular activities through the provision of a resource that provides information for individual schools.

Date of Quarterly Review of Extracurricular Activity Student Participation Data within Focus Student Information System:	10/26/22	
Total Count of African American Students Participating in One or More Extracurricular Activities (#)	Total Count of African American Students Enrolled (#)	Total Percent of African American Students Participating in One or more Extracurricular Activities (%)
12	251	19.67%
Summary of Action Steps/Plan to Increase Communication Regarding the Availability of Extracurricular Activities:	Action Steps to Increase Communication Regarding the Availability of Extracurricular Activities include: Posting on Twitter, Facebook, School Website, Connect Ed Calls, Flyers being sent home.	
(SECONDARY ONLY) Number of Students Participating in the African American Student Council (All Grade Levels)	0 The African American Student Council is in the process of being formed.	

Data should be retrieved from the Power Bi Extracurricular Activities public-facing dashboard.

Strategy AAAP 4.3 (ALL SCHOOLS): Maintain diverse interviewing committees, while using universal application and interview protocols for the selection of instructional vacancy candidates.

Number of Interviews Conducted by the Interview Committee:	21
Percentage of Interviewers on Interview Committee by Race	
Black/African American (%)	White, Non-Hispanic (%)
67%	33%
(OPTIONAL) Additional information:	

Quarter 1: 08.10.2022 – 10.10.2022
Quarter 2: 10.11.2022 – 12.21.2022
Quarter 3: 01.09.2023 – 03.17.2023
Quarter 4: 03.27.2023 – 05.31.2023

Page **7** of **7**

Gifford Middle School

Leadership Mtg

9/26/22
1:00pm
Agenda

1. Monitor Math, Science, and Reading Data
   a. Look at subgroups
   b. Identify any discrepancies

2. Discuss the importance of reflecting on years past data trends
   a. Data Trends
   b. Leading Indicators

3. Identify key growth segments
   a. Subgroups performing below district average
      i. Create Goal Focused on subgroup
   b. Subgroups performing below state average of "Like Schools"
      i. Create Goal Focused on subgroup

Gifford Middle School will be a model for the state in the area of Marine Science and Robotics exploration through the integration of engaging STEAM based projects and a collaborative school community.

Gifford Middle School

Leadership Mtg

October 27, 2022
3:00pm
Agenda

1. Pre-Growth Mtgs should have been completed by now
   a. We are past the deadline
2. Informal Observations
   a. Shoot for having 1 round done on everybody you evaluate by the end of next week.
3. Transition Duty
   a. Radio Holders
   b. Teachers with Planning of the following period
      i. 4minutes
   c. Break campus up into areas of supervision
      i. Assign Radio Holders to those areas
4. FOCUS PD for Teachers
   a. Explain the 3-2-1
   b. Explain the progression
   c. Discuss the Need for FOCUS to be used
   d. When/Where/Process
5. Lunch Detention
   a. Remediation (Tomlinson)
   b. Days (3 pr week)
   c. Location?
6. Tardy Sweep?
   a. System/Procedure
   b. Suggestions

8/29/22 Leadership Mtg

1. Todays Drill Wrap up (Ross)
      i. Brief overview of steps and assignments
2. 1 PM IEP Mtg
3. 1:30PM ESE Department Mtg
4. Hutchinson's Email – Students of Concern – Next Steps
5. Boscovich and Bass services
6. Discipline - Student 176057 throwing 2 girls (204188 and 203440)
   a. GMS 100 Wing Camera
         i. View 8
        ii. 11:12:50 AM
       iii. 8/26/22
7. Room 302 Usage
8. Counselors Report (Peterson/St. Louis)
   a. Counseling Department debrief
9. Anything for the greater good

Gifford Middle School

Leadership Mtg

October 24, 2022
1:00pm
Agenda

1. Pre-Growth Mtgs
    a. Scheduled and completed by October 15th.
2. ESE Department
    a. Support Staff and Services
    b. Are we reaching ALL ESE Students mandated services?
3. Testing Update-Blidgen/Ross Flip
    a. Ross-Testing
    b. Blidgen-MTSS/IPST
4. Transition Duty
    a. Radio Holders
    b. Teachers with Planning of the following period
        i. 4minutes
5. FOCUS PD for Teachers
    a. Explain the 3-2-1
    b. Explain the progression
    c. Discuss the Need for FOCUS to be used
    d. When/Where/Process
6. Lunch Detention
    a. Remediation (Tomlinson)
    b. Days (3 pr week)
    c. Location?
7. Tardy Sweep?
    a. System/Procedure
8. Counselors Report (Peterson/St. Louis)
    a. Counseling Department debrief
9. Talk about threat assessment mtgs…. when and frequency?

Gifford Middle School will be a model for the state in the area of Marine Science and Robotics exploration through the integration of engaging STEAM based projects and a collaborative school community.

Gifford Middle School

Leadership Mtg

October 3, 2022
1:00pm
Agenda

1. Pre-Growth Mtgs
   a. Scheduled and completed by October 15th.
2. ESE Department
   a. Support Staff and Services
   b. Are we reaching ALL ESE Students mandated services?
   c. C.Browning Out
   d. J.Jones Out
   e. Riccio Schedule
3. Testing Update-Blidgen
   a. Math and ELA Diagnostic Logistics
4. 10/8/22 Community Extravaganza
   a. 10:30-2:00 @ IRSC Mueller Campus
   b. Supervisor Schedule
      i. 9:00-11:00 Includes Setup
      ii. 11-12:30
      iii. 12:30-2:00 Includes Teardown
   c. Brochures, Business Cards, Collage, 3-D Printer, Tablecloth.....
5. Counselors Report (Peterson/St. Louis)
   a. Counseling Department debrief
6. Anything for the greater good

Gifford Middle School will be a model for the state in the area of Marine Science and Robotics exploration through the integration of engaging STEAM based projects and a collaborative school community.

Gifford Middle School

Leadership Mtg

September 26, 2022
1:00pm
Agenda

1. Pre-Growth Mtgs
   a. Scheduled and completed by October 15th.
2. ESE Department
   a. Support Staff and Services
   b. Are we reaching ALL ESE Students mandated services?
   c. C.Browning Out
   d. J.Jones Out
   e. Riccio Schedule
3. Testing Update-Blidgen
   a. Math and ELA Diagnostic Logistics
4. Teacher Authority Act
   a. Creation of a Placement Review Committee?
5. A2
   a. Communication sent out today
6. 10/8/22 Community Extravaganza
   a. 10:30-2:00 @ IRSC Mueller Campus
7. Counselors Report (Peterson/St. Louis)
   a. Counseling Department debrief
8. Anything for the greater good

Gifford Middle School will be a model for the state in the area of Marine Science and Robotics exploration through the integration of engaging STEAM based projects and a collaborative school community.

After analyzing the subgroup data, strategize how the implementation steps **(in Academic Programs only)** in the SIP will address the subgroup(s) of concern. Include at least one Implementation Step aligned to the appropriate subgroup(s) that are being addressed.

If a school has met expectations with all subgroups, input **N/A** in the **Needs Assessment Summary** below.

- Black 38%
- Multiracial 38%
- Students with Disabilities 30%
- English Language Learners

Needs Assessment Summary

Based on FSA Math Data 60% of Asian students, 81% of Black Students, and 28% of Mixed students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Based on FSA Social Studies Data <90%% of Asian students, and 69% of Mixed students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Based on FSA ELA Data 78% of Black students, and 62% of Hispanic students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Based on FSA Science Data 78% of Black students, and 67% of Hispanic students missed Level 3 proficiency, indicating a need for additional support for students on the threshold of proficiency.

Black/African American 38%, Hispanic 26%, SWD 18%
The above three subgroups will need additional action steps written in the academic section of the SIP.

Data and Systems Review Organizer
School Culture

Goal Area	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	High Yield Strategy (Which High Yield Strategies will contribute the most to school improvement?)
School Culture Significant Data Findings – SLT's will discuss	Addressing the lack of follow through with relation to 3-3-3 progressive discipline plan.	78% of teacher feedback surveys indicated that the 3-3-3 systems was broken and needs to be changed.	1. Listen and Lean 1.1. We listened to the feedback and are adjusting based on teacher and student data received for the 3-3-3
Goal: Create a progressive 3-2-1 approach (3 Lunch Detentions, 2 Wednesday Detentions, 1 Friday Detention) that decreases a lack of follow through and results in at least 80% (36 of 45) of teachers feeling supported as outlined on the End of Year Climate Survey. Incremental increases of 25% per quarter in the positive feedback as based on the Teacher Feedback Surveys			

Implementation Plan for School Culture				
Implementation Date(s) Aug. 1st – Oct 14th	**Implementation Steps**	**Person(s) Responsible** (First & last name, position)	**Expected Evidence** (What evidence would demonstrate the Implementation Step was successfully executed?)	**Monitoring** (How and Who?)
Start: 8/1/22 End: 8/9/22	1.Design a new dress code policy and share with all stakeholders. 2.Design a new Cell Phone "Threshold Policy" and share with all stakeholders. 3.Design a new Restroom Procedure complete with tracking and designated vicinity's and share with all stakeholders. 4.Design a new 3-2-1 discipline policy to revamp the existing 3-3-3 progressive discipline policy and share with all stakeholders.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo **ASPIRE** Keanna Blue **Coordinator** Marianne Thomas	20% Decrease in ODR's compared to last years data as related to student behavior.	**Review the Discipline Data** **Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo
Start: 8/9/22 End:8/9/22	5.Deliver to teachers to support the process of implementing the new initiatives.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo	Teachers completing this portion of a PD for the new 3-2-1 initiative.	**Sign In sheet of attendance** **Principal** Chadwick Bacon
Start: 8/9/22 End:10/10/22	6.Monitor for Implementation of the new policies and collect raw data that reflects the extent of implementation as related to action items 1-4 outlined above.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo	20% Decrease in ODR's compared to last year's data as related to student behavior.	**Review the Discipline Data** **Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo

Start: 8/12, 8/19, 8/26, 9/2, 9/9, 9/16, 9/23, 9/30, 10/7, 10/14 End:10/10/22	7.Examine data collected, reflect on barriers, and adjust accordingly to push towards desired results.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo	20% Decrease in ODR's compared to last year's data as related to student behavior.	**Review the Discipline Data** **Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo
Start: 8/9/22 End:10/10/22	8.Re-Implement the process with changes necessary based on data input for those areas not meeting desired results and provide necessary support mechanisms to address barriers.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo **Teachers**	A 20% reduction in ODR's compared to last years discipline data.	**Use the Discipline Data to drive supports.** **Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo
Start: 8/9/22 End:10/10/22	9.Repeat steps 6-7-8 and continue cycle until desired outcome is achieved and then continue to monitor and support implementation to ensure sustainability.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo	A 20% reduction in ODR's compared to last years discipline data.	**Provide Support if the Discipline Data supports** **Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Success Coach** Jim Russo
Start: 10/10/22 End:10/10/22	Implement a Quarterly Teacher Feedback Survey	**Principal** Chadwick Bacon	25% (12) of the desired end of year outcome of 80% (36) expressing that they feel supported as identified in the Quarterly Teacher Feedback Survey.	**Principal** Chadwick Bacon Quarterly Teacher Feedback Survey

Academics

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data Why was this data finding selected as being most impactful?	High Yield Strategy Which High Yield Strategies will contribute the most to school improvement?
Academics - Significant Data Findings	Math Achievement 39%	10% Lower than the districts middle school Math Achievement Average.	1. Collaborative Planning
		1/5 of the overall school grade	1.1. Standards based instruction
Academics - Significant Data Findings	ELA Achievement 44%	1/5 of the overall school grade	1.2. Student Engagement 1.3. Formative Assessments

List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.	- Black 38% - Multiracial 38% - Students with Disabilities 30% - English Language Learners

Goal: By implementing collaborative planning measures, administration will see Similar Lessons and Tasks being implemented within the same content or grade level based on Impact Walk data of 80% evident.

Implementation Plan for Academics

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

| Start: 8/10/22
End: 10/10/22 | 1. Explain the expectation.
2. Establish a collaborative planning department schedule.
3. Establish Collaborative Planning Norms. | **Principal**
Chadwick Bacon
(Math/Science)
AP
Latonya Ross
(SS/Electives)
AP
Tisa Blidgen
(ELA/Reading)
ALL Staff | • Implementation of collaborative planning across departments.
• Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks.
• Evidence of lessons containing district adopted instructional materials and curriculum maps. | **Principal**
Chadwick Bacon
(Math/Science)
AP
Latonya Ross
(SS/Electives)
AP
Tisa Blidgen
(ELA/Reading)

Initial Implementation steps being evident in mtgs |
| Start: Week of 8/22/22
End: 8/26/22 | 4. Attend collaborative planning mtg and deliver the template to be crafted by all members. | **Principal**
Chadwick Bacon
(Math/Science)
AP
Latonya Ross
(SS/Electives)
AP
Tisa Blidgen
(ELA/Reading)
ALL Staff | • Adoption of collaborative planning process. | **Principal**
Chadwick Bacon
(Math/Science)
AP
Latonya Ross
(SS/Electives)
AP
Tisa Blidgen
(ELA/Reading)

Initial Implementation steps being evident in mtgs |

Start: 8/29/22 End:9/3/22	5. Admin attend the collaborative planning meetings to see implementation of the department crafted Collaborative Planning Forms.	**Principal** Chadwick Bacon (Math/Science) **AP** Latonya Ross (SS/Electives) **AP** Tisa Blidgen (ELA/Reading)	• Implementation of collaborative planning across departments. • Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks. • Evidence of lessons containing district adopted instructional materials and curriculum maps. • Evidence of data-based decisions using state, district, and classroom assessments • Support for students in ESSA subgroups	**Principal** Chadwick Bacon (Math/Science) **AP** Latonya Ross (SS/Electives) **AP** Tisa Blidgen (ELA/Reading) Col Planning Implementation being evident in mtgs and transferred over to fidelity walks and evaluative walks.

| Start: 9/6/22 End:10/10/22 | 6. Admin attend the collaborative planning meetings to see implementation of the Collaborative Planning process.
7. Monitor process and refine steps as needed.
8. Provide ongoing feedback to the departments as needed.
9. Conduct data chats during planning to ensure student needs are being met in the different subgroups. | **Principal** Chadwick Bacon (Math/Science) **AP** Latonya Ross (SS/Electives) **AP** Tisa Blidgen (ELA/Reading) | • Implementation of collaborative planning across departments.
• Evident transfer of items and strategies discussed in collaborative planning being evident in fidelity walks and evaluative walks.
• Evidence of lessons containing district adopted instructional materials and curriculum maps.
• Evidence of data-based decisions using state, district, and classroom assessments
• Support for students in ESSA subgroups | **Principal** Chadwick Bacon (Math/Science) **AP** Latonya Ross (SS/Electives) **AP** Tisa Blidgen (ELA/Reading)

Col Planning Implementation being evident in mtgs and transferred over to fidelity walks and evaluative walks. |

Family and Community Engagement

Data Rating	Data Findings & Area (Be specific in defining each data element below.)	Rationale for Selection of Data (Why was this data finding selected as being most impactful?)	Capacity Building Strategy (One of the four C's)
Significant Findings	21_22 Parent Climate Survey Data indicated that they would like opportunities for the parents and community to be more involved in their children's school.	Research from the National Coalition for Parent Involvement in Education shares that "no matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior and adapt well to school."	Connections
Goal: Develop at least 1 opportunity for the parents and community to be involved in the school during the first 9 weeks of the school year via parent and community engagement event.			
Implementation Plan for Family and Community Engagement			

Implementation Date(s) Aug. 1st – Oct 14th	Implementation Steps	Person(s) Responsible (First & last name, position)	Expected Evidence (What evidence would demonstrate the Implementation Step was successfully executed?)	Monitoring (How and Who?)

Start: Start: 8/1/22 End: 8/9/22	1-Develop the school's calendar of events. 2-Identify Community Partnerships 3-Design the Parental Involvement Plan (PFEP).	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen **Cordinator** Marianne Thomas **Success Coach** Jim Russo	We will hold 1 Family Engagement event in the first 9 weeks	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen Artifacts Sign In Sheets

Start: 9/14/22 End:9/14/22	Hold family engagement event.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen	Have parents and community partners participate in the event. • TCGC • Trio (IRSC)	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen Sign in Sheets
Start: 10/6/22 End:10/6/22	Pre-Planning for family engagement event during 2nd quarter.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen	Have parents and community partners participate in the engagement event during the 2nd 9 weeks.	**Principal** Chadwick Bacon **AP** Latonya Ross **AP** Tisa Blidgen Sign in Sheets

Finalize Action Steps & Stakeholder Engagement
August 1 – October 14, 2022

Schools will begin School Improvement Process with an Opening of Schools Professional Development led by the School Leadership Team (SLT). The SLT will purposefully engage stakeholders in providing reflective feedback on the creation and implementation of specific actions aimed at achieving improved School Culture, Academic, and Family and Community Engagement. The development of the School Culture, Academic, and Family and Community Engagement Implementation Steps will be finalized by October 14, 2022.

School Leaders will:
- Provide Opening of Schools Development to share results and solicit stakeholder feedback.
- Develop Implementation Steps for School Culture, Academics, and Family and Community Engagement
- Participate with the School Leadership Team in a Peer Review Process
- Meet with the Curriculum & Instruction Department to review the School Improvement Process
- Title I Schools will submit the 2022-2023 Parent and Family Engagement Plan (PFEP) to the Federal Programs Department for approval in Canvas.

Implementation Steps Requirements:
- Align the High Yield Strategies to develop an implementation plan.
- Provide specific implementation dates.
- Describe the specific action or activity that will take place.
- Include the name(s) and position(s) of the person(s) responsible.
- Specify what evidence would demonstrate the intended Implementation Step was achieved.
- Describe the process that will be used to monitor each Implementation Step and the person(s) involved in monitoring.

Opening of Schools Professional Development Agenda

The purpose of an "Opening of Schools PD" is to share what was learned and planned for during ReIgnite with teachers and staff and to gather feedback and facilitate training around the work. School Leadership Teams will develop an "Opening of Schools" Professional Development that incorporates trainings on the SIP process

based on the work at ReIgnite.   In the chart below, specify the following: Date/Time of PD, Topic, Process Description, and the Training Lead.

- What are the priorities you will need to address to effectively communicate SIP this year?
- How are you going to communicate your SIP this year?

Date/Time	Topic	Process Description	Training Lead
8/3/22	DAARP Training	Train the staff on the Emergency Procedures that will be in place at the school.	Chadwick Bacon
8/3/22	School State of the Union	Data Review and Goal Setting	Chadwick Bacon
8/3/22	School SIP	Cover the goals set forth in the schools School Improvement Plan • Academics • Procedural • Community Engagement	Chadwick Bacon
8/3/22	Cell Phone Policy	Discuss and disseminate the new policy	Chadwick Bacon
8/3/22	Dress code policy	Discuss and disseminate the new policy	Chadwick Bacon
8/3/22	Senate Bill 1467	Share the district created PowerPoint verbatim	Chadwick Bacon
8/3/22	Senate Bill 1557	Share the district created PowerPoint verbatim	Chadwick Bacon
8/3/22	Remind	Cover the district adopted mass communication App	Chadwick Bacon
8/3/22	PBIS	Cover the district adopted PBIS awards App	Chadwick Bacon
8/22/22	PBIS Tier I PD	Train teachers on the Tier I fundamentals of PBIS	Claudio Navaro
8/3/22	Evaluations	Rough overview of the process, timelines, expectations, who will be their evaluator breakdown.	Chadwick Bacon
8/3/22	3-2-1 Behavioral Plan	Explain the new procedures for a progressive Discipline Plan	Latonya Ross
8/3/22	ASPIRE Overview	Explaining what ASPIRE is and how it will work	Tisa Blidgen
8/3/22	Bathroom Pass Procedure	Color Coded Process will ensure/ confirm that students are in the correct building based on classroom location.	Latonya Ross
8/3/22	10-Day Count Procedures	Cover the process for Coding students	Tisa Blidgen
8/3/22	Ground Duty	Cover the duration, Location, and role of the teacher when they are in their designated duty location	Latonya Ross

Parent Family Engagement Plan

All Title I Schools will be required to jointly develop PFEPs with parents and family members of participating children. Title I schools will submit the PFEP to the Federal Programs department for approval. The PFEP will then be distributed to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand, provide comments/feedback, and contribute to further updates as

Gifford Middle School
Student Athlete Progress Report

Student Name: _____   Grade Level: _____   Week of: _____

Gifford Middle School Athletics program is striving for academic and athletic excellence. We believe our athletes are students first and therefore ask for your assistance in identifying any potential academic problems.

Please take a few minutes to review and complete this progress report for the student-athlete enrolled in your class. We appreciate your help in our quest.

Please return this form to the student athlete.

Course	Approx grade to date %/Grade	Attends class regularly Yes or No	Completes all assignments Yes or No	Participates in class Yes or No	Has a positive attitude Yes or No	Comments	Instructor's Signature
1							
2							
3							
4							
5							
6							
7							

Posted on:

School Website

Connect Ed

Twitter

Facebook

Co-ed Soccer Tryouts will be Monday, Tuesday, Wednesday of next week the 15th, 16th, and 17th from 3-4:30pm. Please meet in the gymnasium after school and bring a change of shorts, t-shirts, and athletic shoes. Volleyball tryouts will also start Monday of next week from 3:00pm-5:30pm. Please meet in the gymnasium after school and bring a change of shorts, t-shirts, and athletic shoes and knee pads if you already have them.

Posted on:

School Website

Connect Ed

Twitter

Facebook

Boys & Girls Basketball Tryouts will be October24th, 25th, and 26th from 3-4:30pm for Girls and 4:30-5:30 for Boys. Please meet in the gymnasium after school and bring a change of shorts, t-shirts, and athletic shoes.

Thank you to everyone who is using PBIS Rewards!!!!! If you have not been using PBIS Rewards, please reach out and I will be more than happy to assist. Have a great weekend!!!!

Jim Russo M.Ed.
Gifford Middle School
Success Coach
PBIS Facilitator
(772)564-3582
James.Russo@indianriverschools.org

Under Florida law, e-mail addresses are public records. If you do not want your e-mail address released in response to a public records request, do not send electronic mail to this entity. Instead, contact this office by phone or in writing. This communication may contain privileged and confidential information intended only for the addressee(s) named above. If you are not the intended recipient, you are hereby notified that any review, dissemination, distribution or duplication of this communication is strictly prohibited. If you are not the intended recipient, please notify the sender by reply email and destroy all copies of the original message. The School Board of Indian River County, Florida expressly prohibits bullying, including cyberbullying, by or towards any student or employee. See Policy 5517.01: Bullying and Harassment for additional information.

Digital Dolphin Dollars

Russo, James <James.Russo@indianriverschools.org>

Thu 9/15/2022 7:28 AM

To: GMS, Teachers All <Dist.Teachers.Gifford.Middle@sdirc.onmicrosoft.com>;GMS, Employees All <Dist.Employees.Gifford.Middle@sdirc.onmicrosoft.com>

Good Morning!

I have added and changed some areas on how to reward some digital dolphin dollars. Please make sure you are handing out digital dolphin dollars to students.

Please see image below.

Digital Dolphin Dollars/ PBIS Rewards

Russo, James <James.Russo@indianriverschools.org>

Fri 9/16/2022 4:45 PM

To: **GMS, Teachers All <Dist.Teachers.Gifford.Middle@sdirc.onmicrosoft.com>**;Blue, Keanna <Keanna.Bucknor@indianriverschools.org>

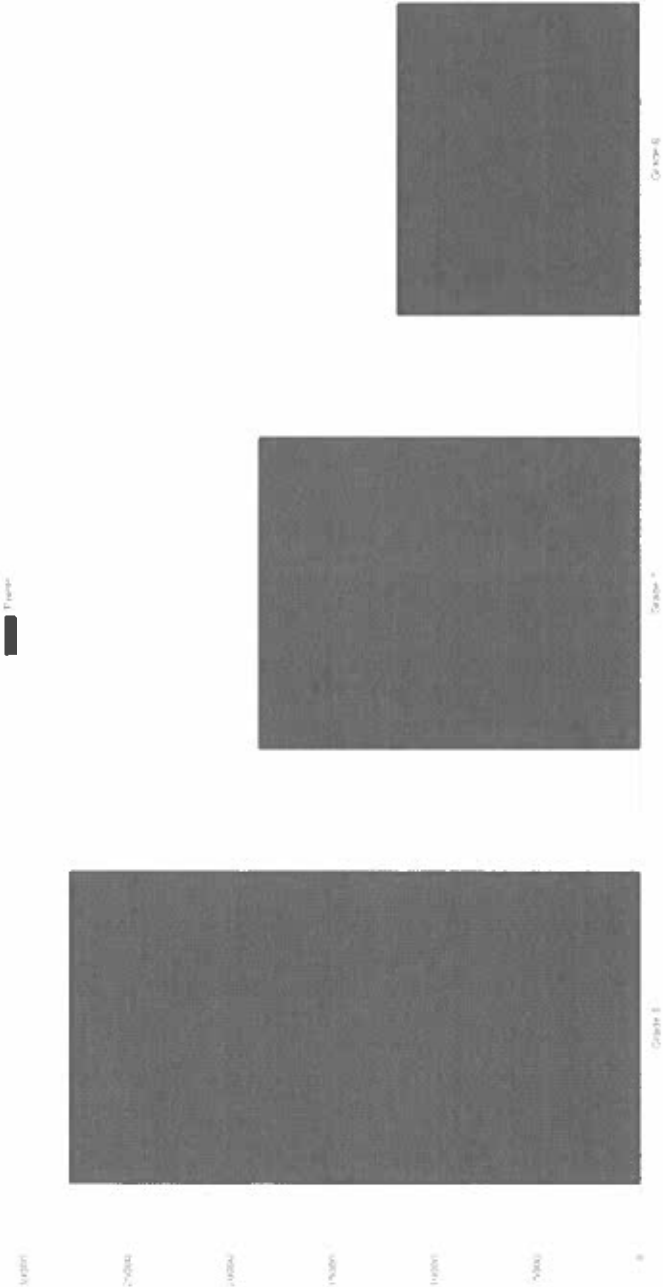Cc: Bacon, Chadwick <Chadwick.Bacon@indianriverschools.org>;Blidgen, Tisa <Tisa.Blidgen@indianriverschools.org>;Ross, Latonya <Latonya.Ross@indianriverschools.org>;Navarro, Claudia <Claudia.Navarro@indianriverschools.org>;Thomas, Marianne <Marianne.Thomas@indianriverschools.org>

Good Evening GMS Teachers!!!!!!

Our PBIS Data is in by Grade levels. Take a look at our digital distribution of Digital Dolphin Dollars/PBIS Rewards and our Top 5 Distributors. Keep using our Digital Dolphin Dollars/PBIS Rewards as incentives to boost student participation, correction of behaviors, positive behaviors, following directions, being responsible, arriving to class on time, and completing assignments.

Digital Dolphin Dollars/ PBIS Review

Points by Grade

Grade		Respect		Responsibility		Timely Arrival		Participation		Follow Directions		Total	
Grade 6		9159		9001		6697		1453		1560		27870	
Grade 7		6230		5580		4634		1136		1076		18656	
Grade 8		3656		4391		2994		407		421		11869	

Top 5 Rank for Digital Dolphin Dollar Distribution

1. Ms. Candyce Long

2. Ms. Amy Shuman

3. Ms. Tammie Davenport

4. Mr. Stephen Brecher

5. Mr. Juan Rojas

Behavior Tidbit News: Communication Skills

Russo, James <James.Russo@indianriverschools.org>

Wed 9/21/2022 1:25 PM

To: GMS, Employees All <Dist.Employees.Gifford.Middle@sdirc.onmicrosoft.com>

Good Afternoon!!!!!

I have included our 2nd Behavior Tidbit News article for the month of September. This article focuses on communication in the form of verbal, paraverbal, and nonverbal. Information from the article is borrowed from the Crisis Prevention Institute. Please read the article below and add it to your teaching toolbox for additional supports when working with students in grades 6,7, and 8 in the educational classroom.

Communication Skills

Verbal Communication

- The words you use to send messages.
- Consider the significance of your words.
- Keep your message
  - Short, simple, and clear
  - Respectful
  - Positively phrased.

Example of a Positive Message

Instead of...
"You are not supposed to be in this area."

Say...
"You seem lost. How may I help you?"

Paraverbal Communication

- How you say what you say.
- This includes your *tone, volume,* and *rhythm of speech.*
  - Use caring and supportive tones.
  - Keep the volume appropriate to the situation.
  - Deliver your message at a rate the person can process.
  - Paraverbal communication relates to the way you say things and does not include the words you use.

TONE   VOLUME   RHYTHM OF SPEECH

Nonverbal Communication

Nonverbal elements include personal space, body language, communication through touch, and listening with empathy.
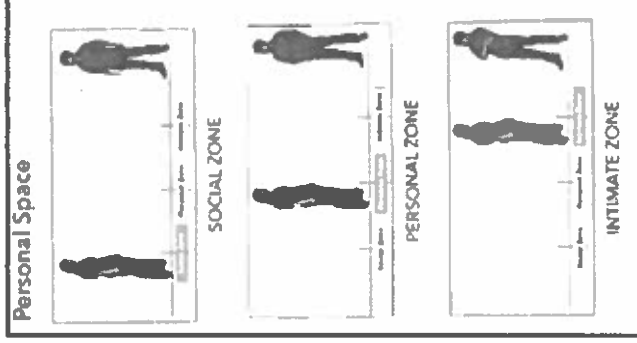
❖ *Personal Space:* The distance people prefer to maintain between themselves and others. It includes the social zones, personal zones, and intimate zones.

❖ *Body Language:* The posture, gestures, facial expressions, and movement used to communicate.

❖ *Communication through touch:* A form of physical contact that expresses feelings or emotions.

❖ *Listening with empathy:*
  - Remain nonjudgmental.
  - Give your undivided attention.
  - Listen to the facts and feelings.
  - Allow time for silence and reflection.
  - Paraphrase what you understand.

Personal Space

SOCIAL ZONE

PERSONAL ZONE

INTIMATE ZONE

CPI

Hat Day

Wear your favorite hat all day!!!! All hats/headwear must be appropriate and contain no profanity or inappropriate logos.

Cost: $1.00

Date: October 14, 2022

All proceeds benefit
Gifford Middle School
PBIS

Footwear Day

WEAR YOUR FAVORITE SLIDES, SLIPPERS, FLIPFLOPS, CROCS — NO OPEN BACK SHOE — SANDALS, OR ANY

Let's slide out of First Quarter and into Second Quarter!!!

Cost: $1.00

Date: October 14, 2022

All proceeds benefit
Gifford Middle School
PBIS

STAFF PBIS Drawing

Russo, James <James.Russo@indianriverschools.org>

Tue 10/25/2022 3:58 PM

To: GMS, Employees All <Dist.Employees.Gifford.Middle@sdirc.onmicrosoft.com>

Cc: Blidgen, Tisa <Tisa.Blidgen@indianriverschools.org>;Bacon, Chadwick <Chadwick.Bacon@indianriverschools.org>;Ross, Latonya <Latonya.Ross@indianriverschools.org>

Good Evening Staff!!!!

We are starting our 2ⁿᵈ Staff PBIS Drawing on 10/26/2022. Our next drawing will be breakfast from Brooklyn Water Bagels; Coffee, variety of bagels, cream cheese, and small pastries. This drawing has 5 winners!!!!! Tickets will be distributed by Success Coach and Administration. All tickets earned should be filled out and placed in the orange box in the staff lounge. The drawing will run until the week before Thanksgiving break.

How do you earn tickets for the drawing?

Utilize PBIS Rewards, develop classroom incentives, create Tier 1 interventions to utilize, set up a school store, completing point sheets to address behaviors, volunteering, monitoring students, documenting in focus,

utilizing 3-2-1 document, review classroom rules and expectations, reviewing FINS, develop rapport with students, engage students in learning, have students completing assignments, etc......

Thanks,

Jim Russo M.Ed.
Gifford Middle School
Success Coach
PBIS Facilitator
(772)564-3582
James.Russo@indianriverschools.org

Behavior Tidbit News

Russo, James <James.Russo@indianriverschools.org>

Sun 10/23/2022 3:26 PM

To: GMS, Teachers All <Dist.Teachers.Gifford.Middle@sdirc.onmicrosoft.com>

Cc: Bacon, Chadwick <Chadwick.Bacon@indianriverschools.org>;Bildgen, Tisa <Tisa.Bildgen@indianriverschools.org>;Ross, Latonya <Latonya.Ross@indianriverschools.org>

Good Afternoon GMS Teacher!

Attached is our October Behavior Tidbit News Article. The October article looks at "Responding to Defensive Behaviors". The two areas discussed in the article are Limit Setting and Framework for Planning a Difficult Conversation. Look over and utilize as needed. These are ideas, thoughts to help, and best practices to add to your teacher toolbox.

Enjoy the rest of your Weekend!!!!!

RESPONDING TO DEFENSIVE BEHAVIORS

LIMIT Setting

Respectful
Phrase limits in a positive way using effective nonverbal, verbal, and paraverbal skills.

Simple
Limit the number of words you use.

Reasonable
Connect the expectation to the person's circumstances and level of ability.

Examples of Limit Setting

Interrupt and Redirect
[Interrupt] "Jill, you're shouting. [Redirect] Please speak quietly. Thank you."

When/Then Pattern
"Juan, when you lower your voice, then I'll be able to address your concerns."

If/Then Pattern
"James, if you lower your voice, then I'll be able to address your concerns."

Fail Safe Choice
"Xavier, would you like to talk about this now or later in private?"

RESPONDING TO DEFENSIVE BEHAVIORS

Framework for Planning a Difficult Conversation

PLANNING
- Think about how you'll remain rationally detached.
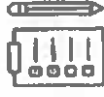- Consider where and when to conduct the conversation.

SCRIPTING
- Develop a written or mental roadmap of what you will say.
- Keep it factual.

DELIVERING
- Respect the dignity of the person.
- Rationally detach.
- Deliver the facts.
- Offer something.
- Listen and respond with empathy.
- Bring closure.

DOCUMENTING
- Summarize the conversation.
- Note observations.
- Objectively assess your performance.

Demonstrating Consistency with Communication

- Listen to understand the other person
- Allow time to process
- Remain flexible; situations evolve
- Make the conversation private if possible
- Don't get pulled into power struggles or conflict cycle

CPI

Thanks,

PBIS Rewards®

IMPORTANT

We are now digital for dolphin Dollars.

$1 Dolphin Dollar   =   1 PBIS Reward Points
OLD CURRENCY   NEW CURRENCY

HOME SCREEN
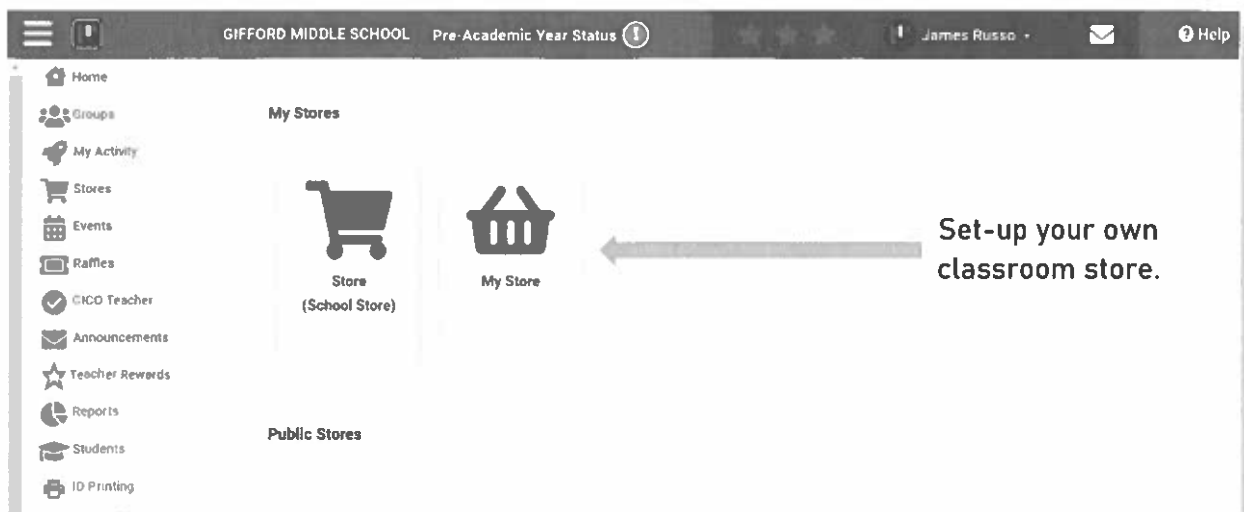
This is the area where you can award students points or choose options on the left-hand side.

- Home Button
- Student Search
- PBIS Points
- Accept/ Apply Points

MY STORE

Teachers can create their own school store and set ***PBIS Reward Points*** for classroom items that they would like to sell (i.e. pencils, pens, paper, notebooks, etc). The My Store will deduct from ***PBIS Reward Points*** student accounts.

Patio Passes will be sold by the teachers. Price and information to come at a later date.

🏠 Home

👥 Groups

🐦 My Activity

🛒 Stores

📅 Events

🎟 Raffles

✅ CICO Teacher

✉ Announcements

⭐ Teacher Rewards

🥧 Reports

🎓 Students

🖨 ID Printing

My Stores

Store
(School Store)

My Store

Set-up your own
classroom store.

Public Stores

ADD ITEMS

Add Items

BACK TO MY STORE

Edit Items

| SELECT ALL | ACTIONS | + ITEM | | 🔍 | IMPORT ITEMS | CATEGORIES ▾ |

Main Category

| Select | Item | ▾ | Item ID ▾ | Price ▾ | Grades | Quantity | Description | Edit | Photo | Show In List |

There are no items in this category. To create an item, click the green "+ Item" button above.

Add New Item ✕

Item Information

Name:

Item Name

Category:

Select Category ▾

Item ID:

Leave blank to auto-assign

Price:

Item Price   SET SALE

Add Image:

SELECT FILE

Description:

Availability

☑ Show in list

Select Grades For This Item:

All Grades ▾

Inventory:

Not Inventoried ▾

Complete Required Fields

- **Assign Prices based on PBIS Reward**

CANCEL

SAVE

Redeem PBIS Reward Points

Items added to store

- Click on the items that a student wants to buy.
- Then click check out.
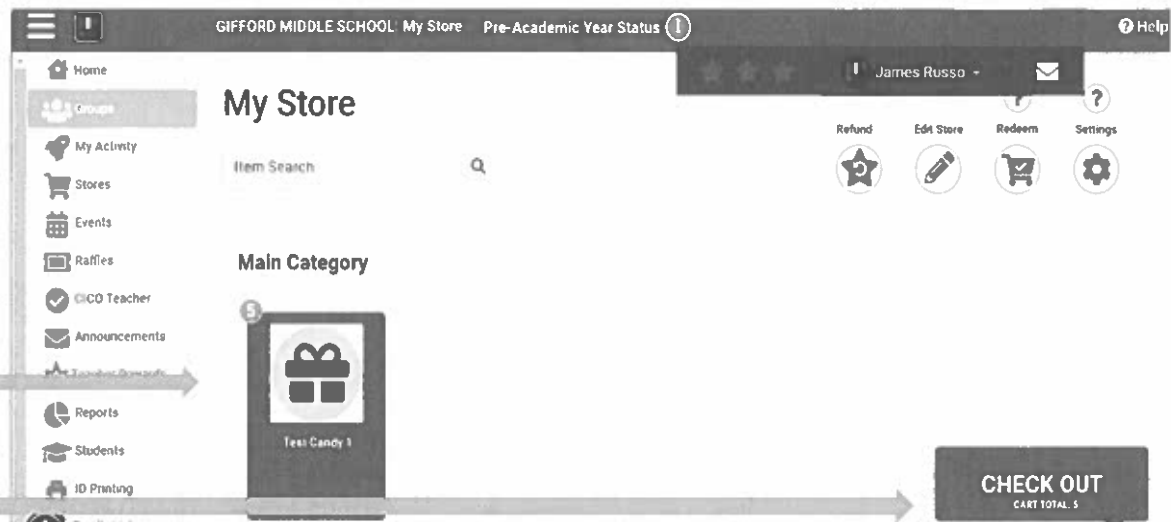
Purchase Items ✕

Student

| Student Search | 🔍 | ← Add/Search for Student |

Default to Student ID

Items Selected

Item	Redeem	Price	Quantity		Remove from cart
Test Candy 1	⦿ Redeem Now ○ Redeem Later	5	∞	1	REMOVE
	Total:	5		1	

CANCEL

Click "Purchase Items" to finalize transaction ⟶ PURCHASE ITEMS

AWARD CLASS/GRADE/SCHOOL POINTS

You can award the whole class, grade level, whole school points by using the "Groups" section on your home screen.

Groups

Groups

There are different options for groups, class sections, grade level, and whole school.

Award Points

This is similar to awarding points to individual students.