



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.



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

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



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

- 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 (%)



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

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 Discipline:

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 Discipline:

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 6th 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:
 - CICO that has been streamlined to be digitized
 - BIP's for those students that it directly applies to
 - AIM Mentoring taking place
 - DATA School Based Interventions for at risk behaviors
- PBIS
 - 100% buy in from the instructional staff
 - Over 90,000 Digital Dolphin Dollars have been distributed



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

	<ul style="list-style-type: none"> ○ Over 75,000 Digital Dolphin Dollars have been redeemed by students ○ Today is our End of Quarter Fall Celebration <ul style="list-style-type: none"> ▪ 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.



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?	<input checked="" type="checkbox"/> Yes	* If no, what modifications will be made to address the achievement gap?
	<input type="checkbox"/> No*	
Summary of Action Steps / Plan based upon District Impact Review (based upon District & School Level Reviews):	<ol style="list-style-type: none"> 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 	



African American Achievement Plan 2022 -2023

Assurances of Implementation of Strategies/Action Steps

	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:	

Gifford Middle School

Leadership Mtg

October 14, 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. Counselors Report (Peterson/St. Louis)
 - a. Counseling Department debrief
5. Early Warning Indicators
 - a. Look sub groups
 - b. Devise plans of actionable support
6. Discipline Data Review
 - a. Look at percentage of ethnicity
 - b. Recidivism
 - c. Next Steps
7. Math interventions for Level 2.5's
 - a. Plan of action and review
8. ELA Intervention with Reading Coach
 - a. Plan of action and review
9. Anything for the greater good

Gifford Middle School

Leadership Mtg

October 21, 2022

1:00pm

Agenda

1. ESE Department
 - a. Support Staff and Services
 - b. Are we reaching ALL ESE Students mandated services?
2. Testing Update-Blidgen/Ross Flip
 - a. Ross-Testing
 - b. Blidgen-MTSS/IPST
3. Transition Duty
 - a. Radio Holders
 - b. Teachers with Planning of the following period
 - i. 4minutes
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
7. Counselors Report (Peterson/St. Louis)
 - a. Counseling Department debrief
8. Talk about threat assessment mtgs.... when and frequency?
9. Early Warning Indicators
 - a. Look sub groups
 - b. Devise plans of actionable support

Gifford Middle School

10.Discipline Data Review

- a. Look at percentage of ethnicity
- b. Recidivism
- c. Next Steps

11.Math interventions for Level 2.5's

- a. Plan of action and review

12.ELA Intervention with Reading Coach

- a. Plan of action and review

13.Anything for the greater good?

Gifford Middle School

Leadership Mtg

December 9, 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. Tardy Sweep?
 - a. System/Procedure
 - b. Suggestions
5. Early Warning Indicators
 - a. Look sub groups
 - b. Devise plans of actionable support
6. Discipline Data Review
 - a. Look at percentage of ethnicity
 - b. Recidivism
 - c. Next Steps
7. Math interventions for Level 2.5's
 - a. Plan of action and review
8. ELA Intervention with Reading Coach
 - a. Plan of action and review
9. Anything for the greater good

School District of Indian River County



School Information

Name of School (School Name and Number)

Gifford Middle School 0081

Principal (Last Name, First Name)

Bacon, Chadwick

Assistant Principal(s)

Ross, Latonya

Blidgen, Tisa

School Leadership Team:

Principal, Chadwick Bacon

Assistant Principal, Latonya Ross

Assistant Principal, Tisa Blidgen

Reading Coach, Susan Ridlen

Math Coach, John Schwenger

Acceleration Coordinator, Marianne Thomas

Demographics

School Type and Grades Served	Middle
2022-2023 Title 1 School	Yes
2022-2023 Economically Disadvantaged Rate (FRL) (survey 3)	<u>72.8</u> %

2022-2023 ESSA Subgroups Represented (10 or more students) (edudata.fl DOE.org) Add ESSA language	Black/African American Students <u>37%</u> Economically Disadvantaged Students <u>72.8%</u> English Language Learners <u>3.5%</u> Hispanic Students <u>20.9%</u> Multiracial Students <u>4.2%</u> Students with Disabilities <u>23%</u> White Students <u>36.3%</u> (less than 41% will require ESSA add on component)		
ESSA Status (TS&I, CS&I)	TS & I		
School Grade History	Year	Letter Grade (A, B, C, D, F)	Percentage
	2021-22	C	48%
	2020-21	N/A	N/A
	2019-20	N/A	N/A
	2018-19	B	54%
	2017-18	B	52%
School Board Approval	October 24, 2022		

SDIRC SIP Purpose

Purpose: The SDIRC is intended to be the primary document used by every school with stakeholders to review data, set goals, create an action plan, and monitor progress. The SDIRC SIP is a “living document” that incorporates District structures and data to continually monitor, update, and refine the work throughout the year. The SIP also:

- Creates a process that guides the thinking and drives the work.
- Supports process thinking.
- Brings continuous improvement to life.

School Mission Statement

Gifford Middle School Will Improve Student Achievement by Providing Rigor, Relevance, and Relationships to Prepare Our Students for Future College And Careers.

School Vision Statement

Gifford Middle School’s vision is to cultivate high achieving, college and career ready students who excel in a complex and changing world.

School Narrative

Partnerships with:

- Crossover Mission
- Ocean Research Conservation Association
- Substance Awareness Center
- Lagoon Guardians
- Day in the Life of the Indian River Lagoon

A historical educational landmark, Gifford Middle School is a Title I STEAM with a focus on Marine Science and Robotics. Our diverse campus prides itself on academics, arts, athletics, and community engagement. In a

collaborative effort, the staff at Gifford Middle School ensures each and every ‘dolphin’ is actively engaged in rigorous and relevant learning environments across all curriculums.

We offer:

- Marine Science High School Credit Courses
- SMART Peer Mentorship Program
- Student Council
- National Junior Honor Society
- Youth Sailing Club Marketing Essentials
- After-school tutoring program
- Spanish
- Orchestra
- Drumline
- Band
- Chorus

Comprehensive Needs Assessment

Use PBI to analyze data and determine needs.

- EWS
 - Black-37%
 - ESE-23%
 - ELL-3.5%
- School Grade Data to include FDOE data, district data, and survey data

21-22	44%	46%	36%	39%	39%	49%	50%	67%	64%	434	48%
	ELA ACH	ELA LG	ELA BQ	Math ...	Math LG	Math BQ	SCI ACH	SS ACH	MSACC	Total Pts	Total

SIP Planning Timeline

Phase	Topic	Timeline	Notes
<i>Preview</i>	Pre-Ignite Meeting to begin to train on Continuous Improvement Systematized (CIS)	June 10, 2022	Reflection – what worked, what didn’t?
Phase 1 Analyze, Reflect, Identify	Data Analysis and Preliminary Action Steps	July 19 – August 19, 2022	Developed with School Leadership Teams (SLT’s) @ Relgnite
	Develop PFEP (Title I Schools) and facilitate Stakeholder Engagement	August 22 – September 16, 2022	SLT’s review with school teams and SAC.
	Peer Review	Peer Review by September 2, 2022	Draft SIP plans will be peer reviewed to provide feedback.

	Peer Review Adjustments/Edits	Adjustments made to SIP based on Peer Review Feedback by September 12, 2022	SLT's will adjust SIP based on Peer Reviewed feedback.
	Impact Review Walks	October 3 – 13, 2022	
	Data.Com	October 14, 2022	
Phase 2 Full Implementation	Modify SIP to prepare for Full Implementation	October 14 - 17, 2022	Using Impact Review Walk and Data.Com data
	Full Implementation of SIP Plan	October 17 – December 16, 2022	Monitor implementation of SIP
	Mid-year reflection	December 2022	Mid-year reflection
Phase 3 Mid-Year Implementation	Modify SIP for 2 nd Semester Implementation based on data.	December 17, 2022 – January 13, 2023	Using Impact Review Walk #2 and Data.Com data
	Impact Review Walks	January 10 – 19, 2023	
	Data.Com	January 20, 2023	
	Semester 2 Implementation	January 23– May 26, 2023	
	Impact Review Walks	March 6 – March 15, 2023	
	Targeted Data.Com	Week of March 14, 2023	Targeted Data.Com – visit schools
Phase 4 Reflection	End of Year Reflection	June 2023	Pre-Ignite

Phase 1: Data Analysis – Analyze, Reflect, Identify

July 19 – 21, 2022 Relgnite

Relgnite Summer Institute will provide School Leadership Teams (SLT's) the opportunity to continue to collaborate and participate in trainings designed to support the creation of the School Improvement Plan for the 2022-2023 school year. The series of professional development courses will assist schools in developing and implementing ***Continuous Improvement Systematized (CIS)*** to maximize the impact and investment by stakeholders into all school improvement initiatives.

Step 1 Goals:

- Analyze the data
- Brainstorm and prioritize High Yield Strategies that will support school improvement.
- Select High Yield Strategies that will support improvement in: School Culture, Academics, and Family and Community Engagement.
- Create an implementation plan based on the High Yield Strategies selected.
- Create a plan to provide the faculty with professional development and solicit feedback from all stakeholders on all content during the 2022-2023 Opening of Schools.

Steps to complete the Data & Systems Review and Implementation Plan

Data and Systems Review

The Data and Systems Review process will enable the SLTs to thoroughly analyze data results and identify the area most necessary for school improvement. The High Yield Strategies will be reevaluated quarterly, and adjustments made to the implementation plan and/or the High Yield Strategies for the next quarter. SLT's will determine the high yield strategies to focus on that will support growth across the areas of School Culture, Academics, and Family and Community Engagement.

1. The School Leadership Team (SLT) will review and discuss data, including ESSA and subgroup data, and the potential next steps for improvement. SLT's will use PBI, anecdotal, and FLDOE data to identify any significant data findings in relation to School Culture, Academics, and Family and Community Engagement. SLT's will document their work in the Data Systems Review section of the electronic SIP
2. Using the District Supported High Yield Strategies listed on page 8, the SLT brainstorms High Yield Strategies that will support their specific needs for the following goal areas:
 - School Culture
 - Academics
 - Family and Community Engagement
3. After identifying High Yield Strategies in the brainstorming session, the SLT will agree on High Yield Strategies to implement for the first quarter that will have the greatest impact on School Culture, Family and Community Engagement, and Academics. Collaborative Planning will be the foundational work that will support all goal areas and high yield strategies.
4. SLT's will develop a professional development plan.
5. The SLT will create an Implementation Plan to address the agreed upon High Yield Strategy (strategies), which will have the greatest impact on overall school improvement. These strategies can be implemented school-wide or be grade-level or department/content specific based on need.

The selection of a High Yield Strategy will drive the school's action plans for the 2022-2023 school year. SLT's will review the data and analyze the effectiveness of the High Yield Strategies. If the High Yield Strategy has been implemented with fidelity and yields effective, sustainable results, then the SLT may decide on the next most impactful High Yield Strategy to implement for Phase 2 (quarter 2). School Leadership Teams will examine the "High Yield Strategies", identify, and come to a consensus on which Strategies will have the greatest impact on overall school improvement goals in the areas of School Culture, Family and Community Engagement, and Academics.

High Yield Strategies		
Collaborative Planning	Strategy	What it Looks Like
	Standards Aligned Instruction	Lesson is based on grade-level standards, is meaningful and relevant, and helps students learn and apply transferable knowledge and skills. The task/activity aligns with the learning target. Students can communicate their understanding about what they are learning and why. Teachers can communicate what students will be able to know and be able to do because of the lesson and determine what will be acceptable evidence of that learning.
	Differentiated Instruction	Defined as factoring students' individual learning styles and levels of readiness first before designing a lesson plan. Research shows this method benefits a wide range of students, from those with learning disabilities to those who are high ability. Differentiating instruction may mean teaching the same material to all students using a variety of instructional strategies, or it may require the teacher to deliver lessons at varying levels of difficulty based on the ability of each student.
	Monitoring & Feedback Formative Assessments	The use of formative assessment has 2 components. First, it tells the student where they are in their understanding. It is designed with questions that are asked during a lesson that give students an opportunity to gauge their own understanding. Second, the formative assessment gives valuable feedback during a lesson. Changes can be made to adapt instruction to meet the needs of the students.
	Engagement Strategies Cooperative Learning	Engagement strategies capitalize on and build upon students' academic background, life experiences, culture, and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. The students become the locus of control within the classroom and the frequency of teacher talk vs student talk is considered when lesson planning.

Every Student Succeeds Act (ESSA)

Identify all subgroup(s) that fell below the 41% threshold according to the Federal Index. If applicable, your school team will determine specific actions to target identified subgroup(s). As specified in Every Student Succeeds Act (ESSA) the subgroup(s) are made up of: White, Black/African American, Hispanic, Asian, Native American, Multiracial, Pacific Islander, English Language Learners, Students with Disabilities, and Economically Disadvantaged students. The school's entire ESSA Report Card may be viewed by using this link to the EduData site, edudata.fldoe.org to assist in the identification of those target subgroup(s). Federal Index and ESSA Support Categories

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 35%

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. 1 st – Oct 14 th	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	<p>1.Design a new dress code policy and share with all stakeholders.</p> <p>2.Design a new Cell Phone “Threshold Policy” and share with all stakeholders.</p> <p>3.Design a new Restroom Procedure complete with tracking and designated vicinity’s and share with all stakeholders.</p> <p>4.Design a new 3-2-1 discipline policy to revamp the existing 3-3-3 progressive discipline policy and share with all stakeholders.</p>	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo ASPIRE Keanna Blue Coordinator Marianne Thomas</p>	20% Decrease in ODR’s compared to last years data as related to student behavior.	<p>Review the Discipline Data</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>
Start: 8/9/22 End:8/9/22	5.Deliver to teachers to support the process of implementing the new initiatives.	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	Teachers completing this portion of a PD for the new 3-2-1 initiative.	<p>Sign In sheet of attendance</p> <p>Principal Chadwick Bacon</p>
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.	<p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>	20% Decrease in ODR’s compared to last year’s data as related to student behavior.	<p>Review the Discipline Data</p> <p>Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Success Coach Jim Russo</p>

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 year's 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 1.1. Standards based instruction 1.2. Student Engagement 1.3. Formative Assessments	
		1/5 of the overall school grade		
Academics - Significant Data Findings	ELA Achievement 44%	1/5 of the overall school grade		
List ESSA subgroup that fell below 41%. Include an implementation step below to support the ESSA subgroup identified.		<ul style="list-style-type: none">• Black 38%• Multiracial 38%• Students with Disabilities 30%• English Language Learners 7.1%		
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. 1 st – Oct 14 th	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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> • 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. 1 st – Oct 14 th	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-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. <ul style="list-style-type: none"> • TCGC • Trio (IRSC) 	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen Sign in Sheets
Start: 10/6/22 End:10/6/22	Hold family engagement event.	Principal Chadwick Bacon AP Latonya Ross AP Tisa Blidgen	Have parents and community partners participate in the engagement event during the 2 nd 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 Relgnite 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 Relgnite. 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 <ul style="list-style-type: none">• 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