



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 10/8/2020

School/Department: Gifford Middle

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

Explanation of Evidence: The Equity Action Plan lists specific steps that will assist teachers and administrators with identifying targets that will be included in each classroom environment. This action plan includes all stakeholders in the school community to be held accountable for equity in the classroom.

Results of Action Taken: Included in our Impact Review was to look specifically for evidence of equity in instructional practices and in the culture of the school. The evidence included a range in the area of equity from evident to not evident.

Reflection: Upon receiving the documentation from the Impact Review, we will meet during collaboration to discuss the findings and plan for more implementation of equitable practice during instruction.



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Directions: Identify the Equitable Practice/s in your school that will address Equity, Culture, and Climate in the Superintendent's Strategic Plan 2025

School Name :-Gifford Middle School ___ Administrator Tosha Jones

Resources	Strategy	Output	Outcome	Long Term Impact
Community Partnership	Deliberate Hiring practices Family, community and stakeholder participation with PTA and SAC	Teaching staff reflects the student body Mentorship from community partners Parents participate in school activities	Close the achievement gaps between black and white students Students feel a part of the school family Parents buy-in	Inclusive school environment Minority students empowered to make good grades
MTSS, Counsels, Phycologist and Behavioral Support Personnel	Counsels proactive and identify behavior before they occur Empower minority students to safely express themselves	Timely academic and behavioral Feedback	Minority students feels safe and empowered Students buy-in	Students friendly learning environment Positive relationship with adults on campus
Equity PD for All teachers and Staffs	Reflective teaching practices	Collaborative Planning	Students are college or career focus	Students passionate about learning



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	Students set long term goals Positive phone calls to minority parents	Relevant and current learning content Monitor of all students learning		Achieving educational equity for students and staff
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Gifford Middle School

Participants: Baysura, Garrick, Teske, Hiser, Rogers, Pappalardo, Malits, Beckham

	Effective Practice	Evident	Partially Evident	Not Evident
School Goals	School Instructional Goal #1			
	School Instructional Goal #2			
	Climate and Environment			
	School Theme			
Academic Success	Standards Based Instruction	8	8	5
	Tasks	6	5	10
	Monitoring	4	8	9
Equity, Climate, and Culture	Engagement/Participation	6	11	5
	Culture/Climate	10	6	5
	Differentiation	4	0	15

Guiding questions to be answered during the whole group debrief.

1. What strengths did you see today that you want to see more of? How are you going to develop these strengths and communicate them with your staff? The strengths observed today were culture/climate and standards-based instruction. GMS would like to see more tasks aligned to the standards along with monitoring for understanding throughout the lesson to gather information about student learning.
2. What areas of development did you observe today? How will you share this with staff? The areas of development observed today were differentiation, task alignment, and monitoring. GMS admin will share previous data to show growth and commend teachers on their efforts to increase student achievement. Admin will also explain the areas of development and share plans to foster more growth. These plans include, but are not limited to:
 - redesign of collaborative planning to reflect planning that is intentional based on data
 - teachers will plan for higher order thinking questions and effective monitoring practices
 - admin present at collaborative planning sessions
 - effective use of coaching cycle for identified teachers.
3. Are the strengths and areas of development identified in the learning walks consistent with the priorities in the school improvement plan? Yes