

Hillsborough County Public Schools

Giunta Middle School



2020-21 TSSSA Plan

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Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0052	Giunta Middle School	Y			\$396,535.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items**Family and Community Partnerships**

Explain how the school will establish comprehensive support services that develop family and community partnerships.

- Giunta Middle School is a Title I school; 89% of its students receive free- or reduced-price meals. In addition to a number of support services provided by Giunta, continuing to establish comprehensive support services through family and community partnerships will be essential to meeting student and family needs. The school's Community Resource Map is a living document that includes current community partners; new partners will be added as commitments are garnered. This map will be provided to families and staff members at Giunta in order to help connect families in need with the community resources available to them. The following table describes the community partners and providers that will be connected to Giunta Middle School.

- o Metropolitan Ministries - will provide support services to homeless families
- o Alpha House - will provide support services to homeless families with a focus on pregnant teens and adults
- o Girl Scouts (After School) - will provide SEL education and summer programs for female students at Giunta
- o Children's Crisis Center- will provide crisis/emergency assistance and prevention
- o Mobile Crisis Unit- will provide crisis/emergency assistance and prevention
- o Family Justice Center- will provide crisis/emergency assistance and prevention
- o Family Promise of Greater Brandon, Inc. -will provide crisis/emergency assistance and prevention
- o The Spring - will provide crisis/emergency assistance and prevention specifically for domestic violence
- o Emergency Care Health Organization (ECHO)- will provide emergency intervention services for families and students in need
- o Gracepoint - will provide student/family assistance
- o Center for Autism and Related Disorders (CARD)- will provide student/family assistance for students with Autism and Related Disorders
- o Goodwill Brandon Superstore- will provide volunteers/outreach
- o Success 4 Kids and Families- will provide volunteers/outreach
- o North Brandon Family YMCA- will provide volunteers/outreach
- o Family Services Center, Brandon - will provide volunteers/outreach

Giunta is a uniform school. With over 95% of the students receiving free or reduced lunch, purchasing uniforms is often challenging. The school is anticipation families that were negatively impacted by COVID economic closures will find it even more difficult to purchase uniforms this year. All students will receive at least one shirt and the neediest students will receive two shirts. Giunta is requesting TSSSA funds to purchase the uniform shirts -

\$9,250.00

Giunta also requests TSSSA to fund school supplies for the students. Each student would receive a backpack, whiteboards, calculators, whiteboard markers, notebooks. These materials will be used to help students with engagement in the classroom. This will set the tone that school is important and relieve the financial burden on families to purchase these supplies during these economically challenging times.. Giunta is requesting TSSSA funds to purchase these items \$5,000 (see quote).

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

The establishment of high academic standards will fall under the area of focus: learning gains for all students.

- In order to help both develop and establish clearly defined and measurable high academic and character standards for at-risk students at Giunta, they will keep their Student Success Coach TSSSA funds (1.0 FTE Student Success Coach @ \$92,500, which includes fringe). HCSP has a pending amendment for this budget line. If that amendment is approved, HCPS will amend the 2020-2021 budget line at a later date. In HCPS, Student Success Coaches aid in the school's efforts to improve graduation rates, close achievement gaps, reduce suspensions, and improve attendance by providing targeted support for select students. They use relevant data and make personal contacts to identify, assess, and provide early intervention—including both instructional and auxiliary services—for those students at risk of failing or leaving school prematurely. They provide these students with the necessary guidance and related opportunities to enhance their abilities to improve their participation and performance in their selected course of study, as well as partner with parents to remove barriers to learning. The Student Success Coach also works with schools to plan and implement strategies specific to identified students, as well as monitor student progress on established goals. The Student Success Coach at Giunta will work with a caseload of 100-150 students who have been identified as having 2 or more high-risk indicators, to provide interventions and supports to help students reach their goals. This position will be monitored through weekly meetings with the Assistant Principal who focuses on the curriculum. In addition, the Student Success Coach will keep a log of student meetings and track the progress of each student through key performance indicators (KPI).

- In order to address the social and emotional learning (SEL) needs of students, the school will embed SEL activities into the physical education (PE) curriculum. The PE coach will be in charge of delivering SEL material to students. In addition, Girl Scouts, one of the school's community partners, provides SEL education to female students. Giunta would like to also establish an organization at the school that would help with SEL education of male students to be dubbed Gentlemen's Quest.

- Giunta will also hire one full-time and one part-time MTSS-RtI Resource Teacher who will facilitate the Multi-Tiered Systems of Support-Response to Intervention (MTSS-RtI) program at the school. In HCPS, MTSS-RtI Resource Teachers assist schools with data analysis of individual students to provide the most effective instruction and intervention according to the student's needs. They are integral in building relationships with all stakeholders involved in students' support plans and offer instruction/intervention for large groups, small groups, and individual students. The MTSS-RtI Resource Teacher position also supports the Problem-Solving Leadership Team (PSLT). The MTSS-RtI Resource Teachers at Giunta will implement school-wide Positive Behavior Interventions and Supports (PBIS), evidence-based practice to support

positive student behavior. PBIS at Giunta will include monthly positive referrals, where students are recognized in the cafeteria for positive behaviors and also receive a t-shirt as a part of this recognition. PBIS will also include quarterly incentive days and a rewards-based system that uses "Giunta Gold." Students will receive Giunta Gold for displaying one of the school's three core values: respect, responsibility, and pride. Giunta Gold can be spent to purchase incentives. The MTSS-RtI Resource Teachers will provide updates on both MTSS-RtI and PBIS to administration weekly.

- One way in which Giunta will promote high academic standards is by ensuring that staff are able to have common planning time in all subject areas. In addition, they will use common district assessments to better assess the progress of students and to identify students who may need additional academic supports. Coaches, who will be discussed more in Item 5, will be provided in the areas of reading, math, and science to help ensure that teachers are properly trained and supported to, in turn, ensure the academic success of students. Another focus at Giunta to help improve student academic performance will be a focus on literacy across all content areas. The Reading Coach will assist with the cross-curricular collaboration that will be required to implement this strategy successfully.

Lastly, Giunta would like to purchase SchoolMint's HERO with TSSSA funds. SchoolMint's HERO platform is used to build a positive climate and culture using digital, automatic tools to support the PBIS system in place at schools. HERO states the discipline policies and ensures that students and staff are aware of expectations and are held accountable. Students exhibiting expected behaviors are quickly reinforced (individually, the whole class, or groups of students) by the teacher. Reward students and collect data on class participation. Hero creates a visual representation of participation, allowing staff to actively engage and encourage students. Hero will support your plans for intrinsic and/or extrinsic motivators - you know your students best! e.g. assign points for prosocial behaviors, access to a VIP space. If a student does not meet the academic expectations on a quiz or does not turn in their work on time, you can automatically assign and document any support provided. E.g. tutoring, student-teacher conference, quiz retake. Empower teachers to easily teach and re-teach expectations. Giunta's Customer Success team will support you with best practices, and provide you with data to track your progress toward your annual improvement goals. Giunta is requesting TSSSA funds to purchase this item - \$4,000.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

- Parent involvement and engagement is essential to the success of students at Giunta. With increased parent involvement and engagement, Giunta will be able to communicate high expectations to parents, and with more parent help at home, Giunta expects to see more student learning gains. Giunta will their paraprofessional to serve as the school's Parent Liaison Aide funded by TSSSA (1.0 FTE Parent Liaison @ \$35,600, which includes fringe). HCSP has a pending amendment for this budget line. If that amendment is approved, HCPS will amend the 2020-2021 budget line at a later date. In HCPS, the Parent Liaison Aide works to empower parents and promote their engagement by bridging communication between the school and home. They effectively build rapport with students, their families, and school staff to promote pupil progress. As system navigators, they provide parents with information and links to resources that support students' academic and social success. The Parent Liaison Aide cultivates parental interest in their children's school through advocacy efforts, as well as activities and events. At Giunta, the Parent Liaison will work in the school's parent resource room and ensure parent resources are stocked and available. They will also participate in all

parent engagement events including ELL parent night, academic parent nights, the fall/spring festivals, the honor roll breakfast, awards night, sports banquet, and National Junior Honors Society night. The Parent Liaison Aide will also be bilingual to increase communication and involvement with parents in the school's Hispanic population. To monitor this position, the principal's secretary will meet with the Parent Liaison weekly, and they will also collect parent event sign-in sheets to monitor the expected increased participation.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

- The HCMS informs a wide range of human capital decisions in the district. Teachers designated as effective or highly effective receive recruitment letters from the Superintendent making them aware of the benefits of teaching at a high-need school, such as the availability of additional resources through Title I and the ability to develop targeted leadership skills. Human Resource (HR) Partners assist principals with identifying promising applicants and analyzing educator data to inform human capital decisions. HCPS also utilizes a web-based platform, which provides online tools such as a "teacher fit" predictive assessment to help identify and place more qualified candidates and to allow for customized, automated workflows. Throughout the year, HCPS' Office of Personnel Services regularly monitors Transformation Network vacancies and offers specialized recruitment events to schools with the highest vacancies. Personnel Services has also updated the teacher application to signal when teachers indicate an interest in teaching in an Transformation Network School. As a result, the review process is expedited and applicants are matched with school sites quickly.
- Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance. Currently, the base teacher salary schedule is designed to be competitive with neighboring districts, while performance salary structure provides substantial increases in compensation to teachers who have demonstrated student impact via state VAM. HCPS negotiates for the provision of the performance-based compensation system with the Hillsborough Classroom Teachers Association (HCTA) each year.
- Despite a robust HCMS system, the district has been continually plagued with difficulties in staffing persistently low-performing schools with effective educators. Ergo, the newly adopted Transformation Network initiative provides targeted schools with supplemental resources and benefits specific to identifying, recruiting, retaining, and rewarding instructional personnel. A School Board-approved reorganization occurred on May 12, 2020 to lend a clear structure to the Transformation Network, as well as a system of centralized support to ensure proper oversight and mobilization of resources. Key personnel support specific HCMS functions within Transformation Network, including the Chief of Transformation who is the liaison with other district divisions to ensure instructional alignment and programming; recruiting, hiring and retaining teachers, and aligning appropriate social and emotional support. Regional Superintendents and Executive Directors, who directly support principals and school administrators on-the-ground, and a team of district resource teachers and core academic

coaches who will work directly with Transformation Network teachers to increase instructional and cultural capacity to improve student achievement.

- The district's proposed rapid improvement support strategies for Transformation Network extend far beyond additional staff to support human capital functions. Preliminary talent management strategies have been proposed, such as hosting strategic recruiting events for teachers, designating funds for teacher development through Title II, offering incentives from community partners, securing additional planning time, offering HR support for movement of staff during the first year of turnaround, and revamping the hiring process for external candidates. Examples of proposed leadership strategies for the Transformation Network to include appointing proven principals and allowing principals to select a team to join them at their turnaround site.
- In the spring of 2019, HCPS' Superintendent heightened the district's high-need recruitment effort with a ground-breaking teacher incentive initiative for the Achievement Schools. The offer, Spark Teacher Incentives, was presented to all teachers in Hillsborough County and across the country, and includes the provision of substantial extra pay on top of teachers'

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

- Effective coaching can not only improve teacher practices, but it can also improve student outcomes. Thus, the hiring of key supplemental positions to build staff capacity aligns with Giunta's areas of focus for creating high expectations for students and staff and increasing learning gains for all students. Again this year, the Reading Coach will be funded by TSSSA (1.0 FTE Reading Coach @ \$65,800, which includes fringe). HCPS has a pending amendment for this budget line. If that amendment is approved, HCPS will amend the 2020-2021 budget line at a later date. In HCPS, Reading Coaches maintain and monitor the implementation of the district's reading program, including the professional development of classroom teachers in order to improve reading instruction and acquisition. Throughout the school year, reading coaches focus on enhancing teachers' literacy instruction through job-embedded professional development and coaching. Reading Coaches provide support through collaborative standards-based lesson-planning, the modeling of best practices in reading instruction, classroom-based demonstrations, and reflective teaching. They assist teachers in disaggregating data for interpretation and planning for instruction. The position requires a strong communicator and leader who will advocate for the literacy development of all students through regular meetings with building administrators and stakeholders. At Giunta, the Reading Coach will be essential to providing professional development not only for reading teachers but also for literacy across all content areas. They will provide weekly professional development, individualized observations, and feedback cycles to improve teacher practice. The Reading Coach will be monitored by the administration and they will provide weekly reports to the Leadership Team. Their success will also be monitored by assessing student improvement by looking at reading scores and formative assessments.

- Giunta wants to keep their Science Coach using TSSSA funding (.50 FTE Science Coach @ \$47,200, which includes fringe). The role of the Science Coach is to maintain and monitor the implementation of the science program and work directly with classroom teachers to improve student learning in the area of STEM. Using their strong knowledge base of science content and pedagogy, Science Coaches strive to enhance teachers' science instruction through job-embedded coaching. The professional development they provide focuses heavily on instructional strategies and best practices, classroom organization and management, and effective implementation of district-provided resources. Science Coaches also assist teachers

in developing assessments, interpreting data, and planning for instruction. They may conduct data-driven, small group instruction with students as well. This teacher will also work with Response to Intervention (RtI). They will assist in providing instructional strategies and resources. They will also provide interventions to small groups of students.

- Giunta will also have a Math Resource Teacher (funded by another source) to provide professional development to teachers. At Giunta, the Math Resource Teacher will provide professional development on standard-based lesson planning. Similar to the Reading Coach, they will provide weekly professional development, individualized observations, and feedback cycles to improve teacher practice. The Math Resource Teacher will be monitored by the administration, and they will provide weekly reports to the Leadership Team. Their success will also be monitored by assessing student improvement by looking at math scores and formative assessments.

- This school year, Giunta would like to add a Reading Resource Teacher (RRT) will work exclusively with students. The RRT would be funded by TSSSA (1.0 FTE Reading Resource @ \$92,500, which includes fringe) and will work with level 1 and 2 (African-American and Hispanic) students that are on the bubble of moving to the next level. The RRT will pull out students and push into classrooms to work with these students daily based on their needs assessment of reading/writing standards that are not mastered with a benchmark of 70% or higher. The RRT will progress to monitor students' growth towards mastery using Commonlit assessments, district formative assessments, and Achieve 3000. The RRT will help in designing common assessments for teachers to use with students. The RRT will also work with Step-Up students who have moved from 6th to 8th grade to ensure any instructional gaps are closed in time for FSA reading. The RRT will provide a weekly schedule of working students and log sheets documenting plans and outcomes of services provided. The RRT will turn this report into the principal weekly. The RRT will also meet weekly with the principal regarding the progress of students. Students will score at the level or above the district on formative and semester assessments. Students will demonstrate improvement on common assessments by increasing their performance scores each time assessed.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

- One method Giunta will use to provide focused instruction to improve academic proficiency is through Extended Learning Program (ELP) tutoring. ELP tutoring will be offered either before-school or after-school based on student needs. Giunta will use formative student data and performance indicators to help provide additional supports to students identified as scoring in lower quartiles. Tutoring will be offered in the areas of math, social studies, and reading. Additional tutoring will also be offered through Saturday subject-area boot camps. Each Saturday, a different subject area will be the center of focus.

- In addition, Giunta proposes to employ a Teacher Leaders (.50 FTE @ \$46,250, which includes fringe). A Teacher Leader is a hybrid-coaching role that allows teachers to remain in the classroom providing direct instruction to students for half of the school day and then support site-based efforts to improve instructional practices for the other half of the day. This model not only provides more students access to highly-effective teachers but increases the Teacher Leader's relevance and skills when working with colleagues. These staff members plan, model, and co-teach standards-based lessons, as well as provide job-embedded coaching and feedback on a range of topics such as instructional strategies, pedagogy, technology integration, content curriculums, and data-driven planning.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.