Giunta Middle School

2019-20 Schoolwide Improvement Plan

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Giunta Middle School

4202 S FALKENBURG RD, Riverview, FL 33578

[no web address on file]

Demographics

Principal: Akeim Young

Start Date for this Principal: 7/24/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: D (35%) 2016-17: C (44%) 2015-16: C (42%) 2014-15: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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4202 S FALKENBURG RD, Riverview, FL 33578

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	87%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To provide a literacy rich environment by engaging students in purposeful reading and writing.

Provide the school's vision statement.

To nurture an environment of success for all members of our learning community every day, no excuses.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
		TBA - Principal Phillip Riley - APC Rosie Morales - Reading Coach Allen Goodman - Success Coach Marjan Navaie - Science Coach David Lowe & Audrenita Blair - MTSS/Data Coaches Vanessa Harvin - Math Coach TBA - Social Studies SAL Alisha Bennett - ESE Specialist Alyssa Osorio - ELA SAL John Feiler - Science SAL Chelsea Genao - AVID Teacher/ Elective Team Leader Dennis Perrelo- PE Team Leader Lourdes Velasquez- 6th Grade Team Leader William Waltz - 7th Grade Team Leader
Hawkins, Kris	Assistant Principal	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	280	267	296	0	0	0	0	843
Attendance below 90 percent	0	0	0	0	0	0	60	67	68	0	0	0	0	195
One or more suspensions	0	0	0	0	0	0	130	89	58	0	0	0	0	277
Course failure in ELA or Math	0	0	0	0	0	0	50	44	29	0	0	0	0	123
Level 1 on statewide assessment	0	0	0	0	0	0	166	150	171	0	0	0	0	487

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	123	109	86	0	0	0	0	318

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	5	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	69	53	66	0	0	0	0	188

FTE units allocated to school (total number of teacher units)

65

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	56	61	57	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	16	70	51	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	3	43	74	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	0	0	0	187	168	174	0	0	0	0	529

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	101	103	0	0	0	0	256

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	56	61	57	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	16	70	51	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	3	43	74	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	0	0	0	187	168	174	0	0	0	0	529

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	52	101	103	0	0	0	0	256

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	26%	51%	54%	27%	50%	52%
ELA Learning Gains	40%	52%	54%	41%	53%	54%
ELA Lowest 25th Percentile	41%	47%	47%	38%	45%	44%
Math Achievement	27%	55%	58%	32%	54%	56%
Math Learning Gains	41%	57%	57%	53%	59%	57%
Math Lowest 25th Percentile	40%	52%	51%	55%	51%	50%
Science Achievement	23%	47%	51%	28%	47%	50%
Social Studies Achievement	39%	67%	72%	44%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	280 (0)	267 (0)	296 (0)	843 (0)
Attendance below 90 percent	60 (56)	67 (61)	68 (57)	195 (174)
One or more suspensions	130 (16)	89 (70)	58 (51)	277 (137)
Course failure in ELA or Math	50 (3)	44 (43)	29 (74)	123 (120)
Level 1 on statewide assessment	166 (187)	150 (168)	171 (174)	487 (529)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	27%	53%	-26%	54%	-27%
	2018	21%	52%	-31%	52%	-31%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	23%	54%	-31%	52%	-29%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	23%	52%	-29%	51%	-28%
Same Grade Comparison		0%				
Cohort Comparison		2%				
08	2019	25%	53%	-28%	56%	-31%
	2018	20%	54%	-34%	58%	-38%
Same Grade Comparison		5%				
Cohort Comparison		2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2019	17%	49%	-32%	55%	-38%
	2018	17%	48%	-31%	52%	-35%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	31%	62%	-31%	54%	-23%
	2018	27%	61%	-34%	54%	-27%
Same Grade Comparison		4%				
Cohort Comparison		14%				
08	2019	21%	31%	-10%	46%	-25%
	2018	13%	29%	-16%	45%	-32%
Same Grade Comparison		8%				
Cohort Comparison		-6%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2019	17%	47%	-30%	48%	-31%
	2018	16%	48%	-32%	50%	-34%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	35%	67%	-32%	71%	-36%
2018	32%	65%	-33%	71%	-39%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
Compare		3%			
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	70%	63%	7%	61%	9%
2018	69%	63%	6%	62%	7%
Compare		1%			
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2017-18**	**C & C Accel 2017-18**
SWD	20	38	33	15	30	34	24	27			
ELL	10	39	46	15	46	51	11	17			
BLK	20	38	38	21	32	28	18	35	64		
HSP	25	40	41	25	48	54	22	32	68		
MUL	43	32		44	47			71			
WHT	41	47	43	34	38	22	37	51	47		
FRL	24	39	41	24	41	40	21	37	67		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	15	30	32	16	33	41	18	19			
ELL	14	30	32	13	29	27	13	21	62		
ASN	25	36		42	55						
BLK	19	34	34	17	34	44	13	24	56		
HSP	22	36	40	24	36	34	14	33	50		
MUL	38	36		56	70						
WHT	43	42	43	48	43	41	43	51	78		
FRL	24	36	38	25	37	38	17	33	56		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	31	39	7	42	44	9	17			
ELL	23	35	27	24	50	53	28	40	100		
ASN	50	50		70	70						
BLK	17	33	33	22	48	50	14	38	68		
HSP	26	38	33	32	55	59	31	44	82		
MUL	52	63		48	69		44		80		
WHT	44	59	62	44	56	50	38	58	59		
FRL	25	39	38	30	51	53	26	42	69		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	22
Total Points Earned for the Federal Index	363
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	40
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FSA School Data
All content area achievement and gains data reflect percentages considerably lower that District averages. The largest discrepancies listed below. Also noteworthy, we under performed all middle schools in District for Science.
ELA Achievement - (-25%) from District Average
Math Achievement - (-28%)
Science Achievement - (-24%)
Social Studies Achievement - (-28%)

Contributing Factors-
ELA - Mid-year teacher turnover & vacancies; lost Reading Coach and ELA SAL mid-year; Minimal ESE Supports due to vacancies.
Math- Vacancies all year (6th Grade), Minimal ESE supports due to vacancies (all grades); No Instructional Coach (vacancy)
Science - Teacher capacity
Social Studies- New (2 years and under) teachers, Teacher Capacity; Minimal ESE Supports due to vacancies.

Trends-
Teacher vacancies negatively impacted all areas; ESE vacancies causing impact across contents and grade levels. The lack of Instructional Coaches made it difficult to provide the level of support necessary for new teachers and building the capacity of all teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

FSA School Data-
Overall FSA Data reflects minimal growth in all areas, except remaining the same in Math Achievement. No actual declines in overall components.
ELA Achievement 26% (2019) 25% (2018)
ELA Learning Gains 40% 36%
ELA Lowest 25th Percentile 41% 38%
Math Achievement 27% 27%
Math Learning Gains 41% 38%
Math Lowest 25th Percentile 40% 39%
Science Achievement 23% 18%
Social Studies Achievement 39% 36%

----> FSA SubGroup Data
---->EWS Data (retentions/attendance)

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

FSA School Data-
ELA Achievement 26% (School), 54% (District); Gap (-28%)
ELA Learning Gains 40%, 54%; Gap (-28%)

Math Achievement 27%, 58%; Gap (-31%)
Science Achievement 23%, 51%; Gap (-28%)
Social Studies Achievement 39%, 72%; Gap (-33%)

Trends-
Teacher vacancies negatively impacted all areas; ESE vacancies causing impact across contents and grade levels. The lack of Instructional Coaches made it difficult to provide the level of support necessary for new teachers and building the capacity of all teachers.

Which data component showed the most improvement? What new actions did your school take in this area?

FSA School Data-
ELA Learning Gains and Science Achievement showed the most growth in percentage from previous year, despite scoring considerably below District and State averages. Science ranked lowest in District (MS), however was our relative strength as reflected by growth from previous year.
ELA Achievement 26% 25% (+1%)
ELA Learning Gains 40% 36% (+4%)
ELA Lowest 25th Percentile 41% 38% (+3%)
Math Learning Gains 41% 38% (+3%)
Science Achievement 23% 18% (+5%)
Social Studies Achievement 39% 36% (+3%)

Algebra EOC
2019 - 7% higher than District Average
2018 - 6% higher than District Average

Actions Taken:
Focus on PLC's and standards-based planning. Algebra EOC tutoring offered throughout school year. Veteran, highly-effective Teacher assigned to Algebra I.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Retentions and Students will 2 or more indicators is an area of focus for Giunta. Our Success Coach and MTSS Coaches will be working with these students directly and coordinating tiered levels of support/intervention to address needs.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Building Teacher Capacity: Cross-Curricular Literacy, Standards-Based Planning & Standard Complexity
2. School Culture and Climate (Student and Faculty)
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Building Teacher Capacity: Cross-Curricular Literacy, Standards-Based Planning & Standard Complexity
Rationale	- By increasing awareness and usage of Literacy strategies in all content areas, overall student performance will increase. - By building teacher capacity in effectively planning using standards, the overall quality of grade-level instruction will occur.

State the measurable outcome the school plans to achieve	- Giunta will increase Achievement ELA, Math, Science, and Social Studies to at least 41% points. - Giunta will increase Learning Gains to at least 50% points.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	- Embedded Professional Development - via support from Instructional Coaches, Area 5 PD Contact (D. Roman), continued work in PLC's Professional Development Opportunities Provided by: D. Roman, PD Specialist : From Standards to Targets: Clarity of What and Why (using Common Core Companion)-3hr faculty training Sat, 10/12 Alignment: Connecting Standard, Target, & Task - 3hr faculty training on Sat, 11/9 How and from whom will follow-up/non-evaluative feedback be provided: • PLCs for planning support from colleagues and content coaches • coaching cycles, including modeling, by content coaches • focused feedback (written and/or face-to-face) from assigned admin team member at least twice per month in order to provide individual feedback about progress and continued need • focused walkthroughs conducted by admin team [and coaches?] in order to provide school-wide feedback about progress and continued need
Rationale for Evidence-based Strategy	Research indicates Teachers are able to retain and apply new learning and skills when support and PD is provided in the classroom/school setting with colleagues. Often when Teachers seek PD opportunities on their own outside of the classroom/school setting, application of learning is minimal.
Action Step	
Description	1. Coaching Cycles and before/after school coaching with School-Based Leadership and Instructional Coaches • Individual coaching support and feedback session with D. Roman (8/15, 12-4pm) • weekly coaches meeting with P. Riley in order to discuss group-wide work, progress, needs, skill-building, etc. and individual schedules, caseloads, concerns, etc. • monthly coaches feedback session with P. Riley in order to provide individual feedback 2. Lesson Modeling / Demonstration Classrooms 3. Professional Development regarding Standards and Aligning Task Complexity to Standards

4. Professional Learning Communities and increase in time for planning
5. Participation in Florida League of Middle Schools Conference (Making Gains with At-Risk Students) and AVID conference.
6. Increase the use of technology by students in classrooms for intervention and enrichment purposes.
7. Increase student engagement and hands-on opportunities as well as exposure to supplemental materials and resources.
8. Tutorials, and Summer Programs focusing on Literacy will be offered to sustain student growth.

Person Responsible   [no one identified]

#2	
Title	Creating a Positive School Culture and Climate (Student and Faculty)
Rationale	ASQI Survey Results, Discipline Data, and Teacher Retention rates all suggest that School Culture and Climate suffered last year. Stakeholder Perception (including Teachers, Students, and Community) can negatively impact participation in school function and performance. Student time spent out of classroom as a result of disciplinary incidents impeded academic performance.

State the measurable outcome the school plans to achieve	On the 2019-2020 ASQI Survey, results in all components of the following domains will increase to at least 70% or higher: Time (Q2.1), Community Support and Involvement (Q4.1), Managing Student Conduct (Q5.1), Teacher Leadership (Q6.1), School Leadership (Q7.1 & 7.2).
Person responsible for monitoring outcome	Kris Hawkins (kris.hawkins@sdhc.k12.fl.us)
Evidence-based Strategy	Giunta will implement systems of supports for Teachers, Students, and Families/ Community Stakeholders including on-boarding for new staff, PBIS, on-going reinforcement of systems/ expectations for all, increased involvement opportunities for all stakeholders and encouraging teacher leadership.
Rationale for Evidence-based Strategy	When all stakeholders feel valued and included in school happenings and decision-making, overall culture and climate will improve. Teacher retention will improve through the on-boarding supports that will be provided to new teachers. Students will be explicitly taught expectations, and these expectations will be reinforced consistently via incentives and SEL. Providing Social Emotional Learning opportunities for students regularly will provide them with the tools to successfully manage emotions and allow for positive social experiences. Shared decision-making among Faculty will increase buy-in and participation in school initiatives and function.

Action Step	
Description	1. School-wide implementation of PBIS with fidelity (e.g. token economy, explicit teaching of core values quarterly and intermittent incentives). 2. New Teacher On-Boarding Process throughout year tailored to their needs. 3. Grade Level assemblies at the start of each Semester to reinforce expectations. 4. Implementation of Social Emotional Learning 5. Shared Decision-making, when appropriate, via Committees, Leadership Team, PLC's. 6. Consistently implementing Discipline Plan across grade-levels 7. Increased opportunity for Family and Community involvement via building partnerships within the community, School Advisory Committee, more frequent communication with Families, etc. Parent liaison will assist and manage Parent Room resources. 8. Success Coach will work directly with and monitor students identified through EWS/KPI's (2 or more high risk indicators) to enable optimum success for targeted students. 9. MTSS/Data Coaches will coordinate Tier 2 and 3 interventions (academic and behavioral). ELP tutoring, Saturday Boot Camps, and T-Payroll funded targeted Tier 3 interventions will be built into school day for targeted population. 10. Utilize substitutes to allow teachers to participate in data dives. 11. Creating Conscious Classroom PD will be offered. 12. Increase opportunities to explicitly recognize and reward Faculty.

Person Responsible   Kris Hawkins (kris.hawkins@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

1. Building Teacher Capacity: Cross-Curricular Literacy, Standards-Based Planning & Standard Complexity
2. School Culture and Climate (Student and Faculty)

We identified these two priorities.

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Increased communication regarding relevant school happenings with stakeholders will build awareness and increase community confidence in Giunta. More frequent opportunities for families and community members to be included in relevant decision-making via SAC, volunteering, and building community partnerships.

PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

All students will receive SEL through electives. Girls Scouts is on-site to offer support to our female 6th and 7th grade students who choose to participate. Participation is free of charge to families. Guidance Counselors, SSW, and School Psychologist provide counseling services. Giunta works with various outside agencies (resource map) in efforts to supports students in a "wrap-around" fashion when necessary.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Adminstration and Support Staff visit feeder schools at the end of each year to meet with incoming students. Expectations are discussed to ease the difficulty of the transitions. The Articulation process is conducted with feeder schools and our receiving high school(s). ESE Specialist conducts an in-depth version of articulation for all ESE students slated to attend Giunta. High School Guidance meets with 8th graders prior to end of year to discussing scheduled and opportunities as they enter 9th grade. Additionally, the school provides a full day review of procedures and process on the first day of school with all students to ensure a smooth transition.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Administration, Student Services, and other Support Staff members meet one to two times monthly (minimum) to discuss resources, coordinate inside and outside resources. The Student Services team meets bi-monthly for PLC's to maximize student outcomes. Administration meets weekly to discuss overall school initiatives, troubleshoot systems/processes in place to ensure fidelity and to review pertinent data. Child Study Team meets monthly and is led by Guidance.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school addresses college and career readiness with the following strategies: School wide we implement AVID strategies that are embedded in the writing, inquiry, collaboration, organization and reading process to empower our students with skills needed to become critical thinkers. The AVID (Advancement Via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. Our guidance counselors deliver career and academic planning information to our 8th graders individually, as well as through parent meetings. Our students set academic goals around their standardized tests scores and progress monitor every semester. Students are exposed to post-secondary education experience through participation in the PSAT and university tours to provide them with admission, testing and financial requirements. We offer high school level course on the middle school campus: Algebra I, Spanish I, and culinary. Administrators, guidance counselors and school staff provide parents and students with information regarding the opportunity and benefits of taking accelerated course work. Our goal is to enroll students in more advance classes and our teachers engage in professional development opportunities to increase rigor in their classrooms. Our Business Technology teacher provides instruction and monitor students towards meeting industry certifications.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Building Teacher Capacity: Cross-Curricular Literacy, Standards-Based Planning & Standard Complexity				$408,827.31
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	$54,384.00
		Notes: Site Resource Teachers				
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		$4,606.32
		Notes: 8.47% Site Resource Teachers				
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$3,371.81
		Notes: 6.2% Site Resource Teachers FICA				
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$788.57
		Notes: 1.45% Site Resource Teachers Medicare				

	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG		$9,625.97
			Notes: 17.7% Site Resource Teachers			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$277.36
			Notes: .51% of 1.5 Site Resource Teachers			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0052 - Giunta Middle School	UniSIG		$14,889.60
			Notes: Laptop Computers Manufactor 20MD0027US X 5			
	5100	644-Computer Hardware Non-Capitalized	0052 - Giunta Middle School	UniSIG		$1,000.00
			Notes: License and Windows 10 $200 X 5			
	5100	644-Computer Hardware Non-Capitalized	0052 - Giunta Middle School	UniSIG		$14,849.40
			Notes: 20 laptop/tablets with license, USB audio, and headphones Each - $646.00 for laptop/tablet,x20 = $12,920 $75 license ea x 20 = $1500.00, $19.53 USB, and headphones x 20 =390.60			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	0052 - Giunta Middle School	UniSIG		$818.48
			Notes: Carts 12 UDT Item # TVC 16PAC-TAG			
	5100	519-Technology-Related Supplies	0052 - Giunta Middle School	UniSIG		$5,000.00
			Notes: Desktop Computer Speakers 100 X $50 Speakers to enhance learning when teachers are instructing and sharing from the web.			
	5100	519-Technology-Related Supplies	0052 - Giunta Middle School	UniSIG		$2,100.00
			Notes: 100 noise reducing over ear headphones for 100 tablets. The ear will over hear ambient noise reducing headphones diminish exterior sounds which increases student focus.100 earphones @ 21.00			
	6400	330-Travel	0052 - Giunta Middle School	UniSIG		$12,000.00
			Notes: 10 Teachers attend the Florida League of Middle Schools Convention How to make gains with at risk students. 10 X $200 Per Night Hotel x 2 nights = $4000 10 x $400 Registration = $4000 10 x $30/day food x 2 = $600 10 x $340 RT flights = $3400			
	6300	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$39,200.00
			Notes: Team Leaders, SAL's, Admin. Will provide additional coaching before and after school to facilitate on boarding school Areas of Focus and Instructional Planning 15 Staff members x $35 x 100 days X 1hr			
	6400	330-Travel	0052 - Giunta Middle School	UniSIG		$10,000.00
			Notes: AVID Team to AVID conference 10 people - registration fees, hotel, travel and food stipend - $1,000/person			
	6400	390-Other Purchased Services	0052 - Giunta Middle School	UniSIG		$20,000.00
			Notes: Substitutes for data dives, demo classrooms, PD opportunities, etc at $100 each sub			
	5100	520-Textbooks	0052 - Giunta Middle School	UniSIG		$4,147.13
			Notes: Set of Books for gr6, gr7, gr8 (To cultivate Literacy cross curriculum and throughout school) see quote			
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$14,580.00

			Notes: Saturday School Tutorial Focus on Improving test scores for FSA Level 1 and level 2 Students 3hrs. X $27 X 30 x 6 teachers			
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$13,500.00
			Notes: After school tutoring and mentoring programs for students 2 hours a week X $27 an hour X 25 weeks X 10 teachers			
	6300	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$87,500.00
			Notes: Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards 2 hour/week X 25 weeks X $35/hr X 50 teachers			
	6300	210-Retirement	0052 - Giunta Middle School	UniSIG		$3,388.00
			Notes: Team Leaders, SAL's, Admin. Will provide additional coaching before and after school to facilitate onboarding school Areas of Focus and Instructional Planning 15 Staff members x $35 x 100 days X 1hr			
	6300	220-Social Security	0052 - Giunta Middle School	UniSIG		$2,480.00
			Notes: FICA - Team Leaders, SAL's, Admin. Will provide additional coaching before and after school to facilitate onboarding school Areas of Focus and Instructional Planning 15 Staff members x $35 x 100 days X 1hr			
	6300	220-Social Security	0052 - Giunta Middle School	UniSIG		$580.00
			Notes: Medicare - Team Leaders, SAL's, Admin. Will provide additional coaching before and after school to facilitate onboarding school Areas of Focus and Instructional Planning 15 Staff members x $35 x 100 days X 1hr			
	6300	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$204.00
			Notes: Team Leaders, SAL's, Admin. Will provide additional coaching before and after school to facilitate onboarding school Areas of Focus and Instructional Planning 15 Staff members x $35 x 100 days X 1hr			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		$1,234.93
			Notes: Saturday School Tutorial Focus on Improving test scores for FSA Level 1 and level 2 Students 3hrs. X $27 X 30 x 6 teachers			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$903.96
			Notes: FICA - Saturday School Tutorial Focus on Improving test scores for FSA Level 1 and level 2 Students 3hrs. X $27 X 30 x 6 teachers			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$211.41
			Notes: Medicare - Saturday School Tutorial Focus on Improving test scores for FSA Level 1 and level 2 Students 3hrs. X $27 X 30 x 6 teachers			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$74.36
			Notes: Saturday School Tutorial Focus on Improving test scores for FSA Level 1 and level 2 Students 3hrs. X $27 X 30 x 6 teachers			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		$1,143.45
			Notes: After school tutoring and mentoring programs for students 2 hours a week X $27 an hour X 25 weeks X 10 teachers			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$837.00
			Notes: FICA - After school tutoring and mentoring programs for students 2 hours a week X $27 an hour X 25 weeks X 10 teachers			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$195.75
			Notes: Medicare - After school tutoring and mentoring programs for students 2 hours a week X $27 an hour X 25 weeks X 10 teachers			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$68.85
			Notes: After school tutoring and mentoring programs for students 2 hours a week X $27 an hour X 25 weeks X 10 teachers			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$442.44

			Notes: After school tutoring and mentoring programs for students 2 hours a week X $27 an hour X 25 weeks X 10 teachers			
	6300	210-Retirement	0052 - Giunta Middle School	UniSIG		$7,411.25
			Notes: Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards 2 hour/week X 25 weeks X $35/hr X 50 teachers			
	6300	220-Social Security	0052 - Giunta Middle School	UniSIG		$5,425.00
			Notes: FICA - Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards 2 hour/week X 25 weeks X $35/hr X 50 teachers			
	6300	220-Social Security	0052 - Giunta Middle School	UniSIG		$1,268.75
			Notes: Medicare - Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards 2 hour/week X 25 weeks X $35/hr X 50 teachers			
	6300	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$446.25
			Notes: Additional planning time for teachers to collaborate, plan cross-curriculum, data dives, unpacking standards 2 hour/week X 25 weeks X $35/hr X 50 teachers			
	5100	519-Technology-Related Supplies	0052 - Giunta Middle School	UniSIG		$600.00
			Notes: Technology Supplies 326 Flash drives for teachers to save data, lesson plans, and power points form class purposes. 75 x $8.00=$600.00			
	5100	510-Supplies	0052 - Giunta Middle School	UniSIG		$28,500.00
			Notes: Cue Robots K-12 Classroom Pack with Curriculum Promotes design thinking through open-ended activities and collaborative projects, which offer students voice and choice and hands on while being tied to standards-based, cross-curricular lesson plans. See Quote			
	5100	360-Rentals	0052 - Giunta Middle School	UniSIG		$1,500.00
			Notes: Faronics Insight- on line software subscription to provide teacher monitoring of students' computers. Helps students remained focus , on task and making gains			
	6400	330-Travel	0052 - Giunta Middle School	UniSIG		$650.00
			Notes: ILT Training with Teacher Leader, Lake Mary Congratulations! We are excited to announce your acceptance into the 2019 Instructional Leadership Team Institute (ITLI). This professional learning opportunity will allow you and one teacher leader/thought partner to collaborate in the learning process around creating and implementing an effective instructional leadership team. The ILTI take place on November 6 -7, 2019 at the Westin Lake Mary just north of Orlando. Where The Westin Lake Mary, Orlando North 2974 International Parkway Lake Mary, FL 32746 407-531-3555 When Wednesday, November 6, 2019 Thursday, November 7, 2019 (One learning walk will be scheduled to take place after the convening.)			
	5100	520-Textbooks	0052 - Giunta Middle School	UniSIG		$6,540.00
			Notes: BrainPop $2040 MobyMax $4500			
	5100	730-Dues and Fees	0052 - Giunta Middle School	UniSIG		$12,000.00
			Notes: Busch Gardens Field Tip – students from each grade level will have the opportunity to experience this deeper dive into the world of science, up close and personal interactions. This Busch Gardens Trip will help students discover how they can become a positive force for nature. Forces of Nature is a three hour, guided program designed for students 6th – 8th grades. This program connects with the Next Generation Sunshine State Standards and includes an educational guide, an animal encounter, and pre/post field trip material. approx 600 students x $20.00 per student = $12,000			
	7800	360-Rentals	0052 - Giunta Middle School	UniSIG		$9,245.00
			Notes: AVID Field Trip-College Prep- As a part of the AVID program promoting career and college readiness schools are encouraged to take students on college tours. College tours allow students to ask questions, meet other prospective students and understand the college on a deeper level. How students feel about colleges once they visit, help determine their decision in choosing the college that is a best fit for them. All 75 AVID students will be invited to take part in these Filed Trips University of Tampa (January) – 2 Charter Bus @ $720.00 = $1440 University of South Florida (February) - 2 Charter Bus @ $720.00 = $1440 University			

			of Central Florida (March) - 2 Charter Bus @ $1022.50 = $2045 Busch Gardens Field Trip - 6 Charter Bus @ $720.00 = $9245			
	5100	510-Supplies	0052 - Giunta Middle School	UniSIG		$10,838.27
			Notes: Per 5% ofc supply cap: classroom supplies			
2	**III.A.**	**Areas of Focus: Creating a Positive School Culture and Climate (Student and Faculty)**				**$0.00**
					Total:	**$419,436.88**