Giunta Middle School

2020-21 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: 6/25/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	90%

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	2019-20	2018-19	2017-18	2016-17
Grade	D	D	D	C

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Brown, Tiatasha	Principal	Tiatasha Brown - Principal Phillip Riley - Assistant principal responsible for curriculum Lisandra Tayloe - Assistant principal Deidra Malouff - Reading Coach Shanequia Adams - Reading Resource Marjan Navaie - Science Coach/SAL Audrenita Blair - Math Coach/SAL David Lowe - RTI (brick and mortar students) Heather Lynch - RTI (e-learning students) Allen Goodman - Student Success Coach Alisha Bennett - ESE Specialist Melissa Cardenas-Betancourt - ELA SAL Christina Williams - Social Studies SAL

Demographic Information

Principal start date
Thursday 6/25/2020, Akeim Young

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
9

Total number of teacher positions allocated to the school

Demographic Data

2020-21 Status (per MSID File)	Active
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Primary Service Type (per MSID File)	K-12 General Education
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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](#).	

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	304	216	248	0	0	0	0	768
Attendance below 90 percent	0	0	0	0	0	0	155	132	135	0	0	0	0	422
One or more suspensions	0	0	0	0	0	0	17	6	8	0	0	0	0	31
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	86	64	80	0	0	0	0	230
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	79	73	110	0	0	0	0	262

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	12	4	5	0	0	0	0	21

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	38	43	38	0	0	0	0	119
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 10/29/2020

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	
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

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	
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

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**	
	(0)	(0)	(0)	0 (0)

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

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%
	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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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%
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		

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
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%	2
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%	2
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%	0
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%	0
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%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
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%	0
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%	0

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.

N/A

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

N/A

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.

N/A

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

N/A

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

N/A

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

1. N/A
2.
3.

4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	It is important to align our lessons to the standards so that we teach and prepare our students for what is on the state assessment. If our lessons are aligned, students will know what they need to master for that specific content. Overall, we will better prepare them. Our overall grade is a D. This let's us know that we have areas to improve.
Measurable Outcome:	Students will show mastery on standard based assessments with a 70% or higher. Our goal is for at least 50% of our students will meet this goal.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	1. Teachers will be trained to unpack their content standards using the K.U.D.S. format. 2. Teachers will ensure that students know the learning targets/objectives that are directly aligned to the state standard.
Rationale for Evidence-based Strategy:	When teachers begin planning with a clear understanding of the standard first, the probability of lesson alignment to the standard is increased. We selected this strategy based on the need to teach standards aligned lessons with the goal of improving student performance on standard based assessments at a 70% mastery rate.

Action Steps to Implement

Professional development during pre-planning on using the K.U.D.S. unpacking standard strategy.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#2. Instructional Practice specifically relating to Student Engagement	
Area of Focus Description and Rationale:	Student engagement can be defined as academic talk, working collaboratively, challenged with grade level course work, students using class resources to produce their own thinking/work. When students are engaged, they have a greater chance of learning and mastering content which leads to increased student performance. School grade of a D helped us identify this as an area of need.
Measurable Outcome:	Walk through data can show at least 80% of students are engaged based on the identified criteria (but not limited to): academic talk, working collaboratively, challenged with grade level course work, students using class resources to produce their own thinking/work.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	The following research based strategies are known to help improve student engagement. Opportunities for teachers trainings will be provided throughout the school year. These trainings may include: Kagan Cooperative Structures AVID strategies CRISS CHAMPS Other technology programs such as but not limited to Plickers, Nearpod, Kahoot, Padlet
Rationale for Evidence-based Strategy:	These strategies are research based: Kagan = foster discussion, collaboration AVID = foster discussion, collaboration CRISS = literacy based strategies, foster discussion, collaboration CHAMPS = creates structures in classroom for the above strategies to happen successfully

Action Steps to Implement

PD during pre-planning
Learning Walks = a teacher who chooses opening their classroom for others to see how they use a particular strategy or how they instruction their content. This are based on choice not a requirement.
Demonstration Classroom = academic coach or teachers (who chooses) uses their classroom to demonstrate teaching so that others can observe and learn.
PLCs and faculty meetings can be used to continue modeling and practicing these strategies.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#3. Instructional Practice specifically relating to Professional Learning Communities	
Area of Focus Description and Rationale:	PLC (professional learning communities) will need to be used productively which can be defined as sharing, practicing instructional strategies, sharing and reviewing data, unpacking our standards, creating standards based common assessments, progress monitoring student data, reviewing student work samples, creating next steps for action. All of the mentioned action steps can help strengthen teacher preparedness, improve instructional practice, help monitor student progress, and help in creating standard based assessments. As a result, student performance will improve.
Measurable Outcome:	PLC notes provided by department leaders, can serve as an indication that these practices are taking place; classroom walk through data will show common planning; student data results will show at least 50% of our students will perform at 70% or higher on standard based assessments.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	PLCs meeting times are focused and structured leading to improved teacher practice.
Rationale for Evidence-based Strategy:	This strategy was chosen because teachers need to use their planning time productively in order to improve instruction and student achievement. Therefore improving the school's overall grade from a D to a C or better.

Action Steps to Implement

Schedule common planning time, identify day and time to meet, discuss PLC expectations with department leaders and teachers: sharing, practicing instructional strategies, sharing and reviewing data, unpacking standards, creating standards based common assessments, progress monitoring student data, reviewing student work samples, creating next steps for action.

The academic progress of our ESSA groups(Black, Hispanic, White, SWD, Economically Disadvantaged and ELL) movement to mastering the standard can be monitored in PLCs. PLCs were provided a form to help them monitor each group after giving a common or district assessment. The progress of each ESSA group can be compared to the district average to determine their progress in comparison to their peers.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA comprises of reading and writing. Eight of the nine grade components are directly effected by literacy. Therefore, we focus on ELA. Currently our ELA performance sits at 26% (3+), 40% (gains), 41% (overall gains), science 23% (3+), civics 39% (3+).
Measurable Outcome:	We plan to increase our school wide ELA performance as follows: (3+) from 26% to 35%, (overall gains) 40% to 45%, (25% quartile) 41% to 46%.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	The following are evidence base strategies and state standard expectations that will continue to be discussed throughout the school year with reading and ELA teachers: 1. focus on improving writing 2. using the 9 literacy standards for informational and literary text. 3. using multiple texts across reading, ELA, science, social studies to allow for integration of knowledge. 4. Provide training and resource materials for ELA and reading teachers on methods to teach their literacy standards.
Rationale for Evidence-based Strategy:	1. Literacy strategies are used to help students understand complex texts. 2. Placing focus on improving writing can increase writing performance resulting in increased FSA ELA student performance. 3. Using the 9 reading standards along with informational text can help students understand complex text as well as reinforce student learning the 9 literacy standards. 4. Using multiple texts can allow students opportunities for integration of knowledge. 5. Providing training and resources for ELA and reading teachers will help them improve their instruction and increase their knowledge base of their content; therefore, resulting in an increase in student achievement.

Action Steps to Implement

1. PD will be provided to teachers during pre-planning and throughout the year during faculty meetings and PLCs. Walkthrough forms and PLC notes can capture use of the strategies during instruction.
2. Achieve 3000 can be used to provide prescribed attention to student for our ESSA groups (Black, Hispanic, White, SWD, Economically Disadvantaged and ELL) based on the areas of focus they need in reading.
3. Reading teachers can also use small group rotations during instruction to focus on our ESSA groups academic needs in reading (Black, Hispanic, White, SWD, Economically Disadvantaged and ELL) .
4. Thinking Core literacy standards training will be provided for ELA and reading teacher to help improve their knowledge and pedagogy of teaching the literacy standards to our ESSA groups (Black, Hispanic, White, SWD, Economically Disadvantaged and ELL).

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#5. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social emotional learning as defined as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Weissberg & Cascarino, 2013, p. 10). The need for social emotional learning was identified based on student discipline and attendance. 60% of referrals for the 19-20 school year were in the personal conduct category with disruptive, disobedience/insubordination and disrespect ranking in the top of this category. Also only 71% of students did not receive a discipline referral for the 19-20 school year. Schoolwide attendance average for 19-20 was 93.5% with 78% of the absences being unexcused. Only 83% of students came to school 90% of the time.
Measurable Outcome:	Through implementation of social emotional learning, our goal is to increase the percent of students with no referrals to 85% to 90%. We also want to decrease number 574 incidences of being disruptive, disobedience/insubordination by 50%. We also want to improve attendance to at least 90% of students come to school 90% of the time.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	We will implement social emotional learning lessons from Frameworks to that address social emotional concerns for students during homeroom. Teachers may choose to use SEL strategies throughout the day in their classrooms if they see fit.
Rationale for Evidence-based Strategy:	Using the Frameworks curriculum for SEL will provide teachers a resource they can use instead of creating it themselves. The curriculum is being used in other middle schools in Hillsborough County.

Action Steps to Implement

Faculty and staff will be trained on implementing SEL strategies and how to facilitate the curriculum with students. The goal is to train students to lead the lessons. School wide, we will complete an SEL lesson at during homeroom. Teachers may choose to use SEL strategies throughout the day in their classrooms if they see fit. We plan to have Frameworks staff complete the training and have them come throughout the school year to continue to provide support.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#6. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	PBIS will be used to reward students and provide incentives for students to work for throughout the year. PBIS will be used to motivate students. PBIS will be the school wide reward, incentive system. PBIS is needed to help improve the ABCs (attendance, behavior, coursework). 60% of referrals for the 19-20 school year were in the personal conduct category with disruptive, disobedience/insubordination and disrespect ranking in the top of this category. Also only 71% of students did not receive a discipline referral for the 19-20 school year. Schoolwide attendance average for 19-20 was 93.5% with 78% of the absences being unexcused. Only 83% of students came to school 90% of the time. 83% of 6th graders passed coursework in ELA/MA, 80% of 7th graders and 86% of 8th graders. According to the climate survey results, 35% of students state they enjoy coming to school. According to TELL survey results, only 34% of students stated that the principal rewarded them.
Measurable Outcome:	Using PBIS will help reduce disciple incidences of personal conduct. Our goal is to increase the percent of students with no referrals to 85% to 90%. We also want to decrease number 574 incidences of being disruptive, disobedience/insubordination by 50%. We also want to improve attendance to at least 90% of students come to school 90% of the time. The goal would be to increase course work performance for all three grade levels to be at 90% or higher.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	We currently have PBIS at Giunta but need to make the program more robust. We will use PBIS to reward students for effort, improvement and outstanding performance in the ABCs (attendance, behavior, course work). We plan to do this school wide. We plan to use Giunta dollars or purchase an electronic system if funding permits (due to COVID-19).
Rationale for Evidence-based Strategy:	We will reward students for their effort, improvement and outstanding performance in the ABCs in order to motivate them to continue to do their best, motivate them to come to school and reward them for exhibiting the desired behavior we are expecting. Based on the attendance, behavior and school grade, it is evident students needs motivation and rewards. 60% of referrals for the 19-20 school year were in the personal conduct category with disruptive, disobedience/insubordination and disrespect ranking in the top of this category. Also only 71% of students did not receive a discipline referral for the 19-20 school year. Schoolwide attendance average for 19-20 was 93.5% with 78% of the absences being unexcused. Only 83% of students came to school 90% of the time.

Action Steps to Implement

Starting with pre-planning and reiterating at faculty meetings, we will review the PBIS system we have at Giunta and discuss how to make the program more robust. Once these details have been established, we will carry out the plan. If the HERO system is purchased, faculty will be trained during pre-planning.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#7. Culture & Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale:	Parent involvement is critical to the success of schools. When schools and parents partner together, the success of the child increases. There is not PTSA for the school. According to TELL survey results, 52% of parents say they feel welcome, 50% say they are partners in decision making, 55% say they have opportunities to participate in school committees.
Measurable Outcome:	Measurable outcomes include the creation of a school PTSA, survey results to improve as follows: 52% of parents say they feel welcome, 50% say they are partners in decision making, 55% say they have opportunities to participate in school committees to all increase to 70% or higher.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	We will work to create a PTSA, we will hold SAC meetings in community areas to improve parent involvement, we will hold events to get parents involved like family game nights. We will also do more surveys via parentlink to solicit more parent feedback so parents can be involved in decision making remotely.
Rationale for Evidence-based Strategy:	Creating a PTSA will allow parents to have a direct partnership with the school. Holding SAC meetings in community areas will hopefully increase involvement in decision making. Holding events on campus or remotely like family game nights is a way to get parents at the school and building community with the school staff. We will also do more surveys via parentlink to solicit more parent feedback so parents can be involved in decision making remotely.

Action Steps to Implement

Starting in the summer, we will reach out to parents to find interest in starting a PTSA. We will look for community places where parents may be more apt to come to hold SAC meetings or use zoom. We will create a calendar of events to parent involvement nights.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#8. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale:	75% of our school population comprise of Black and Hispanic students. Only 39% of students stated that students would not tolerate racial harassment and discrimination. Only 50% stated that teachers cared about them. Only 48% of students believed that teachers would not tolerate racial discrimination.
Measurable Outcome:	Our goal is to improve TELL survey requests as follows: 39% of students stated that students would not tolerate racial harassment and discrimination to 80% 50% stated that teachers cared about them to 80% 48% of students believed that teachers would not tolerate racial discrimination to 90%
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	Using provided SEL lessons during homeroom to address discrimination and bias will help improve this area of focus. Also holding implicit bias training for faculty and staff starting with pre-planning and continuing throughout the year each quarter will also address the concerns of racial biases on campus. Next holding culture relevance training for faculty and staff will also help address this area of concern.
Rationale for Evidence-based Strategy:	SEL is designed to help students learn how to manage their emotions. Implicit bias training is designed to educate staff on biases they have and how it effects how they interact with others (specifically their students). Culture relevance training will help faculty learn strategies to make their lessons culturally relevant for their students.

Action Steps to Implement

SEL training will take place during pre-planning
Implicit bias training will take place during the 1st quarter
Culture relevant instruction will take place during the 1st quarter

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#9. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our focus is to improve math performance for our students. Our math data for 18-19 school year is as follows: 27% scored (3+), 41% of students made learning gains, 40% of the 25% quartile made gains, 70% of algebra passed the EOC with a (3+). Each math category must improve by at least 3.1% percents in order to help the school grade improve overall.
Measurable Outcome:	Our goal for improvement is 27% to 35% (3+), 41% to 55% whole school gains, 40% to 50% (bottom quartile), 70% to 85% Algebra.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	Our strategies to achieve this goal are standards aligned lessons, engagement strategies during instruction, formative assessment strategies during instruction, standards based common assessments, progress monitoring of student progress of standards mastery. We plan to use programs such as but not limited to Moby Max, IXL, USA test prep and Algebra Nation for supplement instructional materials.
Rationale for Evidence-based Strategy:	Standards aligned lessons to ensure lessons are aligned and nailing the specific learning target. Engagement strategies to keep students focus and on task. Assessment strategies to help teachers formatively assess during the lesson. Standards based common assessments to prepare students for FSA test style and rigor. Also the common assessments allow for meaningful PLC discussion about data. Programs such as but not limited to Moby Max, IXL, USA test prep and Algebra Nation can be used to help progress monitor and provide remediation of skills practice to work towards mastery.

Action Steps to Implement

Training on unpacking standards using the K.U.D.S. method was provided during pre-planning.
Engagement, assessment strategies will be provided in form of training and practice during pre-planning, PLCs and faculty meetings.
USA test prep and Moby Max were purchased for math department
Our ESSA groups (Black, Hispanic, White, SWD, Economically Disadvantaged and ELL) will receive tutorials opportunities during the school year as well as be pulled for small group instruction with the math coach to remediate math standards they have not mastered.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#10. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science (3+) is at 23%. Our test score only calculates for students who score a (3+). The district average is 47%. We are well below. In order for science to help improve the school's overall grade, there must be an increase of at least 3.1%.
Measurable Outcome:	Our goal is to improve our science performance from 23% to at least 35%.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	Our strategies to achieve this goal are standards aligned lessons, engagement strategies during instruction, formative assessment strategies during instruction, standards based common assessments, progress monitoring of student progress of standards mastery. We plan to use programs such as PENDA (but not limited to) for supplement instructional materials and to help progress monitor and provide remediation of skills practice to work towards standards mastery. We can also use the resource guide provided by the state to explain what to focus on when teaching the standard, what the limitations are for question types as an additional resource.
Rationale for Evidence-based Strategy:	When teachers begin planning with a clear understanding of the standard first, the probability of lesson alignment to the standard is increased. We selected this strategy based on the need to teach standards aligned lessons with the goal of improving student performance on standard based assessments at a 70% mastery rate. Engagement strategies to keep students focus and on task. Assessment strategies to help teachers formatively assess during the lesson. Standards based common assessments to prepare students for FSA test style and rigor. Also the common assessments allow for meaning PLC discussion about data. Penda can be used to help progress monitor and provide remediation of skills practice to work towards mastery.

Action Steps to Implement

Training on unpacking standards using the K.U.D.S. method was provided during pre-planning.
Engagement, assessment strategies will be provided in form of training and practice during pre-planning, PLCs and faculty meetings.
PENDA will be purchased for science department.
Small group pull-outs by science coach and tutorials provided for students.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#11. Instructional Practice specifically relating to Social Studies	
Area of Focus Description and Rationale:	Civics is the social studies category for testing in middle school. The district average is 67% and the state average is 72%. At its highest performance, we once scored a 44%. In order to help improve the school grade, civics must increase percent of (3+) on the EOC by 3.1%.
Measurable Outcome:	Our goal is to improve our civics performance from 39% to 45%.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	Our strategies to achieve this goal are standards aligned lessons, engagement strategies during instruction, formative assessment strategies during instruction, standards based common assessments, progress monitoring of student progress of standards mastery. We plan to use programs such as(but not limited to) USA test prep, iCivics, and Gateway to American Government workbooks for supplement instructional materials and to help remediate standards for our ESSA groups (Black, Hispanic, White, SWD, Economically Disadvantaged and ELL).
Rationale for Evidence-based Strategy:	When teachers begin planning with a clear understanding of the standard first, the probability of lesson alignment to the standard is increased. We selected this strategy based on the need to teach standards aligned lessons with the goal of improving student performance on standard based assessments at a 70% mastery rate. Engagement strategies to keep students focus and on task. Assessment strategies to help teachers formatively assess during the lesson. Standards based common assessments to prepare students for FSA test style and rigor. Also the common assessments allow for meaning PLC discussion about data. USA test prep and Gateway to American Government workbooks will be used to help progress monitor and provide remediation of skills practice to work towards mastery.

Action Steps to Implement

K.U.D. S. training will take place during pre-planning to provide teachers with a tool to help unpack their academic standards.
Engagement, assessment strategies will be provided in form of training and practice during pre-planning, PLCs and faculty meetings.
USA test prep and the Gateway workbooks will be purchased.
USA test prep is being used on Fridays to support standard mastery for our ESSA groups (Black, Hispanic, White, SWD, Economically Disadvantaged and ELL) towards mastery of the civics standards.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

#12. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:	Instructional Coaching is needed to build the capacity of teachers. With 20 new teachers out of 40, lot of time and resources will need to be used to build their tool kits for classroom management, behavior management, pedagogy, instructional and assessment strategies. Feedback will be needed frequently, as well as modeling, co-teaching with them and coaching cycles. Since the district no longer has instructional mentors for new teachers, it is critical that we have a plan in place to support new teachers.
Measurable Outcome:	An increase in the school grade from a D to a C minimum, retention of new teachers with no more than 10% turnover, improve instructional practices based on walk-through data.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy:	Academic leaders will conduct PD during pre-planning and will continue as needed on Mondays and PLCs. Also, learning walks and demonstration classrooms can be offered throughout the year as visual models for teachers. The science and math coach will be full time support/resource this school year. A full time reading coach will also be hired this year to support reading and ELA teachers. Academic resource teachers/coaches can provide support in the form of (but not limited to) planning with teachers, co-teaching, modeling and providing feedback to support teacher growth.
Rationale for Evidence-based Strategy:	PD during pre-planning to help new teachers start the year off right. PD continually throughout the year to continue to meet their needs. Learning walks and demonstration classrooms for teachers to see an exemplar in action. Teacher leaders hired to work specifically with new and struggling teachers provides them support which can help in retaining teachers.

Action Steps to Implement

Advertise for teacher leader position.
Identify staff members who are ideal candidates for conducting PD
Create PD schedule for staff
Identify exemplar classrooms for learning works and demonstration classrooms.

Person Responsible	Tiatasha Brown (tiatasha.brown@hcps.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

N/A

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$214,803.98
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	$48,949.87
			Notes: RTI Teacher- (Academic) will be responsible for working with teacher/grade level teams to implement Tier 2 and interventions for those who struggle with the core curriculum. The RTI Resource teacher will also assisting teachers with looking at data, determining student's need for MTSS and implementing MTSS in the classrooms with teacher from the academic/curriculum side. The RTI academic teacher will develop/coordinate, implement and progress monitor school-wide acaemic programs designed to address student deficiets and provide info on school-wide trends: such as ELP tutorials(Reading, Math), Curriculum Nights , and FSA Prep Programs. In addition, the RTI Academic Resource Teacher will assist the ELA SAL in incorporating a school-wide writing across the content curriculum).				
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG	1.0	$4,146.05
			Notes: RTI Teacher Retireent 8.47% Less Indirect Costs				
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$3,034.89
			Notes: RTI Teacher FICA 6.2% Less Indirect Costs				
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$709.77
			Notes: RTI Teacher Medicare 1.45% Less Indirect Costs				
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG	1.0	$249.64
			Notes: RTI Teacher Workers Comp .51% Less Indirect Costs				
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG	1.0	$9,300.48
			Notes: RTI Teacher Health Ins 19% Less Indirect Costs				
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	$48,510.22

			Notes: RTI Teacher Less Indirect Costs-The RTI Coach (Behavior) will be responsible for working with teacher/grade level teams to implement Tier 1 interventions and assisting teachers with looking at data, determining student's need for MTSS and implementing MTSS in the classrooms with teachers and students. The RTI Coach will provide work with the team to develop and monitor interventions for students who are unresponsive to Tier 1 interventions and will assist teachers and teams in developing and tracking Tier 2 and 3 behavior interventions in response to student discipline and conduct data.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG	1.0	$4,108.82
			Notes: RTI Teacher Retirement 8.47% Less Indirect Costs			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$3,007.63
			Notes: RTI Teacher FICA 6.2% Less Indirect Costs			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$703.40
			Notes: RTI Teacher Medicare 1.45% Less Indirect Costs			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG	1.0	$247.70
			Notes: RTI Teacher Workers Comp .51% Less Indirect Costs			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG	1.0	$9,216.94
			Notes: RTI Teacher Health Ins 19% Less Indirect Costs			
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$31,627.51
			Notes: Tutorial - Extended Learning Programs (6.5 hrs per week @ $27 per hour x 6 weeks for 30 tchrs = $31,590). Students have experienced a learning slide from March- August. Extended learning will be offered so that the students will have a chance to recover any learning the may have lost. This will be ongoing throughout the school year.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		$2,675.67
			Notes: Tutorial- Retirement @ 8.47%			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$1,958.58
			Notes: Tutorial- FICA @ 6.20%			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		$458.06
			Notes: Tutorial- Medicare @ 1.45%			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		$161.11
			Notes: Tutorial- Workers Comp @ .51%			
	5100	510-Supplies	0052 - Giunta Middle School	UniSIG		$17,000.00
			Notes: Supplies- per 5% cap- for instructional use such as paper, chart paper, markers, pencils, highliters, notebooks, chart paper, and journals. $12,000 shared among 60 instructional staff members will give each approximately $200			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0052 - Giunta Middle School	UniSIG		$3,824.71
			Notes: Purchase of 5 laptops (5x 701=3505.00) for teachers to support students in small group instructions as well as monitoring the students' data.			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0052 - Giunta Middle School	UniSIG		$3,247.93
			Notes: Purchase 7 Chrome Notebooks for use by classrooms for eLearning, skill building, and support programs such as Khan Academy, DreamBox, USATestPrep, Brainpop, and myOn. 7 @ $388.99 . CASA @ $75 / tablet = $3247.93			
	6400	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$6,265.00

	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			Notes: PD trainings that will be held after school or on Saturdays to support the school instructional priorities. The PD will be facilitated by the school's resource staff. The PD will support 35 teachers at $15 per hour at 4 hour per training with a total of 3 trainings = $6300.			
	6300	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		$14,700.00
			Notes: Planning Time -The planning time will be held after school and facilitated by resource teachers. This allow teachers to increase their understanding of the standards as well as develop specific plans to meet the needs of all students. The planning will have a total of 35 teachers at $35 per hour for 12 hours (2 hour extra per week for 6 weeks) = $14,700.			
	6400	510-Supplies	0052 - Giunta Middle School	UniSIG		$700.00
			Notes: Purchase the book Driven by Data 2.0 to be used as one the PD trainings. 35 copies at $20 per copy.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Student Engagement**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Professional Learning Communities**				**$0.00**
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$5,700.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0052 - Giunta Middle School			$5,700.00
			Notes: Top Score Writing Curriculum will be used to supplement writing preparation for FSA testing.			
5	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
6	**III.A.**	**Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports**				**$0.00**
7	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$35,982.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0052 - Giunta Middle School	UniSIG	1.0	$26,529.53
			Notes: Para Less Indirect Costs			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG	1.0	$2,247.05
			Notes: Para Retirement 8.47% Less Indirect Costs			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$1,644.83
			Notes: Para FICA 6.2% Less Indirect Costs			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$384.68
			Notes: Para Medicare 1.45% Less Indirect Costs			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG	1.0	$135.30
			Notes: Para Workers Comp .51% Less Indirect Costs			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG	1.0	$5,040.61
			Notes: Para Health Ins 19% Less Indirect Costs			
8	**III.A.**	**Areas of Focus: Culture & Environment: Equity & Diversity**				**$0.00**
9	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$96,310.52**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	$71,009.75
			Notes: Math Resource Teacher- The math resource teacher will be responsible for providing ongoing needs based professional development, weekly planning oppurtunities and coaching			

			cycles for teachers. In addition, the Math Resource Teacher will conduct ongoing data analysis and facilitate weekly PLCs that focus on incorporating litercy and mathematical best practices.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG	1.0	$6,014.53
			Notes: Math Resource Teacher Retirement 8.47% Less Indirect Costs			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$4,402.60
			Notes: Math Resource Teacher FICA 6.2% Less Indirect Costs			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	1.0	$1,029.64
			Notes: Math Resource Teacher Medicare 1.45% Less Indirect Costs			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG	1.0	$362.15
			Notes: Math Resource Teacher Workers Comp .51% Less Indirect Costs			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG	1.0	$13,491.85
			Notes: Math Resource Teacher Health Ins 19% Less Indirect Costs			
10	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
11	**III.A.**	**Areas of Focus: Instructional Practice: Social Studies**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			0052 - Giunta Middle School			$0.00
			Notes: $425 USA Test Prep for Social Science 6-8 Grade.			
12	**III.A.**	**Areas of Focus: Instructional Practice: Instructional Coaching**				**$0.00**
					Total:	**$363,541.25**