

Hillsborough County Public Schools

Giunta Middle School



2021-22 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: 7/1/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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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Giunta Middle School

4202 S FALKENBURG RD, Riverview, FL 33578

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	82%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://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.

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	Position Title	Job Duties and Responsibilities
Brown, Tiatasha	Principal	Leader of Giunta's turnaround effort Monitors progress of turnaround initiatives Provides support to all school leaders to ensure success of turnaround initiative
Lynch, Heather	Assistant Principal	Responsible for master schedule, all things testing Oversees the following departments, supports the principal with instructional priority and school SIP goals, conducts observations and provides feedback, supports academic leaders, PLCs in the following departments ELA department Reading department ESOL department
Calixte, Jimmy	Assistant Principal	

Demographic Information

Principal start date

Wednesday 7/1/2020, 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.*

0

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.*

8

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

791

Identify the number of instructional staff who left the school during the 2020-21 school year.

8

Identify the number of instructional staff who joined the school during the 2021-22 school year.

8

Demographic Data**Early Warning Systems****2021-22****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	292	250	272	0	0	0	0	814
Attendance below 90 percent	0	0	0	0	0	0	142	129	138	0	0	0	0	409
One or more suspensions	0	0	0	0	0	0	64	49	57	0	0	0	0	170
Course failure in ELA	0	0	0	0	0	0	140	96	56	0	0	0	0	292
Course failure in Math	0	0	0	0	0	0	147	74	39	0	0	0	0	260
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	42	53	57	0	0	0	0	152
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	47	56	0	0	0	0	161
Number of students with a substantial reading deficiency	0	0	0	0	0	0	29	28	35	0	0	0	0	92

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	112	112	112	0	0	0	0	336

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	98	74	82	0	0	0	0	254

Date this data was collected or last updated

Monday 6/28/2021

2020-21 - 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	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	

2020-21 - 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	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		

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				26%	51%	54%	25%	52%	53%
ELA Learning Gains				40%	52%	54%	36%	53%	54%
ELA Lowest 25th Percentile				41%	47%	47%	38%	48%	47%
Math Achievement				27%	55%	58%	27%	56%	58%
Math Learning Gains				41%	57%	57%	38%	59%	57%
Math Lowest 25th Percentile				40%	52%	51%	39%	52%	51%
Science Achievement				23%	47%	51%	18%	47%	52%
Social Studies Achievement				39%	67%	72%	36%	66%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	27%	53%	-26%	54%	-27%
Cohort Comparison						
07	2021					
	2019	23%	54%	-31%	52%	-29%
Cohort Comparison		-27%				
08	2021					
	2019	25%	53%	-28%	56%	-31%
Cohort Comparison		-23%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	17%	49%	-32%	55%	-38%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	31%	62%	-31%	54%	-23%
Cohort Comparison		-17%				
08	2021					
	2019	21%	31%	-10%	46%	-25%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	17%	47%	-30%	48%	-31%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	35%	67%	-32%	71%	-36%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	70%	63%	7%	61%	9%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

School City is the tool used to provide the data below. Penda learning was used for science final data in May 2021. We used Achieve 3000 math for the Spring check point on standard mastery progression.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38.73	41.35	
	Economically Disadvantaged	36.73	38.81	
	Students With Disabilities	30.77	31.04	
	English Language Learners	26.25	23	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31.45	48.49	
	Economically Disadvantaged	29.75	47.6	
	Students With Disabilities	26.87	42.5	
	English Language Learners	28.62	39.7	

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37.76	34.61	
	Economically Disadvantaged	36.98	29.53	
	Students With Disabilities	28.33	25.31	
	English Language Learners	29.69	25	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.25	44.78	
	Economically Disadvantaged	28.21	41.01	
	Students With Disabilities	27.84	38.52	
	English Language Learners	23.8	33.0	
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	31.86	43.58	44.22
	Economically Disadvantaged	30.86	42.11	42.71
	Students With Disabilities	29.06	35.34	37.03
	English Language Learners	26.43	37.07	36.25

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.55	71.53	
	Economically Disadvantaged	40.13	70.35	
	Students With Disabilities	36	65.68	
	English Language Learners	34.25	44.72	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25.77	42.63	
	Economically Disadvantaged	25.61	41.31	
	Students With Disabilities	24.24	35.38	
	English Language Learners	26.23	46.34	
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	40.06	47.24	74.5
	Economically Disadvantaged	37.3	45.29	
	Students With Disabilities	35.05	37.22	
	English Language Learners	28.36	31.25	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	27	22	19	37	39	22	20			
ELL	26	43	41	20	29	44	9	28			
BLK	27	33	29	20	36	48	19	32	71		
HSP	28	41	38	21	34	42	21	29	70		
MUL	41	58		41	50						
WHT	31	33	19	26	44	47	33	53			
FRL	27	37	34	21	37	46	22	34	72		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
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	57
Total Points Earned for the Federal Index	393
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	35
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	48
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	36
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

1. All ESSA subgroups performed below the federal index of 40%.
2. Learning gains net our school the most points.
3. Black and Hispanic students are the two largest subgroups in our school. However, their (level 3,4,5) performance in ELA is less than half that of White and Multi-racial students.
4. Science performance on district assessments and PENDA show growth for each subgroup.
5. Pre-Algebra performance on district assessments show double digit growth for all subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our percent of students scoring a level 3 or higher is well below the federal threshold of 41%. All areas need improvement. ELA is at 26, Math is at 27, Science is at 23, Civics is at 39 (close). Science was the lowest performing.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

I was not principal at Giunta Middle School at the time of testing during the 2018-2019 school year. I believe that teacher vacancies and a high percent of novice teachers were contributing factors. I have hired to fill all vacancies and have filled vacancies with as many experienced, high performing teachers as possible. Teachers with low VAM ratings were transferred from our school site. In addition, I have planned to hire teacher leaders to spend half of their day working with new teachers. I have also hired resource teachers (or plan to hire) to support new teachers in their respective departments of ELA, Reading, Math, Science and Social Studies. I plan and calendar will be devised to ensure we are working with new teachers with professional development, model, co-teaching, observation and feedback throughout the year.

Teachers need continued focus on standard task, assessment alignment in lesson planning and instructional delivery. This effort has been front loaded and modeled this first year. We will continue during the week of preplanning to practice and sharpen the skill of unpacking the standard for a clear understanding, lesson planning with this understanding to ensure standard task, assessment alignment in instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our 8th grade science students have shown a consistent progression in growth based on district assessments and PENDA learning data. We increased from an overall percent of 40.06% from district assessments to 74.5 percent using PENDA learning. We targeted level 2,3,4,5 for 8th grade science pull outs. These small groups worked with our science resource teacher and they showed a 27.5%

increase in standard mastery. This is very promising considering science was our lowest performed portion of the 2018-2019 FSA school grade component. Our civics also showed consistent progression in growth based on district assessments and USA Testprep. Our regular math prep students scores showed strong improvement from baseline to midyear assessment data.

What were the contributing factors to this improvement? What new actions did your school take in this area?

1. For science, we used PENDA learning to provide remediation and additional practice for the science standards. Our science resource teacher conducted weekly pull outs with level 3,4,5 students and increased her pull out group to level 2 readers in the second semester. She re-taught standards that this group of missed on common assessments and district formatives. A benchmark of 80% was set for students to show mastery. PENDA was used twice a week in 8th grade classrooms using IPADS.
2. For civics, students were pulled in small groups by resource staff weekly to remediate standards they had not mastered using USA testprep. These students were level 2,3,4,5 readers. Civics teachers used common assessments bi-weekly with questions from FJCC to assess student mastery of weekly content taught. On Wednesday, lab day, students who scored a 80% or higher on the assessment would work on Achieve 3000 articles for civics. Students who scored below a 79% to 60% will work on USA testprep for additional practice and remediation on the standard(s). Students who scored a 59% and below will work in a small group with their civic teacher directly. The teacher used the Gateway to American Government textbook. This group of students would be re-assessed at the end of the tutorial session.
3. For math, students were also pulled in small groups by the math resource teacher on campus and from the Transformation Network. We also used Achieve3000 math for remediation and progress monitoring.

What strategies will need to be implemented in order to accelerate learning?

To accelerate learning, core instruction must be strong!

1. Ongoing PD on unpacking standard for a clear understanding of standard targets.
2. Focus on lesson planning for standard task, assessment alignment using document that guides teachers through this thought process.
3. Consistent, common planning time for PLCs. Admin attendance in PLCs, providing feedback on their planning process for standard task, assessment alignment.
4. Weekly observation, feedback on standard tasks, assessment alignment
5. In addition to unpacking standards, planning for standard task, assessment alignment, PLCs need to progress monitor student mastery of standards and have systems in place for remediation and re-assessment during the school day, after and Saturdays (as needed).

To accelerate learning, we also need to establish consistent PBIS systems, SEL, and proactive systems to address attendance and behavior concerns.

1. We will establish a PBIS committee that will meet monthly to oversee this initiative.
2. We will establish an SEL committee that will meet monthly to oversee this initiative. SEL will be implemented daily during homeroom.
3. Social worker, guidance, RTI resource teachers, student success coach, administration will meet weekly to monitor and discuss attendance, behavior and systems in place to support improvement of these areas. Tier 1,2,3 interventions will be established with this group.
4. We will also establish club days twice a month to provide more ways to connect students to school and improve school culture.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. PD on unpacking standard to provide a clearer understanding of what they are to teach.
2. PD on next step to unpacking, planning for alignment - how to make sure the learning tasks and assessments are aligned to the standard. This will include making sure the learning tasks and assessments are at the level of standard rigor.
3. PD on how to implement groups, rotations during class time
3. PD on SEL and implementation
4. PD on building rapport, connect with students
5. PD on classroom management (behavior, procedures)

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The best way to ensure sustainability is to plan these processes for improvement with your staff, make sure your leaders are trained to carry out their part of this work, are calibrated with the leader and a consistent time to meet and process monitor all systems are working as intended.

Part III: Planning for Improvement

Areas of Focus:

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

Area of Focus Description and Rationale:	<p>Instructional Priority - Teachers will increase their understanding of standards through purposeful planning as well as implementation of standards-based instructional strategies.</p> <p>Rationale: According 2018-2019 FSA data, our percent of students scoring satisfactory or higher at the federal threshold of 41% is low in all categories except the acceleration category. Science is the lowest at 23%. This means that core instruction as a whole needs improvement. Classroom observations confirmed that standards aligned instruction was low across the school. When lessons are aligned to the standard, students are receiving instruction at the level they need to make learning gains which will lead to an increase in students scoring at levels 3, 4, 5 each year.</p>
	<p>FSA % of students scoring 3+:</p> <p>ELA: 31% year 1; 36% year 2; 41% year 3</p> <p>Math: 32% year 1; 37% year 3; 42% year 3</p> <p>Science: 35% year 1; 40% year 2; 45% year 3</p> <p>Civics: 44% year 1; 50% year 2; 55% year 3</p> <p>Acceleration: 70% year 1; 80% year 2, 90% year 3</p> <p>LG/BQG: 47% year 1; 54% year 2; 61% year 3</p>
Measurable Outcome:	<p>During the school year, the goal for student performance on assessments of standards mastery (as set by meeting or exceeding district percent) content areas on district and purchase programs are set as follows.</p> <p>ELA (writing): Reading, Civics: baseline 30%, midyear 42%, spring 55%</p> <p>Math: baseline 35%, midyear 48%, spring 55%</p> <p>Algebra: baseline 40%, midyear 65%, spring 75%</p> <p>Science: baseline 30%, midyear 45%, spring 60%</p>
Monitoring:	<p>Lessons aligned to standard according to walk through data collected: Aug 30th 50%, Oct. 30th 75%, January 30th 100%</p> <p>Based on planning sessions, the administrations will use a look-fors data gathering tool to monitor the alignment of teacher understanding of the standards, student task alignment, and the feedback provided to students in order to increase student achievement.</p> <p>Monthly/quarterly district assessments</p> <p>Teachers tiered and provided differentiated coaching</p> <p>Standards aligned instruction will be monitored with forms in Microsoft 365 by department and averaged school wide as followed:</p>
Person responsible for monitoring outcome:	<p>Tiatasha Brown (tiatasha.brown@hcps.net)</p>
Evidence-based Strategy:	<p>Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement</p> <p>Hattie's work is researched based, helps educators understand practices that increase, decrease student achievement.</p> <p>Cognitive task analysis: 1.29</p> <p>Micro-teaching: 0.88</p> <p>Planning & prediction: 0.76</p> <p>Teacher clarity: 0.75</p> <p>Feedback: 0.70</p>

**Rationale
for
Evidence-
based
Strategy:**

Cognitive task analysis: A cluster of methods for studying and describing reasoning and knowledge, providing procedures for the systematic study of key cognitive drivers of the behavior of people engaged in particular tasks, a useful tool for shaping instructional approaches.

Planning & prediction: An explicit focus on planning and the use of time, based on which the students have to determine how they are going to perform and what they will need to perform well.

Teacher clarity: Relates to organization, explanation, examples and guided practice, and assessment of student learning.

Micro-teaching: A technique in which a teacher delivers a short, recorded lesson that is analyzed by the teachers/leaders for the purposes of improvement.

Feedback: Specifically, feedback is information provided by an agent regarding aspects of one's performance or understanding that reduces the discrepancy between what is understood and what is aimed to be understood.

Action Steps to Implement

Math Resource Teacher will support teachers with lesson planning to ensure their clarity with standards and task alignment to move student achievement. feedback, micro-teaching, leading PLCs. The Resource Teacher will also work with (Black, Hispanic, White, Students with Disabilities) students in small group pulls to remediate standards that are not mastered and re-assess progress.

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

Title 1 funds used to provide teachers additional planning time in the summer, before, after school and weekends so they can sharpen their skills in lesson planning and instruction that is standard aligned.

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

Teachers will receive 1 hour additional planning time to support with understanding of standards as well as teacher clarity as they deliver lessons. The planning sessions will also include ensuring student tasks are aligned to the standards. The 1 hour planning sessions will take place for 20 weeks (September-January) to plan with instructional resource teachers and coaches at an estimated rate of \$36.00.

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

*RTI Resource Teacher will monitor students and analyze data related to students who have 3 early warnings around academic, attendance, and behavioral. The person will lead lesson planning sessions to ensure teacher clarity around standards.

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

RTI Resource Teacher - will train faculty and staff on the MTSS/Rtl process. The person will model and facilitate MTSS/Rtl with teachers in grades 6-8, hold monthly grade level Rtl meetings to identify students who are in need of Tier 2 and 3 interventions.

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

ELL Para - Assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for LYA & LYB students in grade 6-8. The ELL Para will also assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher.

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

Social Studies Resource Teacher is a new position that will focus on accelerating level 2, 3, 4 and 5 readers in specific academic areas such as in Civics.

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

The Reading Resource Teacher will also work with (Black, Hispanic, White, Students with Disabilities) students in small group pulls to remediate standards that are not mastered and re-assess progress.

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

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Below is our KPI (key performance indicators) for this year. To support student achievement, we must improve attendance, use positive re-enforcement for behavior and reduce course failures through the use of PBIS. We will use PBIS with Giunta Gold dollars to which will be used to purchase items once a week during lunch. PBIS will be used to incentivize student academic performance and positive behavior with report card celebrations each quarter, admittance into special events (teacher vs student activities, field day), gift card giveaways for attendance, ice cream socials for Achieve 3000 usage at 75% or higher on first try.

**Area of Focus
Description
and
Rationale:**

Attendance at 90% or higher was very low this year due to COVID-19.

6th graders - 48%

7th graders - 51%

8th graders - 50%

The percent of students with 1 or more referrals

6th graders - 21%

7th graders - 19%

8th graders - 20%

Course failures for ELA

6th graders - 47%

7th graders - 38%

8th graders - 20%

Course failures for Math

6th graders - 50%

7th graders - 29%

8th graders - 14%

Percent of students with a 90% or higher on attendance

6th graders - 48% to 92%

7th graders - 51% to 92%

8th graders - 50% to 92%

The percent of students with 1 or more referrals

6th graders - 21% to no more than 5%

7th graders - 19% to no more than 5%

8th graders - 20% to no more than 5%

**Measurable
Outcome:**

Course failures for ELA

6th graders - 47% to no more than 5%

7th graders - 38% to no more than 5%

8th graders - 20% to no more than 5%

Course failures for Math

6th graders - 50% to no more than 5%

7th graders - 29% to no more than 5%

8th graders - 14% to no more than 5%

Monitoring:

We will monitor progress of these systems with Edconnect reports on the KPI screen each 9 weeks.

Weekly meeting with guidance, social worker, student success coach and admin to review

attendance pulled from mainframe system, referrals from Edconnect, grade book reviews (by Admin) to check on course failures before nine weeks is over.

Person responsible for monitoring outcome:

Tiatasha Brown (tiatasha.brown@hcps.net)

Evidence-based Strategy:

Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement
Hattie's work is researched based, helps educators understand practices that increase, decrease student achievement.

R.T.I. = 1.29

Behavioral Intervention Programs = 0.62

Rationale for Evidence-based Strategy:

1. Response to intervention is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high quality instruction and universal screening of all children in the general education classroom (Tier 1). Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. Those not making progress are then provided with increasingly intensive instruction usually in small groups (Tier 2). If still no progress, then students receive individualized, intensive interventions that target the students' skill deficits (Tier 3).

2. Behavior Intervention Programs are designed to modify student behavior in the classroom.

Action Steps to Implement

Rationale behind PBIS and how it will support student achievement academically and behaviorally will be given to staff during preplanning PD.

A PBIS committee will be formed during preplanning to oversee this initiative. Clear systems and structures, calendar of events will be created, reviewed and provided to teachers during preplanning so they are prepared to successfully execute PBIS in their classrooms.

Person Responsible

Tiatasha Brown (tiatasha.brown@hcps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus
Description
and
Rationale:**

Below is a little bit of research behind why SEL is important and why our students need it.

1. Nearly 35 million U.S. children have experienced one or more types of childhood trauma resulting in low achievement low in their academics, behaviors and interactions within in school.
2. Many students who have experienced trauma are unequipped and do not possess the necessary coping skills to manage their emotions and the impact of the traumatic event that they have experienced.
3. Trauma informed practices and pedagogy promote physical, psychological and emotional safety for all stakeholders and trauma survivors. Trauma informed practices build a sense of control and empowerment through self-regulation and positive education pedagogy.
4. SEL helps individuals acquire and 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.
5. More than half of public school students have severed at least one adverse childhood experience (ACEs).

Connecting to our school data, 50.7% of the discipline referrals this year are categorized as personal conduct, 333 incidences. This includes behaviors that are categorized as disruptive (161), disobedience/insubordination (90), profanity (41) and disrespectful (33). Disruptive behaviors are 48% of the referrals in this category.

The need for social emotional learning is critical in creating strong classroom cohesion, teacher-student relationships and student efficacy.

Measurable Outcome:

This year we had 333 incidents of personal conduct issues. Our goal will be to reduce this by at least 25% each school year.

Monitoring:

We will monitor this desired outcome with IPT and Edconnect discipline reports. We will also monitor implementation of SEL with weekly walkthroughs during homeroom time.

Person responsible for monitoring outcome:

Tiatasha Brown (tiatasha.brown@hcps.net)

Evidence-based Strategy:

Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement
Hattie's work is researched based, helps educators understand practices that increase, decrease student achievement.

Self-efficacy = 0.92
Teacher/student relationship = 0.52
Strong classroom cohesion = 0.44

Rationale for Evidence-based Strategy:

According to research benefits of social emotional learning are:

- improved social emotional skills
- improved attitudes about self, others and school
- positive classroom behavior
- 11 point percentile gain on achievement tests

- teachers who possess social and emotional competencies are more likely to stay in the classroom longer because they are able to work more effectively with challenging students.

Action Steps to Implement

A SEL committee has been formed and will meet before preplanning with representative from Frameworks of Tampa Bay to lesson plan, strategize and create a calendar for SEL execution this school year.

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

PD will be provided to the faculty during preplanning on SEL rationale, execution, calendar.

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

Bell schedule created to included time each day during homeroom for SEL.

Person Responsible Heather Lynch (heather.lynch@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The data in the Safe Schools report is reporting for the 2019-2020 school year. The number of referrals for 2019-2020 school year were 1,122. This year 2020-2021 the referral total was 632. We are implementing PBIS and SEL to address the discipline concerns at our school. Personal conduct was 60.8% of referrals for 19-20 year and 50.7% for 20-21 year. Our goal is to reduce this by 25% or greater this school year. We will use IPT and Edconnect discipline reports to monitor progress towards this goal.

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.

I have addressed this priority with PBIS and SEL in our two areas of school wide focus. We will use PBIS and SEL to improve academic achievement and behavior by providing students with the skills they need to

navigate social terrain and manage their emotions and behaviors. SEL will be implemented daily during homeroom. PBIS will be in place to reward and reinforce the desired, expected behaviors. Club days will be implemented once to twice a month to encourage and enhance student connectivity to school, more positive interactions with their peers and teachers.

Organizations such as Gentlemen's Quest and The Derrick Brook Foundations will continue to support students as a tier 2 and 3 intervention.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

RTI resource teachers have been hired to support the creation of and to oversee the implementation of a tiered system of supports school wide. They will meet weekly with the Student Success Coach, Social Worker, Guidance and admin to review systems of monitoring in place and students of concern.

The student success coach will support students with two or more KPI (key performance indicators), Early Warning System indicators by meeting with them weekly to bi-weekly to help them goal set, provide resources to support their goals to improve and to monitor their attendance, academics and behavior progress.

The social worker will form an attendance committee to include RTI, success coach, guidance counselors and teachers. The social worker will work with students and parents that are missing 10 days or more of school. She will monitor attendance weekly using attendance report from mainframe. The social worker will oversee school wide attendance competition between homerooms.

The PBIS committee will consist of teachers, RTI resource teachers, student success coach and guidance counselors. This committee will oversee the PBIS programs implement and calendar of events.

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				\$339,487.17
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	\$71,400.02
			Notes: *Math Resource Teacher will work with teachers: curriculum planning, lesson planning, feedback, micro-teaching, leading PLCs. The Resource Teacher will also work with students in small group pulls to remediate standards that are not mastered and re-assess progress.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		\$7,725.48
			Notes: *Math Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$4,426.80
			Notes: *Math Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$1,035.30
			Notes: *Math Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG		\$13,566.00
			Notes: *Math Resource Teacher-Health and Life Insurance (19%)			

	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		\$364.14
			Notes: *Math Resource Teacher-Workers Comp (.51%)			
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	\$50,350.14
			Notes: *RTI Resource Teacher will monitor students and analyze data related to students who have 3 early warnings around academic, attendance, and behavioral. The person will lead lesson planning sessions to ensure teacher clarity around standards.			
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	1.0	\$51,400.12
			Notes: *RTI Resource Teacher - will train faculty and staff on the MTSS/Rtl process. The person will model and facilitate MTSS/Rtl with teachers in grades 6-8, hold monthly grade level Rtl meetings to identify students who are in need of Tier 2 and 3 interventions.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		\$5,447.88
			Notes: *RTI Resource Teacher-Retirement (10.82%)			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		\$5,148.21
			Notes: *RTI Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$3,121.71
			Notes: *RTI Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$3,186.81
			Notes: *RTI Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$730.08
			Notes: *RTI Resource Teacher-Medicare (1.45%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$745.30
			Notes: *RTI Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG		\$9,376.53
			Notes: *RTI Resource Teacher-Health and Life Insurance (19%)			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG		\$9,576.02
			Notes: *RTI Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		\$256.79
			Notes: *RTI Resource Teacher-Workers Comp (.51%)			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		\$262.14
			Notes: *RTI Resource Teacher-Workers Comp (.51%)			
	5100	150-Aides	0052 - Giunta Middle School	UniSIG	1.0	\$24,113.25
			Notes: *Assistant Teacher BD level - Assist with small group instruction and implementing teacher-developed lesson plans, under the direct supervision of a classroom teacher for LYA & LYB students in grade 6-8. The Assistant Teacher will also . assist in the implementation of instructional resources and appropriate accommodations to curriculum and assessment materials, under the direct supervision of a classroom teacher.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG	0.0	\$2,609.05
			Notes: *Assistant Teacher BD Lvl-Retirement (10.82%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	0.0	\$1,495.02
			Notes: *Assistant Teacher BD Lvl-FICA (6.2%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG	0.0	\$349.64
			Notes: *Assistant Teacher BD Lvl-Medicare (1.45%)			

	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG	0.0	\$4,581.52
			Notes: *Assistant Teacher BD Lvl-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG	0.0	\$122.98
			Notes: *Assistant Teacher BD Lvl-Workers Comp (.51%)			
	5100	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG	0.5	\$26,611.20
			Notes: Resource Teacher is a new position that will focus on accelerating level 3 and 4 students in specific academic areas such as in Civics.			
	5100	210-Retirement	0052 - Giunta Middle School	UniSIG		\$2,879.33
			Notes: Resource Teacher-Retirement (10.82%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$1,649.89
			Notes: Resource Teacher-FICA (6.2%)			
	5100	220-Social Security	0052 - Giunta Middle School	UniSIG		\$385.86
			Notes: Resource Teacher-Medicare (1.45%)			
	5100	230-Group Insurance	0052 - Giunta Middle School	UniSIG		\$5,056.13
			Notes: Resource Teacher-Health and Life Insurance (19%)			
	5100	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		\$135.72
			Notes: Resource Teacher-Workers Comp (.51%)			
	6300	120-Classroom Teachers	0052 - Giunta Middle School	UniSIG		\$25,782.78
			Notes: Teachers will receive 1 hour additional planning time to support with understanding of standards as well as teacher clarity as they deliver lessons. The planning sessions will also include ensuring student tasks are aligned to the standards. The 1 hour planning sessions will take place for 25 weeks (September-January) for 35 staff members to plan with instructional resource teachers and coaches at an estimated rate of \$36.00.			
	6300	210-Retirement	0052 - Giunta Middle School	UniSIG		\$2,789.70
			Notes: Instructional Duties Added-Retirement (10.82%)			
	6300	220-Social Security	0052 - Giunta Middle School	UniSIG		\$1,598.53
			Notes: Instructional Duties Added-FICA (6.2%)			
	6300	220-Social Security	0052 - Giunta Middle School	UniSIG		\$373.85
			Notes: Instructional Duties Added-Medicare (1.45%)			
	6300	240-Workers Compensation	0052 - Giunta Middle School	UniSIG		\$131.49
			Notes: Instructional Duties Added-Workers Comp (.51%)			
	5100	510-Supplies	0052 - Giunta Middle School	UniSIG		\$701.76
			Notes: The school will purchase supplies for teachers to support students with their learning. The school will purchase notebook paper, pens, pencils, notebooks, file folders, two pocket folders, dividers, colored pencils, highlighters, chart paper, composition notebooks, and markers.			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
Total:					\$356,938.75	