Giunta Middle School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (46%) 2018-19: D (38%) 2017-18: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI
* 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%

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	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**:**

Name	Position Title	Job Duties and Responsibilities
Brown, Tiatasha	Principal	Leader of Giunta's turnaround efforts, with goal setting, planning, and monitoring of both student data and teacher instructional practice data. Oversees school safety, instructional practice, and promotes student/parent engagement. Displays instructional leadership through modeling and practice in-in school targeted professional development. Provides support to all school leaders to ensure success of turnaround initiatives.
Lynch, Heather	Assistant Principal	Assistant Principal of Curriculum responsible for the master schedule, student scheduling, and district and state assessments. She covers 6th grade discipline and supports ELA, Reading, ESOL, and Math. Supports the principal's instructional priorities and SIP goals by conducting regular observations, providing feedback, and monitoring for growth. Supports academic leaders and PLCs
Calixte, Jimmy	Assistant Principal	Assistant Principal that covers discipline for 7th and 8th grade students. Maintains regular contact with parents & students. Heads Saturday Academy and Saturday Restorative Practices. He supports Science & Social Studies. Supports the principal's instructional priorities and SIP goals by conducting regular observations, providing feedback, and monitoring for growth. Supports academic leaders and PLCs
Levy, Rongette	Reading Coach	Instructional Coach for Reading. Host PLCs and common planning meetings, provides materials and resources to teachers within department. Models instructional practices that align with principal's instructional priorities, observes, provides feedback, and monitors teachers growth. Tracks students data and provides targeted support to students.
Swinskey, Daniel	Math Coach	Instructional Coach for Math (6-8gr & Algebra). Host PLCs and common planning meetings, provides materials and resources to teachers within department. Models instructional practices that align with principal's instructional priorities, observes, provides feedback, and monitors teachers growth. Tracks student data and provides targeted support to students.
Feiler, John	Science Coach	Instructional Coach for Science (6th-8th gr and IPS). Host PLCs and common planning meetings, provides materials and resources to teachers within department. Models instructional practices that align with principal's instructional priorities, observes, provides feedback, and monitors teachers growth. Tracks student data and provides targeted support to students.
Williams, Christina	Instructional Coach	Instructional Coach for Social Studies (Civics). Host PLCs and common planning meetings, provides materials and resources to teachers within department. Models instructional practices that align with principal's instructional priorities, observes, provides feedback, and monitors teachers growth. Tracks student data and provides targeted support to students.

Name	Position Title	Job Duties and Responsibilities
		MTSS-- Reviews, tracks, and monitors schoolwide trends in academics. Provides Tier 2 & Tier 3 intervention supports for teachers and students.
Goodman, Allen	Other	Tracks and monitors approximately 100 students that are in need of behavior and/or academic support. Works along side MTSS to provide tiered support to students. Engages parents and students in conversations concerning academic and behavioral progress throughout the year. Support principal's turnaround initiatives and SIP goals.
Lowe, David	Other	Reviews, tracks, and monitors schoolwide trends in behavior. Provides Tier 2 & Tier 3 intervention supports for teachers and students. Works closely with Success Coach to ensure students are receiving adequate support. Collaborates with stakeholders to provide support. Host regular Problem Solving Leadership Team (PSLT) meetings.
Storm, Kristin	Instructional Coach	Writing Resource Teacher Instructional Coach for Writing. Host PLCs and common planning meetings, provides materials and resources to teachers within department. Models instructional practices that align with principal's instructional priorities, observes, provides feedback, and monitors teachers growth. Tracks students data and provides targeted support to students.
Acevedo, Andrea	Instructional Coach	Instructional Coach for ELA. Host PLCs and common planning meetings, provides materials and resources to teachers within department. Models instructional practices that align with principal's instructional priorities, observes, provides feedback, and monitors teachers growth. Tracks students data and provides targeted support to students.

Demographic Information

Principal start date
Wednesday 7/1/2020, Akeim Young

Number of teachers with a 2022 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 2022 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.*
6

Total number of teacher positions allocated to the school
52

Total number of students enrolled at the school

838

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

23

Identify the number of instructional staff who joined the school during the 2022-23 school year.

23

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	264	262	312	0	0	0	0	838
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/12/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	30%	50%	50%				26%	51%	54%
ELA Learning Gains	41%						40%	52%	54%
ELA Lowest 25th Percentile	40%						41%	47%	47%
Math Achievement	27%	36%	36%				27%	55%	58%
Math Learning Gains	42%						41%	57%	57%
Math Lowest 25th Percentile	48%						40%	52%	51%
Science Achievement	25%	52%	53%				23%	47%	51%
Social Studies Achievement	67%	58%	58%				39%	67%	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	2022					
	2019	27%	53%	-26%	54%	-27%
Cohort Comparison						
07	2022					
	2019	23%	54%	-31%	52%	-29%
Cohort Comparison		-27%				
08	2022					
	2019	25%	53%	-28%	56%	-31%
Cohort Comparison		-23%				

				MATH		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	17%	49%	-32%	55%	-38%
Cohort Comparison						
07	2022					
	2019	31%	62%	-31%	54%	-23%
Cohort Comparison		-17%				
08	2022					
	2019	21%	31%	-10%	46%	-25%
Cohort Comparison		-31%				

				SCIENCE		
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	17%	47%	-30%	48%	-31%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	35%	67%	-32%	71%	-36%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	70%	63%	7%	61%	9%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

Subgroup Data Review

2022 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 2020-21**	**C & C Accel 2020-21**
SWD	19	33	29	16	35	41	20	49			
ELL	20	44	43	21	47	51	12	57			
BLK	25	38	43	21	35	46	22	72	83		
HSP	31	43	33	29	43	45	24	67	100		
MUL	32	29		38	41		45				
WHT	36	44	53	32	52	75	30	59	92		
FRL	28	39	40	25	41	50	24	66	94		
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		

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
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	40
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	10
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	37
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

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%	0

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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. 67% of the students who took the Civics EOC and 92% of Algebra 1 students met the requirements for proficiency; however, ELA, Math, and Science scored below the 40th percentile in each category.
2. ELA had a total growth of 11 with ELA bottom quartile increasing by 7 points. While math bottom quartile decreased by 2 points, achievement level and overall gains increased a total of 9 points.
3. Science increased 3 points.
4. Civics increased by 30 points!
5. Acceleration with Algebra increased by 22 points!

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

1. Science achievement needs to improve. Little growth has taken place over the last 3 years.
2. Math achievement needs to improve. The percent of achievement is at 27%.
3. 40% of the bottom quartile showed growth. This can improve to over 50%.
4. ELA remained stagnant.

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

1. Frequent changes in staff throughout the school year. To remedy, we would need to build a support system for new teachers. Such as Coaching cycles with observations, follow-up feedback, and modeling, Common planning, and PLCs focused on building rapport with students and instruction.
2. Execution of aligned lessons that meet the rigor of the standards. We would need continued professional development and practice focused on alignment of learning task and assessment that meet the standards limit.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

1. Algebra 1 increased by 22 points from 71% to 93%.
2. Civics increased 30 points from 37% to 67%.

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

1. Aggressively monitoring assessments. Using testing data to target students to be placed in these rigorous courses.
2. We focused on standard aligned lessons and the quality of instruction. Instructional Coach pushed-in

to the classes to support the instructor and students, utilized data to identify students for pull-out groups.
3. Teachers provided after school tutoring sessions.
4. Students attended our Saturday Academy which focused on skills needed to be successful on EOCs and FSA.

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

1. We will need to continue with standard-task alignment and intentionally assessing students throughout the lesson.
2. Have targeted in-class small groups or pullout groups for students who need additional assistance.
3. Using assessment data to drive our next steps with students. Re-assessing, re-teaching, continuous improvement model until we reach our target goals for each category.

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.

Our professional developments will be aligned to our instructional priorities, which are:
1. 100% alignment (objective, learning task, and assessment)
2. Student Engagement bell to bell
3. Aggressive monitoring throughout the lesson

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

1. Academic Coaches were hired for reading, math. science, social studies and writing to provide full time support for teachers with the schools' instructional priorities, lesson planning, lesson execution, planning of assessments, reviewing data and determining next steps for instruction (to include small group pullouts).
2. Professional development for teachers aligned to the schools' instructional priority.
3. Instructional walkthroughs conducted to identify trends occurring in the delivery of instruction to aid in the planning for PD and to provide teachers feedback that will help them improve instructional practices.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Rationale: The state is implementing the BEST standards this year and releasing a new testing instrument, FAST. Teachers will need professional development to better understand the new standard language through unpacking, planning, and practice. Also, this year school grades will be calculated based on achievement level. Learning gains will not be accounted for. Therefore it is critical that tier one instruction be strong so that student achievement can improve. To improve the number of students showing increased growth throughout the year and to properly prepare for the 2023-2024 school year, teachers will need support in order to help students reach their highest academic aptitude this year. The percent of students at the achievement level is below the federal threshold of 40% in reading and math. Improvement is needed to reach the following goals. FSA Math 2021 - 23% to 27% in 2022 - 2023 goal is 33-36 FSA ELA 2021 - 29% to 30% in 2022 - 2023 goal is 36-39 Science 2021 - 22% to 25% in 2022 - 2023 goal is 31% to 34% Civics 2021 - 37% to 67% in 2022 - 2023 goal is 73% to 76% Acceleration - 71% to 93% in 2022 - 2023 goal is 99%
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	This year the testing instrument is changing from once a year FSA, to FAST. FAST provides multiple progress monitoring checks throughout the year. However, our goal is to see a steady 6-10% student growth throughout the year in the areas of ELA, Math, 8th grade Science, Civics and Algebra (Acceleration) after each F.A.S.T. assessment. Also, ELA will utilize programs such as iReady and Study Sync to monitor student growth.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored at the classroom level by the teacher. At the department level, by the subect-area Coaches (Daniel Swinskey-Math; Rongette Levy- Reading, Andrea Acevedo- Language Arts, Kristin Storm-Writing). School wide- the progress will be monitored by our principal, Tiatasha Brown
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Cognitive task analysis: 1.29 Micro-teaching:0.88 Planning & prediction: 0.76 Teacher clarity: 0.75 Feedback: 0.70
Rationale for Evidence-based Strategy: Explain the	

rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional Priority -- Teachers will increase their understanding of planning, practice, and execution of standard aligned lessons that result in an increase in student engagement. Additionally, teachers will increase the opportunities to aggressively monitor students throughout their lessons. Rationale: Previous year's walkthrough data showed that there is a disconnect between the aligned lesson planned and the execution of said lesson in Math and ELA is reflected in the 21-22 FSA data. Math BQ decreased by 2% Reading increased by 1%
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Walkthrough data collected by Instructional coaches and administration will reflect an increase of the execution of standard aligned lessons. Progress monitoring assessments will show have a 3-5% steady growth.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored by Instructional Coaches through Coaching Cycles that go through the planning process to the execution of aligned lessons through the collection of walkthrough and student assessment data. The principal will also monitor teacher lesson alignment through walkthroughs.
Person responsible for monitoring outcome:	Tiatasha Brown (tiatasha.brown@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

1. 7 Habits of Highly Effective People-- For the purposes of building rapport with students, we will begin the school year with 8 days of lessons going over the 7 Habits. The lessons will require a high degree of teacher student, and student to student interaction. Our outcome expectation is two-fold. First, we want to build in time for the teacher to get to know their students and vice versa. Secondly, we will engraft the 7th Habits of Highly Effective People into the culture of Giunta to the extend that teachers and students are familiar with the 7 steps that it becomes apart of their everyday lives.

2. Culture Committee to plan student and faculty events-- The Culture Committee will intentionally celebrate the culture and uniqueness of our diverse student body and faculty & staff. This will include celebrations and acknowledgements for Hispanic Heritage Month, Black History Month, etc.

3. Supportive Instructional Coaches- Instructional Coaches will help to strengthen teachers planning, practice, and execution of lessons through Coaching Cycles of observation, feedback, modeling, and practice.

4. Buddy Teachers-- New teachers and teachers new to Giunta will be paired up with an experienced teacher that will assist the newer teachers become familiar with Giunta. The buddy teacher will also be a sounding board for ideas on classroom management, organization, and lesson ideas. Additionally new teacher will receive additional support from Dr. Russ, an experienced trainer, is heading the New Teacher Support Program.

5. PBIS-- Club Days

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

1. Tiatasha Brown- Principal
2. Heather Lynch- APC-- scheduling, balancing class loads, supporting teachers in the 6th grade hall.
3. Jimmy Calixte- AP-- discipline, promoter of athletics, and club day incentive
4. Daniel Swinskey- PBIS-- supports teachers and planning earned incentive events for students
5. David Lowe- RTI-- provides immediate behavior support for classroom teacher, provides interventions for students, tracks students behavior
6. Allen Goodman- Student Success Coach
7. Instructional Coaches
8. Sunshine Committee