Giunta Middle School

2014-15 School Improvement Plan

Giunta Middle School

4202 S FALKENBURG RD, Riverview, FL 33578

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	87%

Alternative/ESE Center	Charter School	Minority
No	No	80%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	D	C

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To create a safe, respectful and productive
academic environment through successful
collaboration.

Provide the school's vision statement

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

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our staff and administration collaboratively work together to build relationships within our school community. We also work toward connectivity with our parents and other stakeholders in the neighboring community. Our teachers are improving ways to build our PTSA. We are bridging the gap of communication to better improve to inform parents of events, activities and securing school safety. We have implemented various incentives through our Incentive committee to create activities for positive behavior. We participate in Family events such our Community Cook out, Donuts for Dads, Muffins for Mom, Talent Show and our Fashion show to show case our students' unique skills and talents. It is through our initiatives our school learns the culture of pride and we build relationships.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Students are greeted as they exit the buses and enter Giunta's school ground. Students are steered to either eat a nutritional breakfast in our cafeteria, go to the media center with a pass, or going to the gym before the warning bell sounds for class. Students are given all safety procedures during our first day procedures and given important information of communicating with staff if they are ever in need of assistance from teachers, school nurse, administration, guidance, school staff and the deputy.
All grade levels have team leaders to assure safety and behavior issues while students are in the classroom and the hallways. We inform students of positive conflict resolution with our Success program. We also practice zero tolerance for violence and maintain a bully -free culture.
We have a camera system and a secure door entry to monitor those that enter the school. All after school events on campus has a teacher and an assigned administrator to stay until all students have left safely with parents.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In addition to our first day procedures and parents signing our Hillsborough County School's Student hand book. Teachers review class room expectations and instill the concept of Champs school culture.
Grade level assemblies are conducted at the beginning of the school year. Administration, Guidance,

and the School Resource Officer implement relationship building in which students will know the expected behavior throughout the school.

Positive reinforcement incentive and recognition assist Giunta's engagement goals to instill the culture of community and striving to expound beyond middle school prepare their best for high school and collegiate goals.

Giunta's focus is to stay consistent with our disciplinary interventions and build better relationships with teachers, parents and students to implement progressive discipline that allows our students to reflect on improving behaviors sustain a safe environment.

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

The purpose of the Rtl team is our school is to provide high quality instruction/intervention matched to student's needs and using performance and learning rate over time to make important education decisions to guide instruction. The Rtl team functions to address the progress of low performing students and help students stay in regular education setting and improve long term outcomes. The team uses a problem solving model and all decisions are made with data. The team will meet twice a month in the Principals Conference Room.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90 percent is monitored by reviewing daily attendance bulletins and students are referred to a counselor, social worker, and administrators. The teacher will communicate any pertinent information regarding student attendance to the Assistant principal responsible for attendance and other appropriate personnel. Documentation will be maintained in the homeroom teacher's attendance file. The Assistant principal will run Attendance/Tardy meetings every 20 days with appropriate reports and provide the information for the Social worker to follow any needed interventions or the appropriate solutions for attendance concerns.

Champs will be implemented to address the school-wide rules and expectations and classroom management. Training provided to staff in methods for teaching and reinforcing the school-wide rules and expectations.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	35	35	143	213
One or more suspensions	9	48	166	223
Course failure in ELA or Math	6	32	112	150
Level 1 on statewide assessment	41	59	184	284

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	42	69	222	333

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Mentoring, Parent Involvement

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/81413.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Giunta has established partnerships with business and the neighboring community councils. Those partnerships have assisted Giunta with many school events. We use community resources to help develop strong relationships and assist Giunta with setting achievements goals and acknowledging student recognition. Giunta's school culture focuses on a sense of community among teachers, staff, students, parents, and community members.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bobo, Michael	Principal
Berry, Henrissa	Assistant Principal
Bramlett, Glenn	Assistant Principal
Clayton, Karla	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Middle/High PSLT Members
The leadership team includes:
Principal -Michael Bobo
Principal- Mr. Bobo
Mr. Bobo is the primary leader of our building. Mr. Bobo has multiple roles and responsibilities. He provides leadership within our school community in which he monitors and complies with district and state guidelines. He also adheres to the Florida Principal Leadership Standards to encourage student achievement. Mr. Bobo supports instructional plans and school initiatives during faculty meetings, class room observation an individual data chats. Mr. Bobo provides professional growth opportunities to faculty and staff by evaluating and providing timely feedback on instructional practices. Mr. Bobo distributes leadership throughout Giunta. He oversees the management of the school daily operations. He effectively uses two-communication with our school's parent link, written and oral communication to assure that all stakeholders are informed. Mr. Bobo encourages a positive school culture to maintain and build relationship with staff, parents, students and all stakeholders within the school and local community.

Assistant Principal for Curriculum- Dr. Henrissa Berry
Dr. Berry is our curriculum leader and works closely with the principal, counselors and coaches. She is instrumental and assist to develop, evaluate and implement instructional programs. As the Assistant Principal of Curriculum, Dr. Berry develops new ways of implementing research-based interventions in the classroom environment to increase student achievement. She creates the school master schedule and facilitates collaboration among teachers by creating schedules for horizontal and vertical planning and design. This ideology secures relevance to implement a fluid curriculum to maintain rigor for instructional lessons. Dr. Berry leads meetings with teachers and parents to discuss curriculum, instruction and assessment. She creates processes for providing students access to a variety of instructional tools(e.g.: technology) and best practices for meeting diverse student needs. She also evaluates teacher performances based on state and district guidelines.

Assistant Principal for Administration - Dr. Glenn Bramlett
Assistant Principal of Administration
Dr. Bramlett is responsible for the Administration and Fiscal/Facilities Management. He assists in identifying and reporting that the facilities are maintained, cleaned and appropriately used. He also assists in providing a safe and secure environment for learning. Dr. Bramlett utilizes an effective work order system and provides a regular inspection of classrooms and restrooms. The APA organizes teacher parking, coordinating the availability of facilities and community use the building. Dr. Bramlett actively takes part in the hiring process, recruiting and retaining high-quality workforce in the school. He monitors inventory of fixed assets and conducts textbook inventory and the school's security system. Dr. Bramlett coordinates a calendar for school events and activities.
He also evaluates teacher performances based on state and district guidelines.

Assistant Principal for Student Affairs- Karla Clayton
Ms. Clayton effectively deals with student discipline issues working closely with the guidance counselors and Student Success Specialist. Ms. Clayton supports the classroom teachers by creating a discipline plan and implementing interventions and strategies. Ms. Clayton communicates with parents and guardians through a variety of means, and hold conferences, as needed, to discuss student individual discipline problems. She completes all the forms related to referrals and suspensions. Ms. Clayton monitors discipline data and weekly report it to administration. Ms. Clayton works with teachers and the community to build positive relationships and partnerships with businesses and local communities.

Guidance Counselor - Mrs. Joanne Buffington
Mrs. Tammy Sands
School Psychologist-
School Social Worker - Ms. Dancee Davis
Success Specialist-Arien Wilson

Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis),
Provide teachers with content knowledge and resources about learning and teaching mathematics. In their role as the academic coaches they research and prepares materials for use by the classroom teacher. Academic Coaches also monitors data to drive instructional strategies. Coaches models lessons with pre- and post- discussions. They assist the Principal and the Assistant Principal of Curriculum to lead professional developmental sessions for staff meetings. Coaches also coordinates instructional programs pilots and implementation.
ESE Specialist
Subject Area Leaders (Middle)
Team Leaders (Middle)
SAC Chair- Tonya Colston
ELP Coordinator
ELL Representative
Attendance Committee Representative
Behavior Team Representative or Behavior Specialist/Coach
(Note that not all members attend every meeting, but are invited based on the goals and purpose for the meeting)
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The examples below demonstrate the shared roles and responsibilities for members of the PSLT:
PSLT Coordinator—Principal/Assistant Principal: Coordinate and oversee the decision making process to ensure integrity and consistency of the PS/RtI implementation at the building level. The principal should attend PSLT meetings at the Tier 1 level, provide specific procedures for resource allocation, and monitor the fidelity of instruction/intervention at the school-wide and classroom levels (Tier 1)
PSLT Meeting Facilitator— e.g., School Psychologist, Reading Coach, School Social Worker, Guidance Counselor, ESE Specialist, and/or Intervention Specialist: The facilitator opens the meeting with a brief description of what the team expects to accomplish during the meeting. The facilitator is to establish and maintain a supportive atmosphere throughout the meeting by encouraging participation from team members, clarifying and summarizing information communicated during the meeting, design specific procedures for ongoing communication between school staff and PSLT, and assist with monitoring the fidelity of intervention implementation across each tier.
PSLT Content Specialist— e.g., Administrator, Reading Coach, Math Coach, Writing Coach, ESE Specialist, and/or Behavior Specialist: Ensures that when new content curricular materials are obtained, implementers are adequately trained to use the materials, check fidelity of use of curricular materials and strategies, determine what elements need to be included in an effective core instructional program and assist the team in identifying which instructional strategies are most effective to address areas of concerns. The Content Specialist may also assist with monitoring the fidelity of instruction and intervention implementation across each tier.
PSLT Data Consultant— e.g., Assistant Principal, Reading Coach, Math Coach, Science Coach, Academic Intervention Specialist, Behavior Specialist, Technology Support Personnel, School Psychologist, School Social Worker, ESE Specialist, and/ or Guidance Counselor: Prior to the meeting, the Data Consultant assists team members with collecting, organizing, analyzing, graphing and interpreting data. The data should be presented in easily understandable visual displays to guide the decision making process.
PSLT Timekeeper—Ensures that meeting times are respected and helps the team stay focused on the respective agenda. Because many decisions need to be made during the meeting, the timekeeper should redirect the team's discussion when necessary. The timekeeper should know who are working on specific projects and set timelines for completion/implementation as well as monitor the fidelity across each tier.
PSLT Recorder—Records the plans of the team, including meeting minutes/notes. This person will capture all important information, especially related to instruction/ intervention specifics, progress monitoring, data analysis, and future meeting dates. The recorder may need to ask for clarification several times during the meeting to ensure that enough detail is recorded so that a person who did

not attend the meeting would be able to clearly understand the nature and implementation of the instructional/intervention plan

The Leadership Team/PSLT communicates with and supports the PLCs in implementing strategies by distributing Leadership Team members across the PLCs to facilitate planning and implementation. Once strategies are put in place, the Leadership Team members who are part of the PLCs regularly report on their efforts and student outcomes to the larger Leadership Team/PSLT.

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

In an effort to engage in a systematic date-based problem solving process, the school's Leadership Team/PSLT and PLCs use the problem solving process (Problem Identification, Problem Analysis, Intervention Design and Implementation and Evaluation to engage in data-driven decision making for core instruction. The process is outlined below:
Analyze student outcomes and make data-driven decisions:
1. What is the problem? (Problem Identification)
2. Why is it occurring? (Problem Analysis and Barrier Identification)
3. What are we going to do about it? (Action Plan Design and Implementation)
4. Is it working? (Monitor Progress and Evaluate Action Plan Effectiveness)
Identify the problem (based on an analysis of the data disaggregated via data sorts) in multiple areas – curriculum content, behavior, and attendance
Develop and test hypotheses about why student/school problems are occurring (identify root causes and barriers to success).
Develop and target interventions based on confirmed hypotheses.
Identify appropriate progress monitoring assessments to be administered at regular intervals matched to the intensity of the level of instructional/intervention support provided.
Develop grading period or units of instruction//intervention goals that are ambitious, time-bound, and measurable (e.g., SMART goals).
Review progress monitoring data at regular intervals to determine when student(s) need more or less support (e.g., frequency, duration, intensity) to meet established class, grade, and/or school goals (e.g., use of data-based decision-making to fade, maintain, modify or intensify intervention, remediation and/or enrichment support).
Each PLC develops PLC action plan for SIP strategy implementation and monitoring.
Assess the implementation of the strategies on the SIP using the following questions:
1. Does the data show implementation of strategies are resulting in positive student growth?
2. To what extent are we making progress toward the school's SIP goals?
3. If we are making progress, what can we do to sustain what is working?
4. What barriers to implementation are we facing and how will we address them?
5. What should we do next? What should be our plan of action?
At the end and beginning of each year, schools take an inventory of resource materials, staff and allocation of funds for their building to determine the necessary resource materials and personnel available to meet the needs of their students. The leadership team/PSLT develops a resource map to identify gaps in resources and to ensure resources are available and allocated across the building for use by all grade levels and teachers.
To ensure teacher support systems and small group and individual needs are met, the Problem Solving Leadership Team (PSLT):
1. Review school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels.
2. Support the implementation of high quality instructional practices during core and intervention blocks.

3. Review progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains.

4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (e.g., bi-weekly/monthly) The PSLT meeting calendar is structured around the district's assessment calendar to ensure there are opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. The members on the team include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/specialists, PLC liaisons, and other school personnel as needed.

To build capacity multi-tiered system of instructional delivery (Tier 1/Core, Tier 2/Supplemental and Tier 3/Intensive), the PSLT:

• Supports school teams with creating, managing and updating the school's resource maps for academic and non-academic areas.

• Ensures the master schedule incorporates allocated time for intervention support at all grade levels and assist teacher teams in identifying evidence-based strategies and materials for intervention delivery.

• Coordinates data sorts at the beginning of each year to identify students in need of enrichment, remediation and intervention support at each tier.

• Facilitates the implementation of specific programs (e.g., Extended Learning Programs during and after school; Saturday Academies) that provide support to students in need of remediation of core skills.

• Determines the school-wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.

• Organizes and support systematic data collection (e.g., universal screenings, formative, ongoing progress monitoring and summative data).

• Assists and monitor teacher use of SMART goals for core instruction and intervention groups. (data will be collected and analyzed by PLCs and reported to the PSLT)

• Strengthen Tier 1 core instruction by:

Implementing evidence-based instructional strategies and/or interventions. (as outlined in the SIP)

Supporting PLCs with planning and delivering rigorous core instruction.

Ensuring opportunities for common assessments are provided across each grade level.

Reviewing common assessment data to monitor students Response to Core Instruction.

Monitoring the fidelity of instructional practices.

Title I, Part A

Services are provided to ensure students who need additional remediation are provided support through: after-school, Saturday School and summer programs, quality teachers through professional development, content resource teachers, and mentors.

Title I, Part C- Migrant

The migrant advocate provides services and support to students and parents. The advocate works with teachers and other programs to ensure that the migrant students' needs are being met.

Title I, Part D

The district receives funds to support the Alternative Education Program which provides transition services from alternative education to school of choice

Title II

The district receives funds for staff development to increase student achievement through teacher training. In addition, the funds are utilized in the Salary Differential Program at Renaissance Schools.

Title III

Services are provided through the district for educational materials and ELL district supported services to improve the education of immigrant and English Language Learners

Title X- Homeless

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with the Title I funds to provide summer school, reading coaches, and extended learning opportunity programs.

Violence Prevention Programs

NA

Nutrition Programs

NA

Housing Programs

NA

Headstart

We utilize information from students in Head Start to transition into Kindergarten.

Adult Education

NA

Career and Technical Education

The career and technical support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

Job Training

Job training support is specific to each school site in which funds can be utilized, in a specific program, within Title I regulations.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Tonya Colston	Teacher
Debra Joyner Williams	Teacher
Bright House representative	Business/Community
Rori Gamble	Student
Bailey Dellehay	Teacher
Emmett Nelson	Teacher
Anthony Young	Business/Community
Pat Rainey	Business/Community
Karla Clayton	Principal
Michael Bobo	Principal
Debboe Aguirre	Education Support Employee
Alisha Bennet	Teacher
Kim Macias	Student
Arien Wilson	Student
Stacie Gamble	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

End of the year was conducted by Curriculum leaders. Curriculum leaders met with coaches to compare and provide feedback as to the results of Giunta. Moreover, those strategies implemented

by STARR procedures to review with fidelity. Curriculum leaders shared data to display those focused points to modify, change or to continue to execute to further progress in gains.

Development of this school improvement plan

In partnership with the School Leadership Team, the SAC will analyze and assess all pertinent school data that affects student achievement, develop the school improvement plan, vote on the school improvement plan, monitor the school improvement plan, review the school improvement plan as needed, plan and carry out activities that support the school improvement plan, develop a SAC budget to support the school improvement plan goals, monitor the spending of the SAC budget, and make adjustments to the budget as needed.

Preparation of the school's annual budget and plan

The principal meets and collaborates with the administrative team to develop and project the school budget for the new fiscal year based on the tentative student enrollment and registration. School data is also reviewed, along with teachers' requested teaching preferences in order to develop a tentative master schedule.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Describe the use of SAC funds.
Name and Number of Strategy from the School Improvement Plan Description of Resources that improves student achievement or student engagement Projected Amount Final Amount
Parent Involvement Gift Cards for drawings during Parent Involvement Day 275.00
Parent Involvement Food for Parent Involvement Day 350.00
Parent Involvement Food for Parent Breakfast 120.00
Parent Involvement Gift cards for moms and dads 160.00
Parent Involvement Food and gifts for parent mornings 300.00
Trophies for students meeting academic goals. Clarifying details: Vendors include Rainbow Engraving
1200.00
Parent, Student Green House Building a greenhouse and growing plants 200.00
Student Incentive Giunta Store 300.00
Final Amount Spent: 2500.00

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Berry, Henrissa	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Michael Bobo; Principal, Henrissa Berry; Assistant Principal for Curriculum, Sandra LeFevre; Writing Coach, Holly Schwarzmann; Media Specialist; Subject Area Leader, Pablo Alava; SS Teacher, ; SS ; SS Teacher, Paul White; Science Teacher, Deneb Farmer; Math Teacher, LA Teacher, Gia Devore; Culinary Arts Teacher, Stephanie Montes; Orchestra Teacher.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Giunta's maintains a positive culture in which we focus on building positive relationships. The principals excerices an open door policy and communicates reqularly with staff through calendar dates, emails, faculty meetings, Professional Learning Communities, formal and informal classroom walkthroughs. Grade level teams plan activities and events. During departmental meetings, professional development is being offered through Professional Learning Communities (PLCs).
Professional Development is also offered on Early Release Days and Teacher Planning Days.
Teachers also colloborated in organizing Open House- Community Cook out, Hispanic Heritage Door contest, United Way, Pasta for Pennies, International Day, Turkey Bowl for teachers, Teacher Teams for Incentive Events, Black History Month Celebration, Muffins for Moms, Donuts for Dads, Teacher Appreciation Week.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Teacher Interview Day and Recruitment Fairs occurs in June coordinated by Human Resources. All applicants must be pre-approved by the District to attend these events. Hillsborough County Schools District is implementing the Empowering Effective Teachers (EET) initiative, which awards salary increases to all teachers based on sustained performance. Performance levels are tied to a 3-year average of value added measures. The teacher evaluation is based on that value added, along with peer/mentor evaluation data and principal/administration evaluation data. PLCs and the District's Mentoring program for new teachers are essential for teacher retention.
The Salary Differential program for identified high needs Title I schools helps to recruit and retain high quality teachers. All new hires must be approved by the District. This program requires teachers to be rated in the "good to excellent" range, be highly qualified for their position, and to have completed, signed and implemented an Individualized Professional Development Plan (IPDP).

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

District based mentors are provided to teachers new to teaching through the EET initiative. Weekly visits by mentors can include planning, modeling, data analysis, coaching, conference, and problem solving. Mentors work individually with new teachers, developing unique plans to support professional growth. The district-based mentor has strengths in the areas of leadership, mentoring, and increasing student achievement.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our Curriculum leaders implement the strategies according to "best practices" to focus on the areas of strengths and opportunity. Prior to students arriving the Assistant Principal of Curriculum schedules meeting with the school leadership team to review fidelity through out the core instructional courses. Collectively the Subject area leaders, Core Coaches review overall outcome and gains of district assessment and state assessments.
Curriculum leaders regularly attend professional develoment courses and district level subject area meetings.
Curriculum leaders and the Instructional Technical teacher also introduce and sustain the development of technology in the state assessment testing.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers review and implement procedures according to the Florida Standards to use differentiated instructional strategies monitor and assess diversity, varied learning styles, and knowing the history of our students's academic abilities. Through out our Professional learning communities meetings and workshops: teachers introduce concepts, learning task, and outline outcomes that focus on teh student's needs. Teachers cultivate within each student's learning environment. Many teachers strategize with the backward design method.
Data checks are discussed and fidelity is monitored to assist in helping teachers to provide varied learning opportunities in the class room to assure flexible grouping and positive learning gains.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

Student Success Specialist tutoring program from 4:30 pm-5:30pm on Tuesday and Thursday.

Strategy Rationale

Tutoring for students identified to be monitored by the Student Success Specialist.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Bobo, Michael, michael.bobo@sdhc.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Educational leadership team and Success Specialist will monitor student's progress through reports and teachers' assessments.

Strategy: Extended School Year

Minutes added to school year:

The sixth grade "Step" program allows students that have been retained at least on school previous year during their matriculation in primary school to be promoted from mastery of the summer academic curriculum.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Berry, Henrissa, henrissa.berry@sdhc.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

During regular team conferences and at transition planning meetings, information about effective instructional strategies, needed modifcations and adaptions, positive behavior support strategies, and methods of communication is exchanged.

College and Career Readiness

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

Annually the school will hold elective fairs with present and incoming students. Based on interest, we will establish Course Selection Sheets and courses offerings to best meet their needs. The Guidance Department, ESE Specialist, AVID Coordinator, Department Heads, teachers and APCs will then articulate with feeder schools and assist students in signing up for courses and programs based on their Automatic Course Requests and their individual interests. School Counselors will visit classes to review the curriculum guide and course descriptions. They will distribute Course Selection Sheets and provide information about selecting courses for the following school year. These Course Selection Sheets are then sent home for parent review and signature.
On an annual basis, the school will review new course offerings at the state and district level to continue to offer rigorous and relevant coursework and to meet the State Standards.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Courses and coursework are established in Professional Learning Communities, Advanced Placement, IB, Dual Enrollment, Career Themed Courses, Career Pathways, Program Completers, the Magnet Programs and AVID classes to help students see the relationships both cross-curricular and within subjects to establish relevance to a student's future. Many of these programs help guide and establish a student for postsecondary readiness (Industry Certifications, college credit, job skills, etc).

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

District-Level
The Career and Technical Education (CTE) Department provides our counselors with the Programs of Study to help guide students with their educational pathway. The Program of Study maps out the courses and timeline for students to be program completers and successfully transition to postsecondary institutions.
Our district provides a variety of opportunities for students to learn about career pathways at postsecondary institutions through programs such as:
• Amazing Race -Provides 12th grade students an opportunity to gather enrollment requirements, scholarship opportunities and program offerings for incoming college freshmen
• Hi-TEC Trek - Provides 11th graders with an opportunity to explore Hillsborough County's postsecondary technical centers career and program opportunities.
• Wings of Imagination – Provides rising 10th grade girls with the opportunity to explore AS degree programs offered through Hillsborough Community College.
• College and Career Connections – Provides Career and Technical Education teachers, middle and high school counselors the opportunity to visit the four Hillsborough HiTEC centers and five HCC Campuses.
Additionally, the Hillsborough County Career Pathways Consortium coordinates articulation agreements to provide Career and Technical Education Program Completers with free credit at postsecondary institutions across the state of Florida.
School-Level
Students may participate in the following:
• Using SAI funds, Saturday SAT and ACT prep classes are offered. Information regarding SAT and ACT prep classes and testing dates will be provided to students and parents.
• All juniors will participate in the SAT School-Day. Utilizing test preparation and SAT online to prepare prior to the free SAT opportunities. Other additional free SAT opportunities are available to juniors to take the SAT.
• College Visits - Various college representatives visit school sites to share information about their specific colleges or universities with students.
• ASVAB - Students interested in possibly enlisting in the military are given an opportunity to take this aptitude test.
• Hi-TEC Centers Field Trip - Students will be given the opportunity to visit multiple centers and learn more about the programs offered at these technical schools.
• USF Senior Access Day - Disadvantaged and underrepresented students are invited to visit USF and learn about careers in various health professions.
• Ready to Work - Students in 12th grade have the opportunity to complete three assessments in the areas of math, reading and interpreting data on the computer in the Success Center. After completing the assessments students are sent a certificate that indicates their scores and the correlating skills. The students then show this certificate to an employer when applying for a job, which makes them more marketable.
• Senior Night - All seniors and their parents are encouraged to attend senior night, where they receive the senior handbook and counselors share valuable information about the senior year. This includes postsecondary information, a timeline of what seniors should be doing during the course of the year, SAT/ACT test dates, etc.
• Junior Night - Juniors and their parents are presented with important information about postsecondary planning, a timeline of what they should be doing during the course of the year, SAT/ACT test dates, etc.
• Through the AVID program, students are engaged in on-going college readiness activities.
• College Night – The district offers four college nights throughout the county for students to speak directly with over 100 college and university representatives.
• All targeted juniors take the PERT. Based on the results, students are placed in college readiness coursework to prepare for college entrance and college level coursework.

• Financial Aid Night- The district offers eight financial aid nights for students and parents to understand the financial aid process, Bright Futures and state/local scholarship process.

• Pasos al Futuro- The district offers several Pasos al Futuro events throughout the school year for English Language Learners and Spanish speaking families by facilitating a comprehensive presentation that intends to demystify the college planning, admission and financial aid process for students and their families.

• Guidmii- is a web-based academic planning tool available for middle and high school students. The Guidmii platform enables secondary students and parents to develop a roadmap to college and career readiness. Students and parents can view the student's academic options, track high school graduation requirements, obtain information regarding Bright Futures, scholarships, and college admissions information.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   100% of all faculty will implement research-based learning in all classrooms, while increasing the use of academic rigor.

G2.   In grades 6-8, 100% of all students will make gains on State Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. 100% of all faculty will implement research-based learning in all classrooms, while increasing the use of academic rigor. 1a

Targets Supported 1b

🔍 G055785

Indicator	Annual Target
Attendance rate	982.0

Resources Available to Support the Goal 2

- PDS, academic coaches

Targeted Barriers to Achieving the Goal 3

- Instructional Practice

Plan to Monitor Progress Toward G1. 8

Data will be collected and review by the Subjected area Coaches and Subject area leaders.

Person Responsible

Michael Bobo

Schedule

Weekly, from 8/25/2014 to 6/12/2015

Evidence of Completion

Class room assessment, district assessment and State assessment

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G2. In grades 6-8, 100% of all students will make gains on State Assessment. 1a

Targets Supported 1b

🔍 G051218

Indicator	Annual Target
ELA/Reading Gains	100.0

Resources Available to Support the Goal 2

- Professional Learning Communities, Florida Standard materials, instruction,funding

Targeted Barriers to Achieving the Goal 3

- Cross Curriculum Instruction, time,funding

Plan to Monitor Progress Toward G2. 8

Walk-throughs, PLC logs

Person Responsible

Henrissa Berry

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

walk through data, time on task data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 `S123456` = Quick Key

G1. 100% of all faculty will implement research-based learning in all classrooms, while increasing the use of academic rigor. `1`

🔑 G055785

G1.B1 Instructional Practice `2`

🔑 B140582

G1.B1.S1 Provide a series of Professional Development opportunities. `4`

🔑 S152898

Strategy Rationale

This will help increase the knowledge and practice of what genuine academic rigor should look like.

Action Step 1 `5`

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G2. In grades 6-8, 100% of all students will make gains on State Assessment. `1`

🔑 G051218

G2.B1 Cross Curriculum Instruction, time,funding `2`

🔑 B133372

G2.B1.S1 Students' reading comprehension improves when students are engaged in close reading strategies in the Social Studies classrooms. The literacy coach/on-the-ground coach/district staff will provide on-going professional development and support on utilizing close reading strategies. Social studies teachers will be supported through lesson planning, modeling, co-teaching, observing, and conferencing throughout the school year. `4`

🔑 S145261

Strategy Rationale

Reading across the curriculum will help to provide reinforcement for the Reading skills that require mastery.

Action Step 1 `5`

All core subject area teachers will meet via email, formal, imformal meetings to discuss how each subject area can help enhance literacy.

Person Responsible

Henrissa Berry

Schedule

Biweekly, from 8/19/2014 to 6/10/2015

Evidence of Completion

walk through data, time on task data, observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

walk throughs, PLCs, Student Achievement Focus meetings

Person Responsible

Henrissa Berry

Schedule

Monthly, from 8/19/2014 to 6/10/2015

Evidence of Completion

Time on Task data, walk through data, observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

PLC notes, observations

Person Responsible

Henrissa Berry

Schedule

Biweekly, from 8/19/2014 to 6/10/2015

Evidence of Completion

Plc notes, observation data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	All core subject area teachers will meet via email, formal, imformal meetings to discuss how each subject area can help enhance literacy.	Berry, Henrissa	8/19/2014	walk through data, time on task data, observations	6/10/2015 biweekly
G1.B1.S1.A1	[no content entered]		8/25/2014		6/5/2015 one-time
G1.MA1	Data will be collected and review by the Subjected area Coaches and Subject area leaders.	Bobo, Michael	8/25/2014	Class room assessment, district assessment and State assessment	6/12/2015 weekly
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G2.MA1	Walk-throughs, PLC logs	Berry, Henrissa	9/1/2014	walk through data, time on task data	6/5/2015 weekly
G2.B1.S1.MA1	PLC notes, observations	Berry, Henrissa	8/19/2014	Plc notes, observation data	6/10/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	walk throughs, PLCs, Student Achievement Focus meetings	Berry, Henrissa	8/19/2014	Time on Task data, walk through data, observations	6/10/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Goal 1: 100% of all faculty will implement research-based learning in all classrooms, while increasing the use of academic rigor.	366,368
Grand Total	**366,368**

Goal 1: 100% of all faculty will implement research-based learning in all classrooms, while increasing the use of academic rigor.		
Description	**Source**	**Total**
B1.S1.A1	Title I Part A	366,368
Total Goal 1		**366,368**