

Hillsborough County Public Schools

# Giunta Middle School



2023-24

Schoolwide Improvement Plan (SIP)

---

**Table of Contents**

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>11</b>
<b>III. Planning for Improvement</b>	<b>16</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>23</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>23</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>24</b>

## Giunta Middle School

4202 S FALKENBURG RD, Riverview, FL 33578

[ no web address on file ]

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is to foster a strong partnership with parents and the community to empower each student in maximizing their gifts and reaching their full potential.

**Provide the school's vision statement.**

Every child is GIFTED!

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Young, Akeim	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
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.
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.
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.
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,

Name	Position Title	Job Duties and Responsibilities
		provides feedback, and monitors teachers growth. Tracks students data and provides targeted support to 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.
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

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

SIP Meetings were held on 2/24, 3/3, 3/10, and 3/24. All stakeholders were invited through email and with a virtual link. Team members were presented with last year's SIP and current PM testing data. On 4/4 the team finalized Giunta Middle Schools SIP Plan.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored with the use of our Instructional Priorities:

100% Alignment

- Objective, Learning Tasks, and Assessments
- Posting the Objectives/Standards
- Posting Essential Questions
- Learning Task-Grade Appropriate Rigor

Engagement

- Writing
- Inquiry
- Collaboration



- Organization
- Rigor

Check for Understanding

- Tracking Student Progress "in the moment"
- Data Driven Small Groups
- Using Tools: Mini white boards, Plickers, Circulating the classroom with roster, collecting data

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	85%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D 2017-18: D
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	82	101	149	332	
One or more suspensions	0	0	0	0	0	0	19	69	111	199	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	1	5	11	17	
Course failure in Math	0	0	0	0	0	0	1	8	7	16	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	140	52	55	247	
Level 1 on statewide Math assessment	0	0	0	0	0	0	139	54	48	241	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	19	19	
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	55	103	147	305

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

#### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	30	49	49	30	50	50	29		
ELA Learning Gains				41			38		
ELA Lowest 25th Percentile				40			33		
Math Achievement*	30	57	56	27	36	36	23		
Math Learning Gains				42			37		
Math Lowest 25th Percentile				48			46		
Science Achievement*	30	44	49	25	52	53	22		
Social Studies Achievement*	50	66	68	39	58	58	37		
Middle School Acceleration	85	84	73	93	51	49	71		
Graduation Rate					46	49			
College and Career Acceleration					74	70			
ELP Progress	47	39	40	40	86	76	57		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	6

**2021-22 ESSA Federal Index**

Percent Tested	99
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	10
Percent Tested	94
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	4
ELL	24	Yes	4	1
AMI				
ASN				
BLK	41			
HSP	46			
MUL	52			
PAC				
WHT	47			
FRL	43			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	3	3
ELL	37	Yes	3	
AMI				
ASN				
BLK	43			
HSP	46			
MUL	37	Yes	1	
PAC				
WHT	53			
FRL	44			

### Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	30			30			30	50	85			47
SWD	17			17			15	30			4	
ELL	12			19			11	29			5	47
AMI												
ASN												
BLK	26			26			23	48	82		5	
HSP	28			33			32	47	91		6	47
MUL	50			33				73			3	
PAC												
WHT	39			28			34	61	75		5	
FRL	29			27			27	47	86		6	44

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	30	41	40	27	42	48	25	39	93			40
SWD	19	33	29	16	35	41	20	49				29
ELL	20	44	43	21	47	51	12	57				40
AMI												
ASN												
BLK	25	38	43	21	35	46	22	72	83			
HSP	31	43	33	29	43	45	24	67	100			40
MUL	32	29		38	41		45					
PAC												
WHT	36	44	53	32	52	75	30	59	92			
FRL	28	39	40	25	41	50	24	66	94			37

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	29	38	33	23	37	46	22	37	71			57
SWD	21	27	22	19	37	39	22	20				
ELL	26	43	41	20	29	44	9	28				57
AMI												
ASN												
BLK	27	33	29	20	36	48	19	32	71			
HSP	28	41	38	21	34	42	21	29	70			57
MUL	41	58		41	50							
PAC												
WHT	31	33	19	26	44	47	33	53				
FRL	27	37	34	21	37	46	22	34	72			58

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	23%	47%	-24%	47%	-24%
08	2023 - Spring	27%	44%	-17%	47%	-20%
06	2023 - Spring	23%	47%	-24%	47%	-24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	21%	53%	-32%	54%	-33%
07	2023 - Spring	19%	36%	-17%	48%	-29%
08	2023 - Spring	31%	57%	-26%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	41%	-15%	44%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	55%	32%	50%	37%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	49%	*	48%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	64%	-18%	66%	-20%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.



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

English Language Arts/Reading (Literacy) - Students with a limited vocabulary struggle with understanding complex texts and answering comprehension questions effectively. This is due to inadequate exposure to words or lack of vocabulary building activities.

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

Civics - The scheduling for Civics classes changed. now seventh graders who score level two or higher in Reading take Civics, and all eighth graders who did not take Civics in seventh grade must take Civics regardless of proficiency level.

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

Math exhibited the largest performance gap compared to the state average. Primarily due to the absence of intensive Math classes providing Tier III support at the school.

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

Math - Saturday Academy, ELP, Lunch and Learns, implementation of College Fellowship tutoring, revamped Professional Learning Communities, and ongoing professional development with a focus on student engagement.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Student Attendance and Teacher Attendance

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

1. Improve proficiency in ELA/Reading (Literacy) in all grade levels.
2. Improve proficiency in Mathematics in all grade levels.
3. Reduce the number of students with one or more suspensions.

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. Instructional Practice specifically relating to Math****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase Math Proficiency across all Grade Levels.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the conclusion of the 2023 – 2024 school year MATH Student Proficiency will increase by 5%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Admin Team and Math Coach will monitor student progress through Core Classes, Common Assessments and all Fast PM Testing.

**Person responsible for monitoring outcome:**

Daniel Swinskey (daniel.swinskey@hcps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

All Students who scored a level one will be enrolled in the Intensive Math Elective Course for foundational support.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

70% of our students are not proficient in MATH in reference to PM3 Testing Data. (May. 2023)

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Create intensive math course in master schedule and ensure all Level 1 students are enrolled.

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

**By When:** 08/10/2023

Admin Team and Math Coach will monitor student progress through Core Classes, Common Assessments and all Fast PM Testing.

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

**By When:** 08/10/2023

Continue to improve PLCs by using protocols for planning, analyzing & disaggregating data, sharing best teaching practices/model classrooms.

**Person Responsible:** Daniel Swinskey (daniel.swinskey@hcps.net)

**By When:** ongoing until May 2024

Provide teacher led small group instruction/pull-out based on student data.

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

**By When:** Ongoing until May 2024

Math Tutoring Before/During Lunches/After school. Saturday Success Academy.

**Person Responsible:** Daniel Swinskey (daniel.swinskey@hcps.net)

**By When:** Ongoing until May 2024

Hire RTI Facilitator w/ Academic Focus.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2023

Implementation of College Fellowship Tutor.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2023

ESOL Resource teacher and Success Coach to help with our ELL, SWD and Multiracial subgroups.

**Person Responsible:** Allen Goodman (allen.goodman@hcps.net)

**By When:** Ongoing till May 2024

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Increase Literacy across all Subject Areas

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

At the conclusion of the 2023 – 2024 school year ELA Student Proficiency will increase by 5%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

Observation Calibration w/Admin and SALs, Digital Walk-Through Form, Aggressive Progress Monitoring Strategies

**Person responsible for monitoring outcome:**

Rongette Levy (rongette.levy@hcps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Provide teacher led small group instruction/pull-out based on student data. Giunta Middle School will implement "Language Live" to support foundational skills in Reading.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

75% of our students are not proficient in ELA in reference to PM3 Testing Data (May 2023)

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Hire a Literacy Coach.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2023

Learning programs used to target and support students to improve their literacy skills (IREADY, IXL, StudySync, Achieve 3000, Khan Academy, Penda, Aggressive Progress Monitoring, Field Trips.

**Person Responsible:** Rongette Levy (rongette.levy@hcps.net)

**By When:** Ongoing till May 2024

Continue to improve PLCs by using protocols for planning, analyzing & disaggregating data, sharing best teaching practices/model classrooms.

**Person Responsible:** Rongette Levy (rongette.levy@hcps.net)

**By When:** Ongoing till May 2023

Provide teacher led small group instruction/pull-out based on student data.

**Person Responsible:** Rongette Levy (rongette.levy@hcps.net)

**By When:** Ongoing till May 2024

Saturday Success Academy. ELA Tutoring Before/During Lunches/After school

**Person Responsible:** Rongette Levy (rongette.levy@hcps.net)

**By When:** Ongoing till 2024

PD for Teachers – Teaching Literacy Skills/Strategies Across all Content Areas.

**Person Responsible:** [no one identified]

**By When:** Ongoing till May 2024

ESOL Resource teacher and Success Coach to help with our ELL, SWD and Multiracial subgroups.

**Person Responsible:** Allen Goodman (allen.goodman@hcps.net)

**By When:** Ongoing till May 2024

**#3. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve Climate and Culture

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2023-2024 school year, we will decrease the number of students receiving OSS/ISS by 8%

By the end of the 2023-2024 school year, we will increase our favorable response rate for all reporting categories by 5% on the SEL Panorama/Insight Survey

By the end of the 2023-2024 school year, we will increase the number of students attending school for at least 90% of the time by 8%

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

An administrator will oversee each committee, all will meet with principal monthly. Team Leaders are assigned to each grade level. Team Leaders are responsible for assisting with minor behaviors before they are presented to Admin.

**Person responsible for monitoring outcome:**

Jimmy Calixte (jimmy.calixte@hcps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Incentives for Attendance, (Student/Teacher), Positive Behavior, and Academics.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

22% of our students has had ISS/OSS for 1 or more days.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Hire a Behavior Resource Teacher.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2024

Incentives for Attendance, (Student/Teacher), Positive Behavior, and Academics.

**Person Responsible:** Rongette Levy (rongette.levy@hcps.net)

**By When:** Ongoing till 2024

Off Campus/On Campus PD, Team Building Activities for Staff.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** Ongoing till 2024

Adjust Bell Schedule.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2023

Hire 3rd Guidance Counselor.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2023

Hire Front Desk Secretary.

**Person Responsible:** Akeim Young (akeim.young@hcps.net)

**By When:** 08/10/2023

Teaming Model: Master Schedule will include teaming model, where teachers at each grade level share a set of students based on shared decision of school leaders.

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

**By When:** 08/10/2023

ESOL Resource teacher and Success Coach to help with our ELL, SWD and Multiracial subgroups.

**Person Responsible:** Allen Goodman (allen.goodman@hcps.net)

**By When:** Ongoing till May 2024

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

All Stakeholder have an opportunity to participate in the allocation of school funds by participating in the steering committee, PTSA, & Student Advisory Council.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b).

This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

SIP Plan will be emailed through Parent Link. A PDF file will also be sent through text. The SIP Plan will always be available on the school's website.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

All stakeholders will be invited to join the Parent Teacher Student Association (PTSA). Giunta Middle School will partner with the Family & Community Engagement Ambassador (FACE) to communicate with families consistently. Weekly newsletters will be published and sent through media avenues.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Saturday Success Academy and the Extended Learning Program will allow students extra time to master standards and recover credits as needed.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

N/A

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
Total:			\$0.00

### Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No