

Hillborough County Public Schools

Giunta Middle School



2017-18 School Improvement Plan

Giunta Middle School

4202 S FALKENBURG RD, Riverview, FL 33578

[no web address on file]

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2016-17 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)</p> <p style="text-align: center;">87%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2016-17 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">83%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	16
Ambitious Instruction and Learning	17
8-Step Planning and Problem Solving Implementation	23
Goals Summary	23
Goals Detail	23
Action Plan for Improvement	26
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	38
Appendix 3: Budget to Support Goals	38

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Giunta Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. Provide the school's vision statement

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

2. School Environment

a. 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 informing 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 as our Community Cook Out, Donuts for Dads, Muffins for Moms. We also have Talent and Fashion shows to show case our students' unique skills and talents in which parents come out and support our students. It is through these initiatives our school learns the culture of pride and we build those positive relationships.

b. 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 go to the gym before the warning bell sounds for class. Students are given all safety information 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 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.

Giunta promotes a climate of trust by building relationships with our students, teachers, and families.

c. 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 classroom expectations and instill the concept of CHAMPS in our school culture. The faculty will be expanding upon the CHAMPS program by taking the professional

development course CHAMPS 2.0. 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. We work towards preparing our students 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.

d. 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 PSLT/Mtss team 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 PSLT/Mtss 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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. Students who meet the criteria 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 of absences will be maintained by using EdConnect to record homeroom attendance. 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.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	41	31	86	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	10	56	77	0	0	0	0	143
Course failure in ELA or Math	0	0	0	0	0	0	2	35	51	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	0	0	0	139	132	146	0	0	0	0	417

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	34	71	98	0	0	0	0	203

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

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. The AP meets weekly with the Attendance Clerk to monitor the absentee rate. The Counselors, the Attendance Clerk, Social Worker and teachers will discuss students that may have more than one absence per week. The Attendance Clerk and Social Work will make phone calls home.

We use "Open House" to talk to parents about our expectations for attendance and procedures for handling absences and making up assignments.

We hold parent-teacher conferences to talk about attendance and update them about programs in place and school activities that promote school attendance, dress code, behavior incentives and grade reports.

Students receive more than one referral are referred to Student Services for possible counseling.

The Academic PSLT/MTSS will use assessment data to monitor progress of Level 1 students and ensure implementation of Tier 1-3 response to interventions.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

During the 2017-2018 school year Giunta Middle School will work with our School Advisory Committee and teachers to promote family participation events to involve parents. Giunta will also encourage parent volunteers to help better the relationships between staff and parents.

2. 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 businesses and the neighboring community councils. Those partnerships have assisted Giunta with many school events. We use community resources to help

develop strong relationships, set achievement goals and acknowledge student success both academically and behaviorally. Giunta's school culture focuses on a sense of community among teachers, staff, students, parents, and community members.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Bobo, Michael	Principal
Clayton, Karla	Assistant Principal
Fernandez, Cheryl	Assistant Principal

b. Duties

1. 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- 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 and 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-way 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- Cheryl Fernandez

Mrs. Fernandez 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, Mrs. Fernandez 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. Mrs. Fernandez 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 - 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.

Ms. Clayton is responsible for the Administration and Fiscal/Facilities Management. She assists in identifying and reporting that the facilities are maintained, cleaned and appropriately used. She also assists in providing a safe and secure environment for learning. Ms. Clayton 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 of the building. Ms. Clayton actively takes part in the hiring process, recruiting and retaining high-quality workforce in the school. She monitors inventory of fixed assets and conducts textbook inventory and the school's security system. She coordinates a calendar for school events and activities. She also evaluates teacher performances based on state and district guidelines.

Guidance Counselor - Mrs. Joanne Buffington

Guidance works closely with the APC and teachers. As counselors they model individual and group counseling services to meet the scholastic, social and safety (school bullying) needs of students. Guidance interact teachers to coordinate and assist with implementation of student services in the school. Guidance also assist teachers with curriculum and assist the APC with scheduling those classes that is best suited for the students.

School Psychologist- Tammy Thompson

Giunta School's Psychologist works with the APA to monitor behavior and the social/emotional adjustment of our students through developing and implementing behavioral interventions, as well as providing counseling. Ms. Ubaldini reviews risk assessment to assure the safety of students at home and school. She also facilitates the PSLT/MTSS Teams for Discipline & Procedures and for Academics.

School Social Worker - Mrs. Danice Davis

Giunta School's Social Worker works with the APA to monitor attendance and the social adjustment of our students. Mrs. Davis works with teachers, School Resource Officer, School Psychologist and the Attendance Clerk to follow the needed procedures maintain school attendance.

Success Specialist-Rosie,Morales

Our Success Specialist is responsible for monitoring students that have completed the "STEP Program". STEP is a summer program that allows 8th grade promotion for 6th graders who perform academically. The Success Specialist monitors students academic and social progress.

Academic Coaches- Reading, Math, Science 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

*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)

Giunta Middle School

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/Rtl 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.

2. 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 data-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

Deputy Eric Kings provide a safe and secure environment assisting Administration. He facilitates class room activities to promote a positive culture for school safety.

Nutrition Programs

Hope Bellovich, Food Service Manager provide breakfast and lunch Giunta's Middle school students.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sheila Perez-Rivera	Teacher
Pat Rainey	Teacher
Michael Bobo	Principal
Alisha Bennet	Teacher
Lavette Flucker	Teacher
Karla Clayton	Principal
Cheryl Fernandez	Parent
Arien Wilson	Student
Rosi Morales	Student
Marife Diaz	Education Support Employee
Narialis Solis	Student
Jakai Hobbs	Student
Patrick Snead	Business/Community
Latoya Murvin	Parent
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. 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.

c. 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.

2. 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
 Student Incentive Giunta Store 500.00
 Final Amount Spent: 2500.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Fernandez, Cheryl	Assistant Principal
Bobo, Michael	Principal
Clayton, Karla	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT will focus on Language Arts and Reading Teachers to ensure the PLC Process to analyze standards, create higher-order question across all content classrooms, and create common assessments to focus on instruction. The LLT is to also increase community awareness and involvement in the literacy activities taking place at Giunta. LLT promotes Parent night events, Book Fairs and Open House.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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 principal exercises an open door policy and communicates regularly with staff through calendar dates, emails, faculty meetings, Professional Learning Communities, formal and informal classroom walkthroughs.

Grade level teams plan activities and events. During faculty meetings, departmental meetings and PLC's professional development will be offered.

Professional Development is currently offered on Early Release Days.

Teachers also collaborate in organizing Open House-Community Cook out, Hispanic Heritage Door contest, International Day, Turkey Bowl for teachers, Teacher Teams for Incentive Events, Black History Month Celebration, Muffins for Moms, Donuts for Dads and Teacher Appreciation Week.

2. 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 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 the value add model along with principal/administration evaluation data. PLCs, site buddy teachers 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).

3. 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 district talent development program. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 development 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.

b. Instructional Strategies

1. 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. Teachers will use differentiated instructional strategies, monitor and assess diversity, varied learning styles, and have knowledge of the history of our students's academic abilities. Throughout our Professional learning community meetings and workshops: teachers will introduce concepts, learning task, and outline outcomes that focus on the student's need. Teachers will 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.

2. 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 who are identified will be monitored by the Student Success Specialist.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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: Summer Program

Minutes added to school year:

The sixth grade "Step" program allows students that have been retained at least one year to successfully complete course work during the summer. The student has the opportunity to be promoted to the 8th grade level.

Strategy Rationale

Mentor and give students a rigorous curriculum to promote success.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fernandez, Cheryl, cheryl.fernandez@sdhc.k12.fl.us

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

The leadership team, coaches and the district will review data from those students participating in the program. This data will measure success during the student's 8th grade year. The district will continue to monitor beyond middle to the students high school matriculation.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 modifications and adaptations, positive behavior support strategies, and methods of communication is exchanged.

b. College and Career Readiness

1. 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.

2. 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 Completer's, 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).

3. 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.

4. 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

Promoting and enrolling students in the AVID program. Also introducing 6th graders to all resources to help them towards academic success. We also introduce our 8th graders to high schools to place them on a college preparatory track.

Giunta provides tutoring after school to assure students be are aware of academic assistance when needed.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** Students' reading comprehension will improve through the use of strategically planned lessons aligned to state standards.

- G2.** Faculty members will utilize the appropriate PLC format to increase the use of strategically aligned standards based lessons and learning.

Strategic Goals Detail

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

G1. Students' reading comprehension will improve through the use of strategically planned lessons aligned to state standards. 1a

G092498

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Many teachers have not been trained in the state standards.
- High percentage of level 1 and 2 readers as well as a large ELL population.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Scheduled school wide reading classes
- Site based professional development opportunities
- Reading comprehension development and support in all subjects

Plan to Monitor Progress Toward G1. 8

Fair testing; SchoolCity Data; Exam Data

Person Responsible

Michael Bobo

Schedule

Monthly, from 12/1/2017 to 5/25/2018

Evidence of Completion

Fair testing reports and results of common assessments and semester exam data to determine if student comprehension skills are improving.

G2. Faculty members will utilize the appropriate PLC format to increase the use of strategically aligned standards based lessons and learning. 1a

G092500

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	100.0

Targeted Barriers to Achieving the Goal 3

- Awareness of instructional practice
- Understanding of appropriate PLC structure, function and roles

Resources Available to Help Reduce or Eliminate the Barriers 2

- Site based professional development
- Demonstration Classrooms

Plan to Monitor Progress Toward G2. 8

PLC minutes, student achievement on district and common assessments and classroom observational data for domain 1

Person Responsible

Cheryl Fernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Classroom assessment, district assessment and State assessment

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. Students' reading comprehension will improve through the use of strategically planned lessons aligned to state standards. **1**

 G092498

G1.B1 Many teachers have not been trained in the state standards. **2**

 B247915

G1.B1.S1 Site based professional development. **4**

 S275001

Strategy Rationale

Through site based professional development, teachers will deepen their understanding of the state standards. Teachers will also be coached and trained to create meaningful learning targets that influence engaging standard based lesson plans. Finally, teachers will be given opportunities to participate in learning walks as demonstrators and observers.

Action Step 1 **5**

The leadership team will provide site based professional development.

Person Responsible

Michael Bobo

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign in sheets; PDS records

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

Giunta leadership team will plan professional development.

Person Responsible

Michael Bobo

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Calendar of scheduled events; Meeting agendas; Sign In Sheets

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

Giunta leadership team will reflect on the effectiveness of trainings.

Person Responsible

Michael Bobo

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk-through data; progress monitoring data; exam data

G1.B2 High percentage of level 1 and 2 readers as well as a large ELL population. 2

B247916

G1.B2.S1 Common assessments/Progress monitoring 4

S261213

Strategy Rationale

Common assessments throughout and at the end of instruction will provide valuable insight to teachers pertaining to standard mastery by students and instructional effectiveness. Analyzing common assessment data will provide teachers with the opportunity to discuss and brainstorm alternate instructional methods to increase student achievement either through re-teaching or in future lessons.

Action Step 1 5

Common Assessments will be developed for level one and two readers.

Person Responsible

Michael Bobo

Schedule

Monthly, from 12/1/2017 to 5/25/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Reading and ELA teachers will monitor student data/progress towards mastery of standards

Person Responsible

Michael Bobo

Schedule

Monthly, from 12/1/2017 to 5/25/2018

Evidence of Completion

PLC minutes and School City data

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The Reading Coach and ELA Subject Area Leader will monitor administration of common assessments and student data.

Person Responsible

Michael Bobo

Schedule

Monthly, from 12/1/2017 to 5/25/2018

Evidence of Completion

PLC minutes and School City data

G2. Faculty members will utilize the appropriate PLC format to increase the use of strategically aligned standards based lessons and learning. 1

G092500

G2.B1 Awareness of instructional practice 2

B247922

G2.B1.S1 Self-reflection 4

S261218

Strategy Rationale

Teachers will be asked to reflect on their teaching practices and to use PLC time to discuss standard based lesson planning and how they can bring that back into their classrooms.

Action Step 1 5

Teachers will provide learning targets for discussion purposes and to see if they address state standards.

Person Responsible

Cheryl Fernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes

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

PLC leaders will schedule time in PLC for teachers to reflect.

Person Responsible

Cheryl Fernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes

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

PLC leaders will conduct walk-throughs to verify implementation.

Person Responsible

Cheryl Fernandez

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018

Evidence of Completion

Walk-through feedback.

G2.B1.S2 Professional development 4

S277448

Strategy Rationale

Teachers will be coached and trained on what the standards are as well as receive training on engagement strategies and best practices for lesson planning.

Action Step 1 5

PLC leaders will train teachers on standards, engagement strategies, and lesson planning.

Person Responsible

Cheryl Fernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

PLC leaders will schedule time for professional development in their PLCs

Person Responsible

Cheryl Fernandez

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

PLC minutes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

PLC leaders will conduct walk-throughs to monitor implementation.

Person Responsible

Cheryl Fernandez

Schedule

Every 2 Months, from 8/10/2017 to 5/25/2018


Evidence of Completion

Walk-through feedback

G2.B2 Understanding of appropriate PLC structure, function and roles 2

 B247923

G2.B2.S1 Identify a PLC facilitator, review student data and classroom work to determine proficiency levels and plan accordingly. Use of a backwards design model will support the alignment of lessons and standards. 4

 S261219

Strategy Rationale

Placing the focus of a PLC on student work and achievement creates a dialogue for instructors that is focused on growth for the student. The PLC also provides a safe place in which instructional personnel can collaborate and develop quality lesson plans to enhance student learning while providing learning opportunities for instructional staff as well. The use of a backwards planning model will help instructional staff focus on the requirement of the standard while developing lessons.

Action Step 1 5

Faculty will attend biweekly PLC meetings to be held on Tuesday mornings.

Person Responsible

Michael Bobo

Schedule

Biweekly, from 9/27/2016 to 5/15/2017

Evidence of Completion

Submission and review of PLC minutes

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Uninterrupted time will be provided for PLC's to meet, PLC minutes will submitted to administration and classroom observations by administrators and teachers will provided the opportunity to observe other classrooms for instructional learning purpose.

Person Responsible

Michael Bobo

Schedule

Biweekly, from 8/22/2016 to 5/15/2017

Evidence of Completion

PLC dates will placed on Giunta internal calendar, attendance and minutes will be recorded and submitted for Tuesday PLC meetings. Use and participation of the Pineapple chart

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will review PLC minutes and conduct walk through observations during PLC meetings. Teachers will be provided the opportunity to view other classrooms through the voluntary use of the Pineapple chart.

Person Responsible

Michael Bobo

Schedule

Biweekly, from 8/22/2016 to 5/22/2017

Evidence of Completion

PLC minutes and student achievement data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B2.S1.MA1 M365402	Uninterrupted time will be provided for PLC's to meet, PLC minutes will submitted to administration...	Bobo, Michael	8/22/2016	PLC dates will placed on Giunta internal calendar, attendance and minutes will be recorded and submitted for Tuesday PLC meetings. Use and participation of the Pineapple chart	5/15/2017 biweekly
G2.B2.S1.A1 A344430	Faculty will attend biweekly PLC meetings to be held on Tuesday mornings.	Bobo, Michael	9/27/2016	Submission and review of PLC minutes	5/15/2017 biweekly
G2.B2.S1.MA1 M365401	Administration will review PLC minutes and conduct walk through observations during PLC meetings....	Bobo, Michael	8/22/2016	PLC minutes and student achievement data	5/22/2017 biweekly
G1.MA1 M365395	Fair testing; SchoolCity Data; Exam Data	Bobo, Michael	12/1/2017	Fair testing reports and results of common assessments and semester exam data to determine if student comprehension skills are improving.	5/25/2018 monthly
G1.B2.S1.A1 A344425	Common Assessments will be developed for level one and two readers.	Bobo, Michael	12/1/2017	PLC minutes	5/25/2018 monthly
G2.B1.S1.MA1 M402907	PLC leaders will conduct walk-throughs to verify implementation.	Fernandez, Cheryl	8/10/2017	Walk-through feedback.	5/25/2018 every-2-months
G2.B1.S1.MA1 M402906	PLC leaders will schedule time in PLC for teachers to reflect.	Fernandez, Cheryl	8/10/2017	PLC minutes	5/25/2018 monthly
G2.B1.S1.A1 A373871	Teachers will provide learning targets for discussion purposes and to see if they address state...	Fernandez, Cheryl	8/10/2017	PLC minutes	5/25/2018 monthly
G1.B2.S1.MA1 M365392	Reading and ELA teachers will monitor student data/progress towards mastery of standards	Bobo, Michael	12/1/2017	PLC minutes and School City data	5/25/2018 monthly
G1.B2.S1.MA1 M365391	The Reading Coach and ELA Subject Area Leader will monitor administration of common assessments and...	Bobo, Michael	12/1/2017	PLC minutes and School City data	5/25/2018 monthly
G2.MA1 M365403	PLC minutes, student achievement on district and common assessments and classroom observational...	Fernandez, Cheryl	8/10/2017	Classroom assessment, district assessment and State assessment	5/25/2018 monthly
G1.B1.S1.MA1 M402824	Giunta leadership team will reflect on the effectiveness of trainings.	Bobo, Michael	8/10/2017	Walk-through data; progress monitoring data; exam data	5/25/2018 semiannually
G1.B1.S1.MA1 M402823	Giunta leadership team will plan professional development.	Bobo, Michael	8/10/2017	Calendar of scheduled events; Meeting agendas; Sign In Sheets	5/25/2018 semiannually
G1.B1.S1.A1 A373792	The leadership team will provide site based professional development.	Bobo, Michael	8/10/2017	Sign in sheets; PDS records	5/25/2018 semiannually
G2.B1.S2.MA1 M402909	PLC leaders will conduct walk-throughs to monitor implementation.	Fernandez, Cheryl	8/10/2017	Walk-through feedback	5/25/2018 every-2-months
G2.B1.S2.MA1 M402908	PLC leaders will schedule time for professional development in their PLCs	Fernandez, Cheryl	8/10/2017	PLC minutes	5/25/2018 monthly
G2.B1.S2.A1 A373872	PLC leaders will train teachers on standards, engagement strategies, and lesson planning.	Fernandez, Cheryl	8/10/2017	PLC minutes	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Students' reading comprehension will improve through the use of strategically planned lessons aligned to state standards.

G1.B1 Many teachers have not been trained in the state standards.

G1.B1.S1 Site based professional development.

PD Opportunity 1

The leadership team will provide site based professional development.

Facilitator

Giunta Leadership Team

Participants

Giunta faculty

Schedule

Semiannually, from 8/10/2017 to 5/25/2018

G1.B2 High percentage of level 1 and 2 readers as well as a large ELL population.

G1.B2.S1 Common assessments/Progress monitoring

PD Opportunity 1

Common Assessments will be developed for level one and two readers.

Facilitator

PLC members

Participants

PLC members

Schedule

Monthly, from 12/1/2017 to 5/25/2018

G2. Faculty members will utilize the appropriate PLC format to increase the use of strategically aligned standards based lessons and learning.

G2.B1 Awareness of instructional practice

G2.B1.S1 Self-reflection

PD Opportunity 1

Teachers will provide learning targets for discussion purposes and to see if they address state standards.

Facilitator

PLC leaders

Participants

PLC participants

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G2.B1.S2 Professional development

PD Opportunity 1

PLC leaders will train teachers on standards, engagement strategies, and lesson planning.

Facilitator

PLC leader

Participants

PLC participants

Schedule

Monthly, from 8/10/2017 to 5/25/2018

G2.B2 Understanding of appropriate PLC structure, function and roles

G2.B2.S1 Identify a PLC facilitator, review student data and classroom work to determine proficiency levels and plan accordingly. Use of a backwards design model will support the alignment of lessons and standards.

PD Opportunity 1

Faculty will attend biweekly PLC meetings to be held on Tuesday mornings.

Facilitator

PLC facilitator is a rotational positional and is the responsibility of all PLC members

Participants

Instructional personnel

Schedule

Biweekly, from 9/27/2016 to 5/15/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The leadership team will provide site based professional development.	\$0.00
2	G1.B2.S1.A1	Common Assessments will be developed for level one and two readers.	\$0.00
3	G2.B1.S1.A1	Teachers will provide learning targets for discussion purposes and to see if they address state standards.	\$0.00
4	G2.B1.S2.A1	PLC leaders will train teachers on standards, engagement strategies, and lesson planning.	\$0.00
5	G2.B2.S1.A1	Faculty will attend biweekly PLC meetings to be held on Tuesday mornings.	\$0.00
Total:			\$0.00