Giunta Middle School

2018-19 School Improvement Plan

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Giunta Middle School

4202 S FALKENBURG RD, Riverview, FL 33578

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Middle School 6-8	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

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

School Leadership Team

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

Name	Title
Bobo, Michael	Principal

Duties

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

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Field trip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

Early Warning Systems

Year 2017-18

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	56	61	57	0	0	0	0	174
One or more suspensions	0	0	0	0	0	0	16	70	51	0	0	0	0	137
Course failure in ELA or Math	0	0	0	0	0	0	3	43	74	0	0	0	0	120
Level 1 on statewide assessment	0	0	0	0	0	0	187	168	174	0	0	0	0	529

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	52	101	103	0	0	0	0	256

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	6	10	0	0	0	0	21
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	4	6	0	0	0	0	11

Date this data was collected
Wednesday 8/15/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science Achievement component performed the lowest. No, there is no trend.

Which data component showed the greatest decline from prior year?

Science showed the greatest decline from prior. It declined 10 points.

Which data component had the biggest gap when compared to the state average?

The data component that had the biggest gap compared to the state average is the Civics component.

Which data component showed the most improvement? Is this a trend?

None of the data component showed improvement. There is no trend.

Describe the actions or changes that led to the improvement in this area

N/A

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	25%	52%	53%	27%	50%	52%
ELA Learning Gains	36%	53%	54%	41%	53%	54%
ELA Lowest 25th Percentile	38%	48%	47%	38%	45%	44%
Math Achievement	27%	56%	58%	32%	54%	56%
Math Learning Gains	38%	59%	57%	53%	59%	57%
Math Lowest 25th Percentile	39%	52%	51%	55%	51%	50%
Science Achievement	18%	47%	52%	28%	47%	50%
Social Studies Achievement	36%	66%	72%	44%	66%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	**7**	**8**	
Attendance below 90 percent	56 (41)	61 (31)	57 (86)	174 (158)
One or more suspensions	16 (10)	70 (56)	51 (77)	137 (143)
Course failure in ELA or Math	3 (2)	43 (35)	74 (51)	120 (88)
Level 1 on statewide assessment	187 (139)	168 (132)	174 (146)	529 (417)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	21%	52%	-31%	52%	-31%
	2017	21%	49%	-28%	52%	-31%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	23%	52%	-29%	51%	-28%
	2017	25%	54%	-29%	52%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		2%				
08	2018	20%	54%	-34%	58%	-38%
	2017	31%	53%	-22%	55%	-24%
Same Grade Comparison		-11%				
Cohort Comparison		-5%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2018	17%	48%	-31%	52%	-35%
	2017	18%	47%	-29%	51%	-33%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2018	27%	61%	-34%	54%	-27%
	2017	35%	61%	-26%	53%	-18%
Same Grade Comparison		-8%				
Cohort Comparison		9%				
08	2018	13%	29%	-16%	45%	-32%
	2017	20%	28%	-8%	46%	-26%
Same Grade Comparison		-7%				
Cohort Comparison		-22%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	32%	65%	-33%	71%	-39%
2017	43%	67%	-24%	69%	-26%
Compare		-11%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	63%	6%	62%	7%
2017	80%	63%	17%	60%	20%
Compare		-11%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	56%	-56%	53%	-53%

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	43	42	43	48	43	41	43	51	78		
BLK	19	34	34	17	34	44	13	24	56		
HSP	22	36	40	24	36	34	14	33	50		
ASN	25	36		42	55						
MUL	38	36		56	70						
SWD	15	30	32	16	33	41	18	19			
FRL	24	36	38	25	37	38	17	33	56		
ELL	14	30	32	13	29	27	13	21	62		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	44	59	62	44	56	50	38	58	59		
BLK	17	33	33	22	48	50	14	38	68		
HSP	26	38	33	32	55	59	31	44	82		
ASN	50	50		70	70						
MUL	52	63		48	69		44		80		
SWD	7	31	39	7	42	44	9	17			
FRL	25	39	38	30	51	53	26	42	69		
ELL	23	35	27	24	50	53	28	40	100		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increase student achievement by providing Professional Development for standards based framework for ELA, Mathematics, Science & Social Studies teachers.
Rationale	Students will be exposed to the rigor of the standards through standards based classroom instruction.
Intended Outcome	Student achievement will improve in all content areas when teachers are provided targeted support to plan and deliver instruction aligned with Florida State Standards.
Point Person	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Action Step

Description	Intensive professional development on the depth and rigor of content standards.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Plan to Monitor Effectiveness

Description	Review ELA, Math, Social Studies and Science student work aligned with grade level standards.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Activity #2	
Title	Focus on Step 1 of the PLC cycle: What do we expect all students to learn?
Rationale	Weekly PLC planning sessions prioritizing the deepening of teacher's knowledge of the rigor level of content standards.
Intended Outcome	Unpack standard(s) and determine what students will need to know and do.
Point Person	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Action Step	
Description	PLCs will be diving into standards to increase understanding and application of rigor of standards into their classroom lessons and activities.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Weekly PLC planning sessions prioritizing the deepening of teacher's knowledge of the rigor level of content standards. In addition, the leadership PLCs will focus on giving intentional feedback to improve student achievement.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Activity #3	
Title	Teachers will develop and deliver instruction using AVID's WICOR methodologies.
Rationale	Increase student learning gains by infusing AVID's WICOR methodologies in all content areas.
Intended Outcome	By using AVID's WICOR methodologies, students' writing, inquiry, collaboration, organization, and reading will increase by engaging in higher order thinking.
Point Person	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Action Step	
Description	Professional development provided to faculty around WICOR methodologies.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Instructional Leadership Team will conduct classroom walk through and provide immediate feedback.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Activity #4	
Title	Schoolwide PBIS on boarding
Rationale	Provide strategic support to monitor student absences and behavior.
Intended Outcome	Increase attendance and decrease suspensions rates by implementing schoolwide PBIS system.
Point Person	Michael Bobo (michael.bobo@sdhc.k12.fl.us)
Action Step	
Description	Implement PBIS framework schoolwide to monitor students with chronic absenteeism and ongoing behavior patterns.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)
Plan to Monitor Effectiveness	
Description	PBIS team will develop individual plans to address and progress monitor early warning indicators.
Person Responsible	Michael Bobo (michael.bobo@sdhc.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

During the 2018-2019 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.

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

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

Students are engaged in Social and Emotional Learning (SEL) Program at the school through their PE and elective classes. The framework provides students with Procedures & Routines that promote Character building, Service Learning, Student Leadership and Conflict Resolution that empowers students to become leaders in their school community. In addition our student services team (success coach, social worker, psychologist, data coach,

guidance counselors) Check and Connect with students in need of positive adult interactions and positive feedback throughout the school day. Peer mediation, individual and small group counseling are conducted by our psychologist. Our Guidance counselors are available for students during the day to address social-emotional needs of our students who may need help.

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

Administration, success coach, Guidance counselors and ESE specialist articulate with High Schools with regards to students who need additional support and ensure that student's IEPs are written to support HS setting. For incoming: 6th grader we offer an incoming 6th grade Open House and ESE case manager articulations. Members of the MTSS/RTI team meet to discuss incoming and outgoing students' needs and implement a formal process that promotes success for all student. Throughout the school year our AVID, NJHS, Band and elective teachers and students visit elementary feeder schools to showcase programs and link transition for incoming students.

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

Our Instructional Leadership Team (ILT) meets monthly every other Monday and MTSS team meets weekly on Tuesday. In addition, the PBIS team meets monthly to discuss academic and behavior progress. Teachers, MTSS & PBIS teams collaborate to identify and develop an action plan to specifically target and meet the student's individual needs. Through the use of classroom data chats with students and common assessments, the teachers will identify academic targets with Tier 1 Instruction while progress monitoring. If progress is not achieved, students are referred to MTSS/RTI team to develop a Plan based on area of deficiencies with Tier 3 interventions. Coaches and Subject Area leaders collaborate with teachers to ensure the delivery of the curriculum that meets the academic needs of the student. Our Instructional leaders and administration are also responsible for the continuous support of teachers in the process of analyzing student data through PLCs and identifying student's deficiencies, and levels of mastery of the standards. Positive Behavior Intervention and Supports (PBIS) assist with reducing suspensions, referrals, and absences and ultimately increase achievement levels. Teachers participate in staff development opportunities that support and enhance their instructional practices. Teachers teach bell to bell to increase student mastery of the skills. Our Social worker and success coach monitor students that meet risk indicators and offer on going supports. The leadership team collaborates with student supports services to plan effective practices and incentives for students to create a positive learning environment. A Zeros Are not Permitted lab provides students opportunities to make up missed work and receive enrichment opportunities in all subject areas. During and after school ELP opportunities are available for students for credit recovery purposes.

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

Our school addresses college and career readiness with the following strategies: School wide we implement AVID strategies that are embedded in the writing, inquiry, collaboration, organization and reading process to empower our students with skills needed to become critical thinkers. The AVID (Advancement Via Individual Determination) program promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. Our guidance counselors deliver career and academic planning information to our 8th graders individually, as well as through parent meetings. Our students set academic goals around their standardized tests scores and progress monitor every semester. Students are exposed to post-secondary education experience through participation in the PSAT and university tours to provide them with admission, testing and financial requirements. We offer high school level course on the middle school campus: Algebra I, Spanish I, and culinary. Administrators, guidance counselors and school staff provide parents and students with information regarding the opportunity and benefits of taking accelerated course work. Our goal is to enroll students in more advance classes and our teachers engage in professional development opportunities to increase rigor in their classrooms. Our Business Technology teacher provides instruction and monitor students towards meeting industry certifications.

Part V: Budget

Total:	$409,764.10