

Hillsborough County Public Schools

# Benito Middle School



2019-20 Schoolwide Improvement Plan

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# Benito Middle School

10101 CROSS CREEK BLVD, Tampa, FL 33647

[ no web address on file ]

## Demographics

**Principal: Brent Williams**

Start Date for this Principal: 8/11/2008

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	50%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (70%) 2015-16: A (67%) 2014-15: A (68%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Benito Middle School

10101 CROSS CREEK BLVD, Tampa, FL 33647

[ no web address on file ]

### School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>No</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>48%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>69%</p>

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

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

To provide an education that enables each student to excel as a successful, responsible citizen.

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

Preparing Students for Life.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
Sanders, John	Principal	<ol style="list-style-type: none"> <li>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RTI/MTSS process: at the core Tier 1 and intervention/enrichment (tiers 2/3) levels.</li> <li>2. Support the implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers 2/3) levels.</li> <li>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. In addition, he uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.</li> <li>4. Communicates a clear, compelling vision of high academic achievement for Benito Middle School.</li> <li>5. Conducts high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that result in improved student learning . After teacher observations, he uses this data to disaggregates school data to plan and target professional development and support for teachers.</li> <li>6. Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to the Florida standards to effectively address all students learning needs.</li> <li>7. Strategically places teachers in grade levels and content areas based on their skills, strengths, and qualifications.</li> <li>8. Collects, analyzes, and uses multiple forms of data to make decisions.</li> </ol>
Alwood, Andy	Assistant Principal	<ol style="list-style-type: none"> <li>1. Focuses on student outcomes and successfully supports teachers and staff to achieve learning gains for all students.</li> <li>2. Works with the principal to ensure the urgency to all teachers, staff, and stakeholders to close achievement gaps and prepare all students for college and careers.</li> <li>3. Conducts classroom observations and walk throughs that are strategically planned to provide a system of support to every teacher.</li> <li>4. Holds teachers accountable for analyzing student work and data to determine appropriate differentiation and interventions by way of PLCs.</li> <li>5. Works with the leadership team to make frequent updates to the intervention plan for students or sub groups not making progress.</li> </ol>
Stark, Fatima	Assistant Principal	<ol style="list-style-type: none"> <li>1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RTI/MTSS process: at the core Tier 1 and intervention/enrichment (tiers 2/3) levels.</li> <li>2. Support the implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers 2/3) levels.</li> <li>3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. In addition, he uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.</li> <li>4. Communicates a clear, compelling vision of high academic achievement for Benito Middle School.</li> <li>5. Conducts high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that result in improved student learning .</li> </ol>



Name	Title	Job Duties and Responsibilities
		<p>After teacher observations, he uses this data to disaggregates school data to plan and target professional development and support for teachers.</p> <ol style="list-style-type: none"> <li>6. Builds the capacity of staff to effectively develop, adapt, and implement rigorous curriculum aligned to the Florida standards to effectively address all students learning needs.</li> <li>7. Strategically places teachers in grade levels and content areas based on their skills, strengths, and qualifications.</li> <li>8. Collects, analyzes, and uses multiple forms of data to make decisions.</li> <li>9. Ensures teachers will plan for rigorous, standards aligned lessons through authentic, rigorous learning experiences. Lessons will include multiple types of instructional strategies to support student needs and improve their areas for growth.</li> <li>10. Will hold teachers accountable to work collaboratively in their PLC to ensure all lessons are Standards based and that the power standards have been identified.</li> </ol>
Jackson, Sherri	Instructional Coach	<ol style="list-style-type: none"> <li>1. Collaborate with administrators when analyzing a variety of data in order to support the instructional development of all teachers.</li> <li>2. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RTI/MTSS process: at the core Tier 1 and intervention/enrichment (tiers 2/3) levels.</li> <li>3. Support the implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers 2/3) levels.</li> <li>4. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. In addition, he uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.</li> <li>5. Communicates a clear, compelling vision of high academic achievement for Benito Middle School.</li> <li>6. Analyze data with teachers and model lessons in classrooms in coaching cycles.</li> <li>7. Provide direction and coordination for how the curriculum is taught consistent with district initiatives and recognized best instructional practices.</li> <li>8. Assist teachers with understanding Benito's mission and vision.</li> <li>9. Develop and staff members' knowledge, skills, attitudes, and behaviors through a variety of professional development targeted topics and designs using data in the SIP, FAIR, and other common assessments for all content areas.</li> <li>10. Support teachers and administrators in using data to improve instruction on all levels.</li> <li>11. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</li> <li>12. Support teachers by helping with the strategic how of teaching share multiple instructional strategies/processes with teachers during planning times.</li> <li>13. Assist teachers with planning and pacing of lessons, the development of differentiated lessons, and the selection of best practices to meet the needs of their students.</li> <li>14. Contribute to the development systems and structures to improve teacher</li> </ol>

Name	Title	Job Duties and Responsibilities
		practice within schools. 15.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	366	381	343	0	0	0	0	1090
Attendance below 90 percent	0	0	0	0	0	0	31	32	39	0	0	0	0	102
One or more suspensions	0	0	0	0	0	0	15	14	17	0	0	0	0	46
Course failure in ELA or Math	0	0	0	0	0	0	12	71	30	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	100	134	111	0	0	0	0	345

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	25	16	0	0	0	0	50

**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	50	40	38	0	0	0	0	128
Students retained two or more times	0	0	0	0	0	0	41	16	32	0	0	0	0	89

**FTE units allocated to school (total number of teacher units)**

76

**Date this data was collected or last updated**

Wednesday 10/2/2019

**Prior Year - 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	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Prior Year - 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	34	38	0	0	0	0	0	72
One or more suspensions	0	0	0	0	0	0	75	55	0	0	0	0	0	130
Course failure in ELA or Math	0	0	0	0	0	0	17	69	0	0	0	0	0	86
Level 1 on statewide assessment	0	0	0	0	0	0	121	111	99	0	0	0	0	331

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	24	39	0	0	0	0	0	63

**Part II: Needs Assessment/Analysis**

**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	65%	51%	54%	65%	50%	52%
ELA Learning Gains	60%	52%	54%	64%	53%	54%
ELA Lowest 25th Percentile	51%	47%	47%	56%	45%	44%
Math Achievement	70%	55%	58%	68%	54%	56%
Math Learning Gains	67%	57%	57%	69%	59%	57%
Math Lowest 25th Percentile	50%	52%	51%	54%	51%	50%
Science Achievement	63%	47%	51%	71%	47%	50%
Social Studies Achievement	88%	67%	72%	87%	66%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	366 (0)	381 (0)	343 (0)	1090 (0)
Attendance below 90 percent	31 (0)	32 (0)	39 (0)	102 (0)
One or more suspensions	15 (0)	14 (0)	17 (0)	46 (0)

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Course failure in ELA or Math	12 (0)	71 (0)	30 (0)	113 (0)
Level 1 on statewide assessment	100 (0)	134 (0)	111 (0)	345 (0)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	61%	53%	8%	54%	7%
	2018	59%	52%	7%	52%	7%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	60%	54%	6%	52%	8%
	2018	63%	52%	11%	51%	12%
Same Grade Comparison		-3%				
Cohort Comparison		1%				
08	2019	64%	53%	11%	56%	8%
	2018	67%	54%	13%	58%	9%
Same Grade Comparison		-3%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	52%	49%	3%	55%	-3%
	2018	51%	48%	3%	52%	-1%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	71%	62%	9%	54%	17%
	2018	74%	61%	13%	54%	20%
Same Grade Comparison		-3%				
Cohort Comparison		20%				
08	2019	38%	31%	7%	46%	-8%
	2018	40%	29%	11%	45%	-5%
Same Grade Comparison		-2%				
Cohort Comparison		-36%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	57%	47%	10%	48%	9%
	2018	58%	48%	10%	50%	8%
Same Grade Comparison		-1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	66%	-66%	67%	-67%
2018	0%	62%	-62%	65%	-65%
Compare		0%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	67%	17%	71%	13%
2018	82%	65%	17%	71%	11%
Compare		2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	63%	32%	61%	34%
2018	99%	63%	36%	62%	37%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	57%	43%	57%	43%
2018	100%	56%	44%	56%	44%
Compare		0%			

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	44	44	27	48	43	25	58			
ELL	25	53	54	40	60	58	17	63			
ASN	91	74		93	84		88	94	96		
BLK	50	47	46	55	56	39	45	80	86		
HSP	55	58	51	60	61	51	50	83	85		
MUL	66	57	30	67	68	58	78	100	88		
WHT	76	67	61	81	76	64	77	94	91		
FRL	48	50	48	52	57	49	43	82	78		
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
SWD	14	42	43	21	50	50	11	56			
ELL	31	52	51	42	59	52	38	71	80		
ASN	82	77	71	89	91	80	55	100	97		
BLK	54	57	50	56	65	54	52	82	91		
HSP	53	59	56	58	66	54	44	82	80		
MUL	77	63		73	79	70	75	95	100		
WHT	78	68	61	82	81	75	75	87	93		
FRL	53	58	55	56	67	57	48	79	83		
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
SWD	21	45	42	21	51	56	24	53			
ELL	24	63	63	35	58	56	21	55			
ASN	77	75	60	81	80	60	84	90	100		
BLK	53	53	45	55	63	54	61	84	95		
HSP	56	63	58	59	69	58	61	79	84		
MUL	84	72		78	71		68	93	100		
WHT	75	69	63	78	70	49	80	93	98		
FRL	49	57	54	54	63	52	55	82	93		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	664

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	10
Percent Tested	98%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

**Analysis**

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA -7th 2019-60%  
8th 2019-64%

Trends- both grade levels down by -3%  
Our target Subject Strands for Improvement - Key Ideas and Details and Integration of Knowledge & Ideas.

Math - 7th 2019-71%  
8th 2019-38%

Trends-Both grade levels down by -3% and -2%  
Our target Subject Strands for Improvement- Expressions and Equations

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

ELA -7th 2019-60%  
7th 2018-63%



8th 2019-64%  
8th 2018- 67%

Trends- both grade levels down by -3%

Factor - Our target Subject Strands for Improvement - Key Ideas and Details and Integration of Knowledge & Ideas.

Math - 7th 2019-71%  
7th 2018 -74%  
8th 2019-38%  
8th 2018-40%

Trends-Both grade levels down by -3% and -2%

Factor - Our target Subject Strands for Improvement- Expressions and Equations

Factor -Bottom Quartile Students:

Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA.

Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math.

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

6th and 8th grade Math had the greatest gap when compared to the state average.

Factors- We will continue to create rigorous lesson plans that are standard based, engaging, and differentiated.

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

6th ELA /Math and Civics EOC data components showed the most improvement.

New Actions - We had a FSA Boot Camp for both Math and ELA. This year we included a Saturday half day camp, mostly 6th grade students participated in this event. We focused on low standards after the midterm, data chats for semester exams, explicit instruction with Writing, Reading, Civics, and Math.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Students with disabilities and English Language Learners are two areas of concern.

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

1. Rigor
2. Engagement
3. Equity
4. Data
5. Data driven PLC groups

## Part III: Planning for Improvement

Areas of Focus:

<b>#1</b>	
<b>Title</b>	Teachers will engage in structured PLCs.
<b>Rationale</b>	<p>This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.</p> <p>Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA.</p> <p>Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p> <p>ESSA - Students With Disabilities 39%.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Learning gains of the low 25% for ELA will increase from 51% to 57%.</p> <p>Learning gains of the low 25% for Math will increase from 50% to 61%.</p> <p>ESSA - Learning gains for Students With Disabilities will increase from 39% to 45%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p>
<b>Person responsible for monitoring outcome</b>	Fatima Stark (fatima.stark@hcps.net)
<b>Evidence-based Strategy</b>	Structured Data Driven PLCs
<b>Rationale for Evidence-based Strategy</b>	Teachers will work collaboratively in their PLC to ensure all lessons are Standards based and that the power standards have been identified. Student data will be disaggregated and student needs based off of data (common assessments) will be identified (low, middle, and high). Our ESSA students - Students With Disabilities will be included. Teachers will progress monitor and differentiate instruction according to the identified student's needs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. PLCs will meet a minimum of three times a month.</li> <li>2. They will follow the PLC cycle (Plan, Do, Check, and Act).</li> <li>3. A PLC calendar will be provided to all teacher. The calendar contains the PLC cycle, professional development dates/focus, and PLC monthly expectations/instructional priorities.</li> <li>4. During PLC preplanning administration and subject area leader will present to the faculty the PLC plan for the school. A PLC binder will be provided to all teachers with easy to follow forms to guide teachers through the cycle as they plan for the year such as: agenda's/minutes, norms, and goal setting form's in addition, to other helpful informative PLC resources.</li> <li>5. Teacher will be provided with their individual student data on a quarterly basis. During the year continued professional development on data driven PLCs and how to analyze the data to determine student learning goals will be done. Teachers will progress monitor</li> </ol>

students by way of common assessments, informal assessments, formal assessments, etc.....Fatima Stark, Assistant Principal, Reading Coach, and Subject Area Leaders will be responsible.

**Person Responsible** Fatima Stark (fatima.stark@hcps.net)

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<b>#2</b>	
<b>Title</b>	Equity This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.
<b>Rationale</b>	Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. ESSA - Students With Disabilities is 39%.  The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.  Learning gains of the low 25% for ELA will increase from 51% to 57%.  Learning gains of the low 25% for Math will increase from 50% to 61%.  ESSA - Learning gains for Students With Disabilities will increase from 39% to 45%.  The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.
<b>State the measurable outcome the school plans to achieve</b>	
<b>Person responsible for monitoring outcome</b>	Fatima Stark (fatima.stark@hcps.net)
<b>Evidence-based Strategy</b>	Lesson Plan template from the Visible Learning Classroom text. Differentiated Instruction
<b>Rationale for Evidence-based Strategy</b>	According to the text Visible Learning in the Classroom page 23, Students learn best when there is a solid organizational structure that allows them to learn in a variety of ways, and with a variety of materials. In other words, learning become visible for students, therefore their lesson plan template will capitalize off of ensuring teachers are providing differentiated instruction Based off of our FSA data we made this determination to provide differentiated instruction to ensure learning equity for all students, including our Students with Disabilities ESSA population.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>Teachers will identify the Bottom Quartile students and receive training on how to use IPT to identify these students. Reading Coach (Sherri Jackson) and Math Subject Area Leader (Kelly Broadbelt)</li> <li>Teachers collect and disaggregate data to make informed decisions around curriculum and discipline concerns.</li> <li>Clear classroom procedures and routines are visible and implemented with fidelity.</li> <li>Teachers will receive training on how to use the district ELlevation program where strategies and lessons can be pulled to incorporate in their lessons. Reading Coach - Sherri Jackson will provide the training.</li> <li>In PLC these students will be discussed and what type of differentiated instruction will be used. In addition, teachers can create a Tic Tac Toe menu of lesson activities that align with the students current levels of understanding which is an AVID strategy AVID</li> </ol>
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Coordinator - Patricia Brown Denis) will provide the training. Teachers will progress monitor students by way of common assessments, informal assessments, formal assessments, etc.....Fatima Stark, Assistant Principal, Reading Coach, and Subject Area Leaders will be responsible.

**Person Responsible** Fatima Stark (fatima.stark@hcps.net)

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<b>#3</b>	
<b>Title</b>	<p>Benito teachers will plan for rigorous, standards aligned lessons through authentic, rigorous learning experiences.</p> <p>This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.</p>
<b>Rationale</b>	<p>Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. ESSA - Students With Disabilities 39%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.</p> <p>Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. ESSA - Students With Disabilities increase from 39% to 45%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p>
<b>Person responsible for monitoring outcome</b>	<p>Fatima Stark (fatima.stark@hcps.net)</p>
<b>Evidence-based Strategy</b>	<p>Lesson Plan template from the Visible Learning Classroom text page 22. Lesson Plans provided will ensure that they are aligned to the grade level standards, tasks, activities, and assessments. Learning experiences will include application, analysis, synthesis and evaluation on bloom/Webb or Costa's Taxonomy using the text, " Academic Moves for College and Career Readiness by Jim Burke &amp; Barry Gilmore. AVID WICOR strategies</p>
<b>Rationale for Evidence-based Strategy</b>	<p>The rationale for using the Academic Moves for College and Career Readiness because it moves all students, especially linguistically diverse students to higher level of thinking across all content areas. This book focuses on the A-List: Essential Academic Words: analyze, argue, compare/contrast, describe, determine, develop, evaluate, explain, imagine, integrate, interpret, organize, summarize, support and transform which are used in all content areas. These words are aligned with our LAFS standards.</p> <p>The rationale for using the Visible Learning Classroom book is to use the lesson plan template because it allows the teachers create their lesson plans ensuring the standards are visible and rigorous.</p>

AVID WICOR strategies ensures students will further increase in writing, reading, organizational, inquiry, and collaboration strategies.

**Action Step**

1. Continuous Professional Development provided by Reading Coach and SALS, in addition to coaching cycles will occur using the Academic Moves for College and Career Readiness throughout the school year. Lesson plans will include: Rigorous relevant and measurable learning objective that are aligned with the standard and lesson. In addition, lesson plans 's objective will include the List: Essential Academic Words: analyze, argue, compare/contrast, describe, determine, develop, evaluate, explain, imagine, integrate, interpret, organize, summarize, support and transform. For example, lesson plans will reflect what does it look like when the student analyze a text during and after the lesson.

**Description**

2. Engage in classroom walk-throughs to observe implementation of strategies for unpacking standards, teaching standards, best practices, etc....

3. Teachers will be trained how to use the AVID WICOR strategies by (Patricia Brown Denis, AVID Coordinator). Teachers will use the following tools and strategies to increase rigorous learning experiences; AVID-WICOR, Depth of Knowledge chart, Bloom's or Costa's Taxonomy, etc.....

4. Teachers will progress monitor students by way of common assessments, informal assessments, formal assessments, etc..... Fatima Stark, Assistant Principal, Reading Coach, and Subject Area Leaders will be responsible.

**Person Responsible**

Fatima Stark (fatima.stark@hcps.net)

<b>#4</b>	
<b>Title</b>	<p>Student Engagment</p> <p>This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.</p>
<b>Rationale</b>	<p>Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. ESSA - Students With Disabilities 39%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p> <p>Learning gains of the low 25% for ELA will increase from 51% to 57%.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Learning gains of the low 25% for Math will increase from 50% to 61%. ESSA - Learning gains for Students With Disabilities will increase from 39% to 45%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p>
<b>Person responsible for monitoring outcome</b>	<p>Fatima Stark (fatima.stark@hcps.net)</p>
<b>Evidence-based Strategy</b>	<p>1.Lesson Plan template tool and Student-Led Diaglogic learning strategies - fishbowl, peer tutoring, and gallery walks - from the Visible Learning Classroom by Douglas Fisher, Nancy Frey, John Hattie, and Marisol Thayre.</p> <p>2.Lesson Plans provided will ensure that they are aligned to the grade level standards, tasks, activities, and assessments. Learning experiences will include application, analysis, synthesis and evaluation on bloom/Webb or Costa's Taxonomy using the text, " Academic Moves for College and Career Readiness by Jim Burke &amp; Barry Gilmore.</p> <p>3.AVID WICOR strategies</p>
<b>Rationale for Evidence-based Strategy</b>	<p>In order for students to have ownership of their own learning which is a part of the Visible Learning classroom, teachers must create a learning environment that is engaging and aligned to the student's needs.</p>
<b>Action Step</b>	
<b>Description</b>	<p>1. Teachers will get support from the Administrators, Reading Coach (coaching cycles and Professional Development), and Subject Area Leaders (Professional Development) throughout the school year. The goal is to assist teachers with applying knowledge and understanding of research base learning strategies for improving student achievement.</p> <p>2. AVID committee will provide professional development and email engagement strategies to the teachers.</p> <p>3. Teachers will group students regularly and strategically based on data to ensure student engagement.</p>



4. Teachers will progress monitor students by way of common assessments, informal assessments, formal assessments, etc.....Fatima Stark- Assistant Principal, Reading Coach, and Subject Area Leaders will be responsible.
4. Teachers will use the ELLEvation program to determine which student engagement strategies to utilize.
5. Non-evaluative walk-throughs will provide teachers an opportunity to learn from one another. Teachers will open their classrooms to peers in order to learn from one another.

**Person  
Responsible**

Fatima Stark (fatima.stark@hcps.net)

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<b>#5</b>	
<b>Title</b>	Data/ Assessments are crucial in defining exactly what instruction should take place. This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.
<b>Rationale</b>	<p>Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. ESSA - Students With Disabilities 39%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p> <p>This Area of Focus was identified as a critical need based off the ELA and Math FSA 2019 data results.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Factor -Bottom Quartile Students: Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. ESSA - Learning gains for Students With Disabilities will increase from 39% to 45%.</p> <p>The number of Benito students making Learning Gains points for ELA will increase form 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p>
<b>Person responsible for monitoring outcome</b>	Fatima Stark (fatima.stark@hcps.net)
<b>Evidence-based Strategy</b>	<p>1.Teachers need tools that will allow them to check for understanding and the need to know when students have met the learning goal so that they can move to the next lesson. Teacher clarity has an effect size of 0.75 and remains on of the most important instructional tool practices described in the Visible Learning Classroom by Douglas Fisher, Nancy Frey, John Hattie, and Marisol Thayre. In addition, clarity of organization of a lesson, clarity of explanation, clarity of examples and guided practice, and clarity of assessment of student learning are important to lesson planning.</p> <p>2.Lesson Plans provided will ensure that they are aligned to the grade level standards, tasks, activities, and assessments. Learning experiences will include application, analysis, synthesis and evaluation on bloom/Webb or Costa's Taxonomy using the text, " Academic Moves for College and Career Readiness by Jim Burke &amp; Barry Gilmore.</p>
<b>Rationale for Evidence-based Strategy</b>	Teachers will work collaboratively in their Data-Driven PLC to ensure all lessons are Standards based and data driven. Student data will be disaggregated and student needs based off of data (common assessments) will be identified (low, middle, and high). Teachers will progress monitor and differentiate instruction according to the identified student's needs.
<b>Action Step</b>	

<b>Description</b>	<ol style="list-style-type: none"> <li>1. During preplanning teachers were provided with the school data along with their individual student data and teachers were trained on Data driven PLC. Fatima Stark- Assistant Principal, Sherri Jackson-Reading Coach, Kelly Broadbelt-Math subject Area leader and Shane Moody- Language Arts subject Area Leader.</li> <li>2. As a PLC they will create a goal for MATH and ELA.</li> <li>3. In September after analyzing data from beginning of the school year summative and common assessments for their content they teach, FAIR, ect.... teachers will create individual goals for their content and classes.</li> <li>4. Teachers will access, analyze, and interpret data, then adjusting instructions according to their student's assessment results by using research base learning strategies throughout the school year.</li> <li>5. Teachers will also be trained on Hillsborough County continuous improvement model which is the Plan, Do, Check, and Act model. Fatima Stark- Assistant Principal, Reading Coach, and Subject Area Leaders will be responsible.</li> </ol>
<b>Person Responsible</b>	Fatima Stark (fatima.stark@hcps.net)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Cultural and Relationship Building

We will continue to establish collaborative relationships with internal and external stakeholders. Create a positive and safe environment for teachers, students, families, and the community.

**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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 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.**

We have established a system for effective communication with parents and guardians via our website, PTSA, Parent Link, Myspot, and monthly newsletter.

The school holds events, in which parents are encouraged to attend, such as:

- Open House
- Quarterly Conference Nights
- PTSA sponsored Events
- Chorous/Band Concerts
- AVID events: Black History Month Talent Shows
- Grade-Level incentives: field-trips and honor roll parties.

**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.**

Social and Emotional Learning (SEL) Program

Students are engaged in SEL programs based on their needs and within the HCPS "Building Strong School Culture" framework. This framework includes: Mission and Vision; Procedures & routines; Promoting 7 Modeling Great Character; Service Learning; Student Leadership; Conflict Resolution; Mentoring; and Behavior Management Plan. In this way, SEL becomes a part of the fabric of a school's culture.

Hillsborough County Public Schools has partnered with Frameworks of Tampa Bay to integrate SEL into all middle schools. Students will be engaged with LifeSkills training, an evidence-based program that is designed to improve social, emotional, and academic skills and strengthen relationships between students and teachers..

Behavior Management Plan

Included in the HCPS "Building Strong School Culture" framework is the need for a behavior management plan. A comprehensive behavior management plan is an important part of the social/emotional framework. It is expected that all settings will be structured for success, expectations for student behavior will be explicitly taught, students will be consistently supervised, teachers will build positive relationships with students, and that students will be corrected fluently, calmly, consistently, respectfully, briefly, and immediately.

Comprehensive behaviors plans should address a behavior support team, faculty/stakeholder commitment, school-wide expectations with a plan for teaching those expectations, effective processes for tracking and documenting behavior incidents and interventions, plan progress monitoring, location-based rules, effective reward/recognition program that includes restorative practices, and a focus on data-based decision making.

It is an expectation that behavior management plans for all DA and Achievement Schools include the 10 Critical Elements for Effective School Wide Management Plans, Restorative Practices, the use of Behavior Tracker to track minor incidences (in classroom), and a separate tool to track ALL interventions (admin/ student services). There may additionally be a need for a Behavior Intervention Team (may choose to use PSLT).

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

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: <http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf>

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

- Bring 6th/9th graders back early for orientation
- Train a cadre of student ambassadors to help orient other students
- Parent information and/or education opportunities
- Hold articulation meetings between 5th and 6th grade teachers
- Campus visits
- Shadow days
- Middle school students visit, tutor and or perform at elementary schools
- High school students visit, tutor, or perform at middle schools.

**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.**

To ensure efficient/systematic allocation and use of resources, the PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction.

An annual inventory of resource materials, staff, and funds allocated determines necessary resource materials and personnel available to meet student needs through a resource map.

To ensure support systems, small group, and individual needs are met, the PSLT:  
Reviews school-wide data on an ongoing basis, identifying instructional needs across the school;  
Supports the implementation of high quality instructional practices during core and intervention blocks;  
Reviews progress monitoring data of core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs, facilitating problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessments, outcome data, and engage in the problem solving process for appropriate data-driven decisions.

Title I:

Part A

Funding enriches eligible schools with additional instructional staff, PD, ELP, and supplemental resources for raising student achievement in high-poverty schools.

**PartC- Migrant**

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

**PartD**

Funds support the Alternative Education Program, providing transition services from alternative education to school of choice, and includes mentoring, intervention services and educational support using transition specialists, teachers, paras and tutors.

**TitleII**

Funds for PD to provide/promote high quality professional learning that supports improved job performance for all resulting in increased student achievement.

**TitleIII**

Services are provided to ensure ELLs have access to academic content that is equal in scope, sequence, breadth, and depth to the curricular offerings available to all.

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

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; Fieldtrip 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.

**Part V: Budget**

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

1	III.A.	<b>Areas of Focus: Teachers will engage in structured PLCs.</b>	<b>\$0.00</b>
2	III.A.	<b>Areas of Focus: Equity</b>	<b>\$0.00</b>
3	III.A.	<b>Areas of Focus: Benito teachers will plan for rigorous, standards aligned lessons through authentic, rigorous learning experiences.</b>	<b>\$0.00</b>
4	III.A.	<b>Areas of Focus: Student Engagement</b>	<b>\$0.00</b>
5	III.A.	<b>Areas of Focus: Data/ Assessments are crucial in defining exactly what instruction should take place.</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>