

Hillsborough County Public Schools

Benito Middle School



2020-21 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

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2019-20 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (70%) 2016-17: A (70%) 2015-16: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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.

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

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Sanders, John	Principal	<ol style="list-style-type: none"> 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. 2. Support the implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers 2/3) levels. 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. 4. Communicates a clear, compelling vision of high academic achievement for Benito Middle School. 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. 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. 7. Strategically places teachers in grade levels and content areas based on their skills, strengths, and qualifications. 8. Collects, analyzes, and uses multiple forms of data to make decisions.
Stark, Fatima	Assistant Principal	<ol style="list-style-type: none"> 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. 2. Support the implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers 2/3) levels. 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, she uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction. 4. Communicates a clear, compelling vision of high academic achievement for Benito Middle School. 5. Conducts high-quality classroom observations, identifies effective teaching practices, and understands pedagogy that result in improved student learning . After teacher observations, she uses this data to disaggregates school data to plan and target professional development and support for teachers. 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. 7. Strategically places teachers in grade levels and content areas based on their skills, strengths, and qualifications. 8. Collects, analyzes, and uses multiple forms of data to make decisions. 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.

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Jackson, Sherri	Instructional Coach	<p>1. Collaborate with administrators when analyzing a variety of data in order to support the instructional development of all teachers.</p> <p>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.</p> <p>3. Support the implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers 2/3) levels.</p> <p>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, she uses data to differentiate and prioritize instructional supports and interventions and supports teachers in using data to differentiate instruction.</p> <p>5. Communicates a clear, compelling vision of high academic achievement for Benito Middle School.</p> <p>6. Analyze data with teachers and model lessons in classrooms in coaching cycles.</p> <p>7. Provide direction and coordination for how the curriculum is taught consistent with district initiatives and recognized best instructional practices.</p> <p>8. Assist teachers with understanding Benito's mission and vision.</p> <p>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.</p> <p>10. Support teachers and administrators in using data to improve instruction on all levels.</p> <p>11. Informally observe (non-evaluative) lessons and provide feedback for a teacher's professional growth and students' success.</p> <p>12. Support teachers by helping with the strategic how of teaching share multiple instructional strategies/processes with teachers during planning times.</p> <p>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.</p> <p>14. Contribute to the development systems and structures to improve teacher practice within schools.</p> <p>15.</p>

Demographic Information

Principal start date

Monday 8/11/2008, Brent Williams

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

76

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	320	350	340	0	0	0	0	1010
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	0	0	0	0	0	0	6	30	15	0	0	0	0	51
Course failure in Math	0	0	0	0	0	0	7	30	15	0	0	0	0	52
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	109	105	122	0	0	0	0	336
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	72	70	45	0	0	0	0	187

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	60	40	38	0	0	0	0	138
Students retained two or more times	0	0	0	0	0	0	41	26	32	0	0	0	0	99

Date this data was collected or last updated

Wednesday 6/24/2020

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		
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	

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		
Number of students enrolled	0	0	0	0	0	0	383	335	371	0	0	0	0	1089	
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	128	119	98	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	

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	
	(0)	(0)	(0)	0 (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.

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		

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	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
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
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%	0
English Language Learners	
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%	0
Native American Students	
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%	0
Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
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%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0
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%	0

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.

FSA Math and Reading Data:

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

Semester Exam Data 2019-2020-6th Hon/ADV-71.38%

6th ADV Reading - 55.95%(Benito) vs 60.79 district (117 students tested)

6th Dev Reading - 62.01%(Benito) vs 63.66% district (62 students tested)

7th Dev Reading-55.99% (Benito) vs 52.43% district (112 students tested)

ESOL-LYA- 64.06%(Benito) vs 46.28% district - 16 students tested

LYB- 73.54% (Benito)vs 57.82% district- 33 students tested

LYC- 64.94%(Benito) vs 60.39% district - 11 students tested

6th Adv-Language Arts- 62.32% (Benito) vs 61.78%(district)- 335 students tested

7th ADV-Language Arts- 67.70% (Benito) vs 68.24% (district)-339 students tested

8th ADV-Language Arts- 73.26% (Benito)vs 74.08% (district)-316 students tested

8th Reg-Language Arts-42.34%(Benito) vs 56.18% (district)- 9 students tested

7th Reg-Language Arts- 43.24%(Benito) vs 46.77% (district)- 12 students tested

6th Reg-Language Arts-41.98% (Benito)vs 45.55% (district)- 9 students tested

6th Reg. Math-38.57% (Benito)vs 38.57%district (96 students tested)

6th ADV-Math-69.30% (Benito)vs 65.09%district (233 students tested)

7th ADV Math-68.73%(Benito) vs 64.97% district(259 students tested)

8th Pre-algebra-60.06%(Benito) vs. 49.17%district (167 students tested)

8th Algebra- 84.02%(Benito) vs 60.05%district (70 students tested)

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.

FSA Math and Reading Data:

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.

Semester Exam Data: 6th ADV Reading - 55.95%(Benito) vs 60.79 district (117 students tested) compared to the district

6th Dev Reading - 62.01%(Benito) vs 63.66% district (62 students tested)

8th ADV-Language Arts- 73.26% (Benito)vs 74.08% (district)-316 students tested

8th Reg-Language Arts-42.34%(Benito) vs 56.18% (district)- 9 students tested

7th Reg-Language Arts- 43.24%(Benito) vs 46.77% (district)- 12 students tested

6th Reg-Language Arts-41.98% (Benito)vs 45.55% (district)- 9 students tested

6th Reg. Math-38.57% (Benito)vs 38.57% (96 students tested)

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?

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
5. Data driven PLC groups

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	<p>FSA Math and Reading Data: This area of focus was identified as a critical need based on the ELA and Math FSA 2019 data results. Factor-Bottom Quartile Students: Factor -Bottom Quartile Students: A. Learning gains of the low 25% student decreased from 2017-2018-56% to 2019-2020 -51% for ELA. B. Learning gains of the low 25% student decreased from 2017-2018 -54% to 2019-2020 -50% for Math. C. ESSA - Students With Disabilities 39%. D. The number of Benito students making Learning Gains points for ELA will increase from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p> <p>Semester Exam Data 2019-2020-6th Hon/ADV-71.38% 6th ADV Reading - 55.95%(Benito) vs 60.79 district (117 students tested) 6th Dev Reading - 62.01%(Benito) vs 63.66% district (62 students tested) 7th Dev Reading-55.99% (Benito) vs 52.43% district (112 students tested) ESOL-LYA- 64.06%(Benito) vs 46.28% district - 16 students tested LYB- 73.54% (Benito)vs 57.82% district- 33 students tested LYC- 64.94%(Benito) vs 60.39% district - 11 students tested</p> <p>6th Adv-Language Arts- 62.32% (Benito) vs 61.78%(district)- 335 students tested 7th ADV-Language Arts- 67.70% (Benito) vs 68.24% (district)-339 students tested 8th ADV-Language Arts- 73.26% (Benito)vs 74.08% (district)-316 students tested 8th Reg-Language Arts-42.34%(Benito) vs 56.18% (district)- 9 students tested 7th Reg-Language Arts- 43.24%(Benito) vs 46.77% (district)- 12 students tested 6th Reg-Language Arts-41.98% (Benito)vs 45.55% (district)- 9 students tested</p> <p>6th Reg. Math-38.57% (Benito)vs 38.57%district (96 students tested) 6th ADV-Math-69.30% (Benito)vs 65.09%district (233 students tested) 7th ADV Math-68.73%(Benito) vs 64.97% district(259 students tested) 8th Pre-algebra-60.06%(Benito) vs. 49.17%district (167 students tested) 8th Algebra- 84.02%(Benito) vs 60.05%district (70 students tested)</p>
Measurable Outcome:	<p>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.</p>
Person responsible for monitoring outcome:	Fatima Stark (fatima.stark@hcps.net)
Evidence-based Strategy:	<p>1. Literacy Across All Content for Active Learning- Learning happens when students build representations of meaning by transforming information through discussion, writing, visualizing, and organization. Students will interact with the text for all content areas.</p> <p>2. Lesson Plans provided will ensure that they are aligned to the grade level standards, tasks, activities, and assessments. Learning experiences will</p>

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 & Barry Gilmore.

3.AVID WICOR strategies

4. ESOL strategies

Rationale for Evidence-based Strategy:

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. We will use the strategies from the district Professional Development Training- Breaking the Code, AVID WICOR, and ESOL strategies will be utilized.

Action Steps to Implement

Continue to Build strong Professional Learning Community-analyze data to drive instructional planning.

The instructional Leadership Team goal is to assist teachers with applying knowledge and understanding of research-based learning strategies for improving student achievement.:

Teachers will get support from Administrators John Sanders-Principal, Nannette Harvey-APC, and Fatima Stark-Assistant Principal.

Subject Area Leaders-Sherri Jackson-Literacy Coach (Coaching cycles and Professional Development), Kelly Broadbelt-Math, Shane Moody-Language Arts, Barb Lind-Social Studies, David Faysash-Science. Team Grade Level Leaders-Susan Rash, Karen Burchfield, Julie Stiens, Michelle Nolan, Annis Lawrence, Patricia Brown-Denis (Avid Coordinator), Julio Rodriguez Sarrion, and Tina Olguin-Wiginton (ESE Specialist).

(

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

A. AVID committee will provide professional development and email engagement strategies to the teachers.

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

B. Teachers will group students regularly and strategically based on data to ensure student engagement. Student Engagement Strategies to be used are: Reading Strategies- Read and Say Something, Reading for a purpose (annotating the text), and making connections. Writing strategies-Summarizing, double Entry Journal, etc.. Discussion Strategies-Think-Pair -Share, Round Robin discussion, Accountable Talk, etc... Literacy Routine will be part of teachers' lessons for student engagement.

Person Responsible Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)

C. Teachers will progress monitor students by way of common assessments, informal assessments, formal assessments, etc....

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

D. Teachers will use the ELLEvation program to determine which student engagement strategies to utilize. This program provides student engagement strategies for reading, writing, discussion, organization, etc... for ESE, ESOL, level 1, and 2 students.- Julio Rodriguez Sarrion.

Person Responsible	Fatima Stark (fatima.stark@hcps.net)
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#2. Instructional Practice specifically relating to Professional Learning Communities

	<p>FSA Math and Reading Data: Teachers will engage in structured PLCs. Rationale This Area of Focus was identified as a critical need based on the ELA and Math FSA 2019 data results. 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. The number of Benito students making Learning Gains points for ELA will increase from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020. ESSA - Students With Disabilities 39%.</p>
<p>Area of Focus Description and Rationale:</p>	<p>Semester Exam Data 2019-2020-6th Hon/ADV-71.38% 6th ADV Reading - 55.95%(Benito) vs 60.79 district (117 students tested) 6th Dev Reading - 62.01%(Benito) vs 63.66% district (62 students tested) 7th Dev Reading-55.99% (Benito) vs 52.43% district (112 students tested) ESOL-LYA- 64.06%(Benito) vs 46.28% district - 16 students tested LYB- 73.54% (Benito)vs 57.82% district- 33 students tested LYC- 64.94%(Benito) vs 60.39% district - 11 students tested</p> <p>6th Adv-Language Arts- 62.32% (Benito) vs 61.78%(district)- 335 students tested 7th ADV-Language Arts- 67.70% (Benito) vs 68.24% (district)-339 students tested 8th ADV-Language Arts- 73.26% (Benito)vs 74.08% (district)-316 students tested 8th Reg-Language Arts-42.34%(Benito) vs 56.18% (district)- 9 students tested 7th Reg-Language Arts- 43.24%(Benito) vs 46.77% (district)- 12 students tested 6th Reg-Language Arts-41.98% (Benito)vs 45.55% (district)- 9 students tested</p> <p>6th Reg. Math-38.57% (Benito)vs 38.57%district (96 students tested) 6th ADV-Math-69.30% (Benito)vs 65.09%district (233 students tested) 7th ADV Math-68.73%(Benito) vs 64.97% district(259 students tested) 8th Pre-algebra-60.06%(Benito) vs. 49.17%district (167 students tested) 8th Algebra- 84.02%(Benito) vs 60.05%district (70 students tested)</p>
<p>Measurable Outcome:</p>	<p>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 from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.</p>
<p>Person responsible for monitoring outcome:</p>	<p>Fatima Stark (fatima.stark@hcps.net)</p>
<p>Evidence-based Strategy:</p>	<p>Structured Data Driven PLCs</p>

Rationale for Evidence-based Strategy:

Teachers will work collaboratively in their PLC to ensure all lessons are Standards-based and power standards have been identified. Student data will be disaggregated and student needs to be based on data (common assessments see below) will be identified (low, middle, and high). Our ESSA students - Students With Disabilities will be included. Teachers will progress monitor using the-Achieve3000 reading program, Math, Science, Social Studies, and Language Arts baseline and formative assessments. The data results will drive instructional planning to meet the needs of all students both Elearning and Brick and Mortar.

Action Steps to Implement

- A. PLCs will meet a minimum of three times a month via zoom with Elearning and Brick/Mortar teachers.
- B. They will follow the PLC cycle (Plan, Do, Check, and Act).
- C. A PLC calendar will be provided to all teachers. The calendar contains the PLC cycle, professional development dates/focus, and PLC monthly expectations/instructional priorities.
- D. During PLC pre-planning 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.
- E. Teachers will review the data to make a decision on student engagement strategies to use.

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

F. Teachers will be provided their individual student data on a quarterly basis.- Initially, at the beginning of the school year, Baseline Assessments for students will be assessed in the areas of- Writing, Reading, Math, Science, and Civics. Throughout the school year- Common assessments, Semester Exam data, FSA data, formal/informal assessments will be analyzed during each PLC meeting.

G. During the 2020-2021 school year, professional development sessions will be provided throughout the year on how to use data to drive instructional planning during PLCs.

Principal, Assistant Principals, Literacy Coach, Team Leaders, and Subject Area Leaders will be responsible.

Person Responsible Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

FSA Math and Reading Data:

Benito teachers will plan for rigorous, standards-aligned lessons through authentic, rigorous learning experiences.

Rationale

This Area of Focus was identified as a critical need based on the ELA and Math FSA 2019 data results. 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%.

The number of Benito students making Learning Gains points for ELA will increase from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.

**Area of
Focus
Description
and
Rationale:**

:Semester Exam Data 2019-2020-6th Hon/ADV-71.38%

6th ADV Reading - 55.95%(Benito) vs 60.79 district (117 students tested)

6th Dev Reading - 62.01%(Benito) vs 63.66% district (62 students tested)

7th Dev Reading-55.99% (Benito) vs 52.43% district (112 students tested)

ESOL-LYA- 64.06%(Benito) vs 46.28% district - 16 students tested

LYB- 73.54% (Benito)vs 57.82% district- 33 students tested

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8th Pre-algebra-60.06%(Benito) vs. 49.17%district (167 students tested)

8th Algebra- 84.02%(Benito) vs 60.05%district (70 students tested)

**Measurable
Outcome:**

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%.

The number of Benito students making Learning Gains points for ELA will increase from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.

Semester Exam:

**Person
responsible
for**

Fatima Stark (fatima.stark@hcps.net)

**monitoring
outcome:**

A.Literacy across all content: Reading, Discussion, and Writing learning strategies will be implemented to ensure student engagement. The lesson template will be offered as an option to build lesson plans with student engagement for literacy.

**Evidence-
based
Strategy:**

B. Lesson Plan template from the Visible Learning Classroom text page 22.

C. 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

D. Costa's Taxonomy using the text, " Academic Moves for College and Career Readiness by Jim Burke & Barry Gilmore.

E. AVID WICOR strategies

**Rationale
for
Evidence-
based
Strategy:**

The rationale for using the Academic Moves for College and Career Readiness resources is to ensure all students, especially linguistically diverse students are using strategies that will promote a higher level of thinking across all content areas. This book focuses on the AList-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 and AVID WICOR strategies. WICOR strategies ensure students will use higher-level thinking strategies in the areas writing,

reading, organizational, inquiry, and collaboration strategies

Action Steps to Implement

A. Continuous Professional Development provided by the Literacy Coach, AVID Coordinator, 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 objectives that are aligned with the standard and lesson. In addition, the lesson plans' 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 analyzes a text during and after the lesson.

Person

Responsible Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)

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

Person

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

C. Teachers will be trained on 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..

Person

Responsible Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)

D. Teachers will progress monitor students by way of common assessments, informal assessments, formal assessments, etc....Fatima Stark- Assistant

Principal, Nannette Harvey-Assistant Principal for Curriculum, Literacy Coach, Team Leaders, and Subject Area Leaders will be responsible.

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

#4. Other specifically relating to Equity-Differentiated Instruction

Equity

Rationale

This Area of Focus was identified as a critical need based on the ELA and Math FSA 2019 data results.

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 from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.

Area of Focus Description and Rationale:

Semester Exam Data 2019-2020-6th Hon/ADV-71.38%

6th ADV Reading - 55.95%(Benito) vs 60.79 district (117 students tested)

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8th Algebra- 84.02%(Benito) vs 60.05%district (70 students tested)

Measurable Outcome:

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 from 60% in 2018-2019 to 64% in 2020 and for Math 67% in 2018-2019 to 74 in 2019-2020.

Person responsible for monitoring outcome:

Fatima Stark (fatima.stark@hcps.net)

Evidence-based Strategy:

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 becomes 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.

Rationale for Evidence-based Strategy: Each student must make meaning of what teachers seek to teach in all content areas. Learning takes place most effectively in classrooms where knowledge is clearly and powerfully organized, students are highly active in the learning process (student engagement), assessments are rich and varied, and students feel a sense of connection to what they are learning.

Action Steps to Implement

A. Teachers will identify the Bottom Quartile students and receive training on how to use Instructional Planning Tool to identify these students. Literacy Coach (Sherri Jackson) and Math Subject Area Leader (Kelly Broadbelt) After teachers take the data from the Instructional Planning Tool, they will then be able to use the data to drive instructional planning for differentiated instructions.

Person Responsible Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)

B. Teachers collect and disaggregate data to make informed decisions around curriculum and discipline concerns. In addition, using the data to create differentiated instructions in all content areas.

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

C. Clear classroom procedures and routines are visible and implemented with fidelity.

D. Teachers will receive training on how to use the district ELlevation program-Julio Rodriguez Sarrion and Veronica Gonzalez. This program focus on student engagement strategies for reading, writing, discussion, etc.. for all content areas.

Person Responsible Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
4	III.A.	Areas of Focus: Other: Equity-Differentiated Instruction	\$0.00
Total:			\$0.00