Benito Middle School

2021-22 Schoolwide Improvement Plan

Table of Contents

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	44%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To 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.**:**

Part I: School Information

Name	Position Title	Job Duties and Responsibilities
Sanders, John	Principal	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices using RTI/MTSS process at the core Tier 1 and intervention/enrichment (tiers 2/3) levels. 2. Support Implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers2/3) 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 disaggregate school data to plan and target professional development and support 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	1. Collaborate and problem solve to ensure the implementation of high quality instructional practices using RTI/MTSS process at the core Tier 1 and intervention/enrichment (tiers 2/3) levels. 2. Support Implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers2/3) 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 disaggregate school data to plan and target professional development and support 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

Name	Position Title	Job Duties and Responsibilities
		growth. 10. Holds teachers accountable to work collaboratively in their PLC to ensure all lessons are standards based and that the power standards have been identified.
Jackson, Sherri	Instructional Coach	1. Collaborate with administrators when analyzing a variety of data in order to support the instructional development of all teachers. 2. Collaborate and problem solve to ensure the implementation of high quality instructional practices using RTI/MTSS process at the core Tier 1 and intervention/enrichment (tiers 2/3) levels. 3. Support Implementation of high quality instructional practices at the core (tier 1) and intervention/enrichment (tiers2/3) levels. 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. 5. Communicates a clear, compelling vision of high academic achievement for Benito Middle School. 6. Analyze data with teachers and model lessons in classrooms in coaching cycles. 7. Provide direction and coordination for how curriculum is taught consistent with district initiatives and recognized best instructional practices. 8. Assist teachers with understanding Benito's mission and vision. 9. Develop 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. 10. Support teachers and administrators in using data to improve instruction on all levels. 11. Informally observe (non-evaluative) lessons and provide feedback for teachers' professional growth and students' success. 12. Support teachers by helping with the strategic "how" of teaching and share multiple instructional strategies/processes with teachers during planning times. 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. 14. Contribute to the development systems and structures to improve teacher practice within schools.
Olson, Dulcinea		1. Designs and implements appropriate instruction of content area(s)/course(s) assigned in accordance with state standards, district curriculum, and students' needs. 2. Creates a positive educational climate for students to learn in an atmosphere of respect and rapport. 3. Creates and delivers relevant and rigorous lessons that maximize student engagement and achievement.

Name	Position Title	Job Duties and Responsibilities
		4. Utilizes a variety of teaching practices and methodologies that reflect diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students. 5. Observes and evaluates student performance and mastery of standards, monitors student assessment data, and maintains student grades and attendance. 6. Manages student behavior in the classroom by utilizing effective classroom management strategies and invoking appropriate disciplinary procedures. 7. Communicates with parents and school/district personnel regarding student progress and encourages parental involvement. 8. Takes all responsible precautions to provide for the health and safety of students and to protect equipment, materials, and facilities. 9. Appropriately maintains and secures confidential records, inquiries, and data. 10. Maintains appropriate certifications and professional development hours as required. 11. Performs any other duties as assigned.

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.*
4

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.*
22

Total number of teacher positions allocated to the school
58

Total number of students enrolled at the school
1,006

Identify the number of instructional staff who left the school during the 2020-21 school year.
10

Identify the number of instructional staff who joined the school during the 2021-22 school year.
5

Demographic Data

Early Warning Systems

2021-22

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	311	318	380	0	0	0	0	1009
Attendance below 90 percent	0	0	0	0	0	0	29	37	56	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	13	37	41	0	0	0	0	91
Course failure in ELA	0	0	0	0	0	0	1	6	9	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	1	8	15	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	36	39	39	0	0	0	0	114
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	36	56	60	0	0	0	0	152
Number of students with a substantial reading deficiency	0	0	0	0	0	0	37	37	37	0	0	0	0	111

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	6	5	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 8/25/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				65%	51%	54%	66%	52%	53%
ELA Learning Gains				60%	52%	54%	64%	53%	54%
ELA Lowest 25th Percentile				51%	47%	47%	57%	48%	47%
Math Achievement				70%	55%	58%	70%	56%	58%
Math Learning Gains				67%	57%	57%	74%	59%	57%
Math Lowest 25th Percentile				50%	52%	51%	61%	52%	51%
Science Achievement				63%	47%	51%	59%	47%	52%
Social Studies Achievement				88%	67%	72%	86%	66%	72%

Grade Level Data Review - State Assessments
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	2021					
	2019	61%	53%	8%	54%	7%
Cohort Comparison						
07	2021					
	2019	60%	54%	6%	52%	8%
Cohort Comparison		-61%				
08	2021					
	2019	64%	53%	11%	56%	8%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	52%	49%	3%	55%	-3%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	71%	62%	9%	54%	17%
Cohort Comparison		-52%				
08	2021					
	2019	38%	31%	7%	46%	-8%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	57%	47%	10%	48%	9%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	67%	17%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	57%	43%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th Grade:
1. Achieve 3000
2. 6th Grade Math Progress Monitoring Baseline

7th Grade:
1. Achieve 3000
2. 7th Grade Math Progress Monitoring Baseline
3. Civics Progress Monitoring Baseline

8th Grade:
1. Achieve 3000
2. 8th Grade Math Progress Monitoring Baseline
3. Science SSS Progress Monitoring Baseline

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30.7%	39.8%	49.6%
	Economically Disadvantaged	18%	20.8%	28%
	Students With Disabilities	43%	47.3%	54%
	English Language Learners	0%	0%	5.6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	67.7%	40%	NA
	Economically Disadvantaged	55.9%	31.5%	NA
	Students With Disabilities	72.4%	44.3%	NA
	English Language Learners	40%	22.6%	NA

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.4%	44.8%	49.8%
	Economically Disadvantaged	18.3%	27.6%	32.8%
	Students With Disabilities	40.8%	50.5%	56%
	English Language Learners	4.4%	8.7%	8.7%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.5%	55.3%	NA
	Economically Disadvantaged	48.5%	38.3%	NA
	Students With Disabilities	73.7%	68.3%	NA
	English Language Learners	30.7%	43.6%	NA
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	69.3%	65.6%	NA
	Economically Disadvantaged	52.3%	52.2%	NA
	Students With Disabilities	69.3%	73.8%	NA
	English Language Learners	40.7%	29.3%	NA

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	44.1%	49.8%
	Economically Disadvantaged	25%	27.7%	29.2%
	Students With Disabilities	44.6%	46.3%	48.1%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	66.9%	71.5%	NA
	Economically Disadvantaged	60.8%	67.9%	NA
	Students With Disabilities	77.2%	71.3%	NA
	English Language Learners	60.8%	48.7%	NA
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	60.2%	58.4%	NA
	Economically Disadvantaged	47.6%	47.5%	NA
	Students With Disabilities	73.0%	60.1%	NA
	English Language Learners	23%	24.1%	NA

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	39	34	23	42	40	22	43	64		
ELL	47	56	42	43	52	51	34	54	73		
ASN	91	78		89	73		84	93	94		
BLK	51	51	43	41	46	41	33	67	84		
HSP	57	57	47	47	54	55	49	72	75		
MUL	68	67	27	58	57	41	53	83	91		
WHT	66	63	53	70	59	44	54	84	83		
FRL	49	54	46	41	48	42	39	65	73		
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			

| **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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
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	52
Total Points Earned for the Federal Index	601
Total Components for the Federal Index	10
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	86
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	64
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	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FSA Math & Reading (2021 vs. 2019)
READING
6th - 2021: 57% (district 51%) 243 tested 2019: 62% 294 tested
7th - 2021: 63% (district 47%) 314 tested 2019: 61% 257 tested
8th - 2021: 63% (district 50%) 283 tested 2019: 66% 290 tested
Trends: 6th down 5%, 7th up 3%, 8th down 3%, all grade levels excelling beyond district avg. by at least 6 points
Focus : Integration of Knowledge & Ideas (6th & 8th) and Key Ideas & Details (7th)

MATH
6th - 2021: 55% (district 42%) 245 tested 2019: 57% 297 tested
7th - 2021: 51% (district 29%) 293 tested 2019: 68% 237 tested
8th - 2021: 27% (district 42%) 148 tested 2019: 40% 98 tested
Trends: 6th down 2%, 7th down 17%, 8th down 13%
Focus: Statistics, Probability, & Numbers (8th), Functions (7th), Ratio Proportions (6th)

ALGEBRA 1 (2021 vs. 2019)
2021: 98% 146 tested
2019: 97% 186 tested
Trends: up 1%
Focus: Alg 1 Modeling

GEOMETRY (2021 vs. 2019)
2021: 100% 28 tested
2019: 100% 27 tested
Trends: 100% pass rate maintained
Focus: Properties with Equations

SCIENCE SSS (2021 vs. 2019)
8th SSS: 2021: 51% 277 tested 2019: 60% 288 tested
Trends: down 9%
Focus: Nature of Science

CIVICS EOC (2021 vs. 2019)
2021: 76% 291 tested
2019: 84% 341 tested
Trends: down 8%

ACCESS FOR ELL (2021 vs. 2019)
2021: 79% Developing Stage or higher, 71 tested
2019: 73% Developing Stage or higher, 51 tested
Trends: up 6%
Focus Area: Reading Proficiency

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

7th (down 17%) & 8th grade (down 13%) Math FSA

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to COVID-19 and the subsequent closure of schools that lead to remote learning and voluminous rounds of quarantines, teachers faced difficulty not only collecting data. Ensuring all students were able to receive equal amounts of quality instruction was made complicated and difficult during the 2020-2021 academic year. Between technical issues, excessive remote absences, and repeated quarantines, some students experienced large gaps in instruction which especially influenced their acquisition and mastery of course content as well as their performance on state tests.
To target the improvement area moving forward, teachers and instructional support staff will be continuously tracking data through formative, summative, and progress monitoring assessment. Additionally, teachers, admin, and instructional support staff will meet in their respective PLCs regularly to analyze data and create/share strategies and resources to triage areas in need of acceleration. Students will be looped in to their previous year's and current data through data chats every quarter. Level 1 students will be and are placed in specific intensive classes in both reading and math in order to provide tier 2 and 3 intervention.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

7th (up 3%) grade ELA FSA and ACCESS for ELL (up 6%) proficiency

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to these improvements were increased PLCs between coordinating ESOL and mainstream ELA teachers in addition to increased/rolling analysis of reading data from weekly Achieve 3000 practice/activities.

What strategies will need to be implemented in order to accelerate learning?

In the 2021-2022 academic year, Benito will increase the presence and implementation of student-led rigorous content with lessons possessing built-in remediation and continuous rolling assessment on the teacher end. Standards-based classroom objectives will be posted daily with specific and measurable goals for students to preview and engage in from the beginning to the end of class. Instructional staff will visibly provide support needed to accelerate content and each portion of daily lessons will engage in backwards design to accomplish the objective in cooperation with the Instructional Leadership Team.
Specific Strategies to be Used:
- Accountable Talk
- Chunking
- Frayer model

- Think-Aloud frame
- QHT

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities offered on Benito's campus will be specifically related to operational mastery of the Instructional Planning Tool, data analysis tools on EdConnect, and the Educator Virtual Library resources available to teachers through the Hillsborough County School District. These professional development opportunities will be offered in coordination with the literacy coach, the media specialist, and the math SAL. Additionally, teachers will be provided with trainings on how to view and interpret the baseline data in SchoolCity identifying students' level of understanding of the standards (either mastery, proficiency, or approach/almost proficient). Lastly, teachers will access digital resources on Hillsborough County's instructional frameworks provided through their department's Canvas landing pages during individual planning and PLC time.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

To ensure sustainability of improvement, the Literacy Coach will be pushing in to the classrooms of all academic subjects to support teachers and students in the major areas of comprehension and task analysis. Additionally, Benito will continue to host ELP during all quarters and FSA bootcamps, & Algebra bootcamps in the Spring 2022 semester to triage test preparation during the 2022 testing season.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	This focus area of Student Engagement specifically relating to student ownership of learning was identified as a critical need based on the ELA and Math FSA 2021 data results. Learning Gains points for bottom quartile students in ELA decreased from 51% in 2018-2019 to 46% in 2021-2022. Learning Gains points for the bottom quartile students in Math decreased from 50% in 2018-2019 to 46% in 2021-2022.
Measurable Outcome:	The percentage of Benito students making Learning Gains points for ELA will increase from 61% in 2020-2021 to >65% in 2021-2022. The percentage of bottom quartile Benito students making Learning Gains points for ELA will increase from 46% in 2020-2021 to >55% in 2021-2022. The percentage of Benito students making Learning Gains points for Math will increase from 57% in 2020-2021 to >65% in 2021-2022. The percentage of bottom quartile Benito students making Learning Gains points for Math will increase from 46% in 2020-2021 to >55% in 2021-2022. The achievement percentage of Benito students in Science will increase from 52% in 2020-2021 to >65% in 2021-2022. The achievement percentage of Benito students in Social Studies will increase from 78% in 2020-2021 to >80% in 2021-2022.
Monitoring:	Focus area will be monitored through fully operational PLCs, IST meetings, and effective observation, walkthroughs, and feedback conferences.
Person responsible for monitoring outcome:	John Sanders (john.sanders@hcps.net)
Evidence-based Strategy:	Implementation and presence of think-pair-share, independent and collaborative small group learning, accountable talk debate and discussion, and AVID strategies such as Socratic Seminar.
Rationale for Evidence-based Strategy:	In tradition, Bloom's Taxonomy cites creation and contribution as the highest level of learning. Decades later with consideration of the non-linear path learning takes, experts have created frameworks that outline the benefit of student-led learning. In Fisher et al.'s book "Engagement By Design" the authors outline the benefits of classrooms with strong rapport that pivot themselves on discussion. Their evidence suggests that student-led and discussion-based learning maximizes time in class and creates the most meaningful student connection to content.

Action Steps to Implement

1. PLCs will center around developing and sharing student engagement strategies. Each meeting centering student engagement activities will answer the following critical questions:
1. What do we want all students to know and be able to do?
2. How will we know when students have learned the concept?
3. How will we respond when students do not learn?
4. How will we extend the learning for students who are already proficient?
2. Teachers will regularly implement student-centered activities such as small group rotations, cooperative group and partner work, and accountable talk and debate.
3. Admin will observe teachers both formally in their observation cycles and informally through walkthroughs and informal observations to give specific feedback focusing on methods to increase and incentivize student ownership of learning during classroom lessons.

Person Responsible John Sanders (john.sanders@hcps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	This focus area Standards-aligned particularly relating to demonstration of learning through assessment was identified as a critical need based on the ELA and Math FSA 2021 data results. Learning Gains points for bottom quartile students in ELA decreased from 51% in 2018-2019 to 46% in 2021-2022. Learning Gains points for the bottom quartile students in Math decreased from 50% in 2018-2019 to 46% in 2021-2022.
Measurable Outcome:	The percentage of Benito students making Learning Gains points for ELA will increase from 61% in 2020-2021 to >65% in 2021-2022. The percentage of bottom quartile Benito students making Learning Gains points for ELA will increase from 46% in 2020-2021 to >55% in 2021-2022. The percentage of Benito students making Learning Gains points for Math will increase from 57% in 2020-2021 to >65% in 2021-2022. The percentage of bottom quartile Benito students making Learning Gains points for Math will increase from 46% in 2020-2021 to >55% in 2021-2022. The achievement percentage of Benito students in Science will increase from 52% in 2020-2021 to >65% in 2021-2022. The achievement percentage of Benito students in Social Studies will increase from 78% in 2020-2021 to >80% in 2021-2022.
Monitoring:	Focus area will be monitored through fully operational PLCs, progress monitoring per grade level and subject, FUSE and mainstream teacher collaboration/planning to monitor and serve Students with Disabilities, and effective observation, walkthroughs, and feedback conferences.
Person responsible for monitoring outcome:	John Sanders (john.sanders@hcps.net)
Evidence-based Strategy:	Employ the Four Principles of Excellent Instruction to align B.E.S.T. standards-based instruction with continuous assessment.
Rationale for Evidence-based Strategy:	Evidence suggests that students are best able to assess their own learning when given clear expectations. Under the Four Principles of Excellent Instruction, the most successful form of learning is when teachers are able to equip students with the ability to articulate the quality and stage of their learning aka formatively assess themselves. Through the Four Principles of Excellent Instruction, students coupled with teachers are able to collect continuous data about their learning to assess the need for acceleration. Teachers can accomplish this by outlining each lesson's focus, coherence, and rigor through the B.E.S.T. Standards-based objective. Through this, students will have access to self-assessment and the highest yielding learning environment.

Action Steps to Implement

1. Teachers will design and post specific measurable and appropriately rigorous learning objectives that align with the content on a daily basis. They will refer to and reinforce them throughout the lesson day by day.
2. Teachers will provide clear step by step guides for procedural instructions regarding how to master the daily objective. The objective is clearly displayed and can be articulate by the students.
3. Teachers will engage in high order questioning and gradual release wherein students pose higher order questions.

4. Teachers will facilitate and students will engage in authentic, rich discussion that is student led.

5. Assessment will be visible and students will be able to identify and articulate their own mistakes.

Person Responsible
John Sanders (john.sanders@hcps.net)

#3. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale:	This focus area of Differentiation specifically, acceleration was identified as a critical need based on the ELA and Math FSA 2021 data results. Learning Gains points for bottom quartile students in ELA decreased from 51% in 2018-2019 to 46% in 2021-2022. Learning Gains points for the bottom quartile students in Math decreased from 50% in 2018-2019 to 46% in 2021-2022.
Measurable Outcome:	The percentage of Benito students making Learning Gains points for ELA will increase from 61% in 2020-2021 to >65% in 2021-2022. The percentage of bottom quartile Benito students making Learning Gains points for ELA will increase from 46% in 2020-2021 to >55% in 2021-2022. The percentage of Benito students making Learning Gains points for Math will increase from 57% in 2020-2021 to >65% in 2021-2022. The percentage of bottom quartile Benito students making Learning Gains points for Math will increase from 46% in 2020-2021 to >55% in 2021-2022. The achievement percentage of Benito students in Science will increase from 52% in 2020-2021 to >65% in 2021-2022. The achievement percentage of Benito students in Social Studies will increase from 78% in 2020-2021 to >80% in 2021-2022.
Monitoring:	Focus area will be monitored progress monitoring per grade level and subject, teacher formative assessment, ILT meetings, mainstream and ESE teacher collaboration and IEP planning to monitor growth of Students with Disabilities, and effective observation, walkthroughs, and feedback conferences.
Person responsible for monitoring outcome:	John Sanders (john.sanders@hcps.net)
Evidence-based Strategy:	Acceleration strategies such as chunking the text, think aloud, modified/pre-annotated texts and lessons, and brainstorm.
Rationale for Evidence-based Strategy:	Based on the U.S. Department of Education's COVID-19 Handbook, acceleration provides the opportunity for the identification and elimination of unfinished learning. Acceleration provides the occasion for instructors to pause and identify the necessary reiteration of grade-level instruction without foregoing rigor. By dedicating time to spiraling back within lessons, major conceptual gaps are closed as they happen as opposed to addressed after they are created. Additionally, based on The New Teacher Project's (TNTP) research on acceleration, emerging data suggests that acceleration is favorable for student progress versus traditional remediation. Through acceleration, content is scaffolded so students have better access to level-appropriate tasks. As teachers identify unfinished learning through rolling data analysis there is immediate accommodation and differentiation that prevents the reverse effects of gaps in schooling due to the COVID-19 pandemic and other contributing factors such as poverty or ESE status.

Action Steps to Implement

1. Teachers will look for instances of incorrect work/responses and assess students' ability to verbalize their own mistakes.
2. Teachers will embed multiple methods of assessment in daily lessons either formative or summative.
3. Based on embedded assessments, students will be able to know and articulate if they mastered the standard of the objective and whether or not spiraling back is necessary.

4. PLCs will collaborate to identify opportunities for acceleration in lessons.

5. Teachers will implement embedded assessment and or bell work/warmup questions that build necessary acceleration skills.

Person Responsible   John Sanders (john.sanders@hcps.net)

6. SALs/ILT, PLCs, and the literacy coach will collaborate to draft methods of effective assessment.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on discipline data in comparison with the state, Benito's discipline rate is greater than the state average of 4.2 incidents per 100 students with 5.1 incidents per 100 students. Based on the discipline breakdown, the primary area of concern is violent discipline incidents such as fighting, physical attack, threat, or intimidation. Although Benito ranks mid to low within the district, the instance of such incidents is high in state comparison. The secondary area of concern is drug/ public order incidents relating specifically to tobacco/vaping. Inversely from the violent incident statistics, Benito is ranked mid to high within the district, but mid to low within the state.

With this data in mind, Benito will continue to establish positive behavioral habits for students by communicating clear classroom and school-wide expectations through posters, assemblies, and verbal reinforcement of rules/policies. Additionally, Benito will continue to approach all behavioral incidents with student well-being at the center, making sure that each discipline action and consequence benefits both the student and the school community. Teachers will continue to use behavior tracker to monitor minor discipline infractions and communicate with families and stakeholders in an attempt to intervene before the escalation of a referral. Additionally, teachers and staff will continue to develop positive relationships with students on an individual level to increase student buy-in and positive contribution to school culture and environment.

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 sf vision, mission, values, goals, and employing school improvement strategies.

| | | Describe how the school addresses building a positive school culture and environment. | |

Benito establishes a system for effective and positive communication with stakeholders via the school website, the Parent Teacher Student Association or PTSA, Parent Link, Myspot, and the monthly newsletter. These communication methods are in addition to the instructional staff's regular communication with students and stakeholders through Canvas.
Additionally, Benito holds events that foster school community engagement wherein students, families /guardians, and other stakeholders are encouraged to attend and or participate. Examples of the events are as follows:
Open House
Quarterly Conference Nights
PSTA sponsored events
Chorus, Band, and Orchestra concerts
AVID events: annual talent show and university field trips
Black History Month speakers
Grade-Level incentives: field trips and honor roll celebrations

| | | Identify the stakeholders and their role in promoting a positive culture and environment at the school. | |

The student, teacher, staff, family/guardian, and community member stakeholders at Benito create a positive culture and environment on a daily basis through various commonly held practices.
All adults on campus assist to uphold school-wide rules and expectations through restorative behavioral practices and consistent and fair enforcement of rules. They fit the school culture and team because they are carefully selected for their roles to make students feel safe and welcome in the school community with their dispositions. Additionally, all instructional staff engage students with explicit daily standards-based class objectives, incentivized learning environments, and student-led learning that fosters student ownership of learning.
Benito students promote a positive school culture and environment through participating in class activities and taking ownership over their learning by engaging in higher order thinking and development in all academic subjects. Additionally, they abide by school policies in order to protect themselves and their peers. Students help maintain positive relationships by engaging with their teachers and peers positively in class and outside of school through involvement in extra-curricular activities such as sports, honor societies, tutoring, etc.
Benito families and guardians contribute to a positive school culture by communicating with their student(s) and school staff, engaging with staff to resolve issues and answer questions, and regularly volunteering their time to promote school development through fundraising, volunteering, and attending engaging events and extra-curricular activities.
The New Tampa and Benito-surrounding community stakeholders invest in the positive school environment by engaging in business partnerships with the school and donating to the school campus to maintain and beautify the campus.

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: Standards-aligned Instruction	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Differentiation	$0.00
		Total:	$0.00