Benito Middle School

2022-23 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: 5/31/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 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	2021-22: A (68%) 2018-19: A (67%) 2017-18: 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	N/A
* 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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities**.:**

Name	Position Title	Job Duties and Responsibilities
Williams, Brent	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.
Gostkowski, Daniel	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

Name	Position Title	Job Duties and Responsibilities
		through authentic, rigorous learning experiences. Lessons will include multiple types of instructional strategies to support student needs and improve their areas for 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.
LeClaire, Kathleen	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 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

Name	Position Title	Job Duties and Responsibilities
		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	Teacher, K-12	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. 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.

Name	Position Title	Job Duties and Responsibilities
		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

Tuesday 5/31/2022, Brent Williams

Number of teachers with a 2022 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 2022 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

63

Total number of students enrolled at the school

994

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	380	307	316	0	0	0	0	1003
Attendance below 90 percent	0	0	0	0	0	0	57	49	71	0	0	0	0	177
One or more suspensions	0	0	0	0	0	0	14	30	43	0	0	0	0	87
Course failure in ELA	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	0	0	5	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	40	64	69	0	0	0	0	173
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	48	67	58	0	0	0	0	173
Number of students with a substantial reading deficiency	0	0	0	0	0	0	5	5	5	0	0	0	0	15

Using the table above, complete the table below with the number of students by current grade level who have 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	7	10	24	0	0	0	0	41

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	5	1	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected or last updated

Monday 8/22/2022

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	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	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	1	5	10	0	0	0	0	16

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	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	

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	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	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	1	5	10	0	0	0	0	16

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	62%	50%	50%				65%	51%	54%
ELA Learning Gains	59%						60%	52%	54%
ELA Lowest 25th Percentile	48%						51%	47%	47%
Math Achievement	64%	36%	36%				70%	55%	58%
Math Learning Gains	70%						67%	57%	57%
Math Lowest 25th Percentile	64%						50%	52%	51%
Science Achievement	58%	52%	53%				63%	47%	51%
Social Studies Achievement	87%	58%	58%				88%	67%	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	2022					
	2019	61%	53%	8%	54%	7%
Cohort Comparison						
07	2022					
	2019	60%	54%	6%	52%	8%
Cohort Comparison	-61%					
08	2022					
	2019	64%	53%	11%	56%	8%
Cohort Comparison	-60%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	52%	49%	3%	55%	-3%
Cohort Comparison						
07	2022					
	2019	71%	62%	9%	54%	17%
Cohort Comparison		-52%				
08	2022					
	2019	38%	31%	7%	46%	-8%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	57%	47%	10%	48%	9%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	66%	-66%	67%	-67%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	67%	17%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	45	41	23	54	60	20	72			
ELL	46	60	54	51	64	53	51	74	96		
ASN	88	74		95	91		89	97	100		
BLK	48	51	44	42	58	60	30	84	100		
HSP	50	56	52	52	63	56	55	75	95		
MUL	67	57		65	69	45	79	85	100		
WHT	72	63	52	80	76	79	64	93	96		
FRL	47	53	47	48	64	63	39	78	94		
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	683
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
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	91
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
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	62
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	71
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	75
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 Achievement (2021 vs. 2022)
READING
6th - 2022: 67.8% 274 tested 2021: 57% 243 tested
7th - 2022: 57.5% 280 tested 2021: 63% 314 tested
8th - 2022: 59.6% 329 tested 2021: 63% 283 tested
Trends: 6th up 10.8%, 7th down 5.5%, 8th down 3.4%
Focus: all grades - Key Ideas and Details

MATH
6th - 2022: 61.8% 257 tested 2021: 55% 245 tested

7th - 2022: 52.5% 261 tested 2021: 51% 293 tested
8th - 2022: 39.6% 159 tested 2021: 27% 148 tested
Trends: 6th up 6.8%, 7th up 1.5%, 8th up 12.6%
Focus: 6th - Geometry 7th - Functions & Geometry 8th - Functions

ALGEBRA 1 (2022 vs. 2021)
2022: 98.8% 170 tested
2021: 98% 146 tested
Trends: up .8%
Focus: Statistics and the Number System

GEOMETRY (2022 vs. 2021)
2022: 100% 28 tested
2021: 100% 28 tested
Trends: pass rate maintained
Focus: Circles, Geometric Measure, Geometric Prop w/ Eq

SCIENCE SSS (2022 vs. 2021)
2022: 58.2% 335 tested
2021: 51% 277 tested
Trends: up 7.2%

CIVICS EOC (2022 vs. 2021)
2022: 87% 318 tested
2021: 76% 291 tested
Trends: up 11%

ACCESS FOR ELL (2022 vs. 2021)
2022: 46% Developing Stage or higher, 50 tested
2021: 79% Developing Stage or higher, 71 tested
Trends: down 33%

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

7th & 8th grade ELA and ACCESS for ELL

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

The 2021-2022 academic year presented its own specific challenges as ALL students returned to campus after 2 years of eLearning or some form of hybrid learning. Although eLearning and quarantines were necessary, they left deficits in student achievement from the 2 previous school years. These deficits placed an unprecedented responsibility on staff to accelerate students not through specific concepts and standards, but years of concept mastery. Additionally, as students struggled to adjust to a curriculum that seems inaccessible, their struggles manifested behaviorally. Specifically, a portion of Benito's students, some who never had behavior infractions, found themselves struggling to uphold the school's standards of conduct. As students battled to make up for learning stolen by COVID-19, they began to violate school policies that warranted suspension either in or out of school. Although lessons are shared and made accessible to students while suspended, they still lost the benefit of in class instruction, thus creating a cycle that informed itself.

To address the need for improvement moving forward, staff will continue to track data through both formative and summative assessment. Data from FAST testing as well as individual classroom data will

be analyzed to identify major deficits. Additionally, staff and admin will regularly meet in their PLCs to create and share strategies/ resources to triage areas in need of acceleration. Students will visualize their own progress through quarterly data chats. Level 1 students will continue to be placed in specific intensive classes to provide tier 2 and 3 intervention.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

6th grade ELA and 8th grade math

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

Increased analysis of both math and reading data, continuation of Achieve 3000 in 6th grade literacy classes, partner math, ticket time, stations, and think pair share strategies.

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

In the 2022-2023 academic year, Benito Middle School 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. All daily lessons will be standards-based with specific and measurable outcomes. Instructional staff and coach will 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 (ILT), instructional staff will implement daily classroom strategies to accelerate learning. Some examples of specific strategies to be used include but are not limited to:
- Accountable Talk
- Chunking
- Frayer Model vocabulary
- Think- Aloud framework
- Say Something reading strategy
- Tackling the Text in 10 Steps
- 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 relate specifically to operational mastery of the Instructional Planning Tool, data analysis tools available through EdConnect, and the Educator Virtual Library resources available to teachers through the School District of Hillsborough County. Additionally, trainings held will also outline programs to extend and accelerate classroom learning available to instructional staff through Clever. These professional development opportunities will be offered in cooperation with the literacy coach, media specialist, SALs, and ESOL department. Additionally, teachers will be provided with trainings on the features of the FAST progress monitoring and how to view and interpret the progress monitoring data in TIDE that identify students' level of understanding of the BEST standards (either mastery, proficiency, or approaching/almost proficient). Lastly, teachers will access digital resources on Hillsborough County's instructional frameworks available through their department's Canvas landing and Microsoft Sharepoint pages as well as during individual and PLC planning times.

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

To ensure improvement is sustainable, the literacy coach will be pushing into classrooms of all academic subjects, to support instructional staff and students in the major areas of comprehension and task analysis. Additionally, Benito will continue to host ELP during quarters 2-4 as well as FAST test-prep programming, and Algebra Bootcamp in the Spring 2023 semester to supplement students' preparation for the 2023 testing season.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This focus area was identified as a critical need based on the 2022 ELA and math FSA data results. Although bottom quartile students with disabilities (SWD) made gains between the 2021-2022 testing seasons (34-41% bottom quartile gains in ELA & 40-60% bottom quartile gains in math), it is Benito's ESSA subgroup that is most vulnerable to miss the target in the coming year (Federal Index at 44%; target at 41%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percentage of Benito's SWD making Learning Gains points for ELA will increase from 41% in 2022 to 51% in 2023. The percentage of Benito's SWD making Learning Gains points for math will increase from 60% in 2022 to 70% in 2023. The percentage of Benito's SWD science achievement will increase from 20% in 2022 to 30% in 2023. The percentage of Benito's SWD social studies achievement will increase from 72% in 2022 to 82% in 2023.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Area of focus will be monitored by analyzing SWD data between FAST Progress Monitoring 1 & 2, fully operational PLCs, ILT meetings, effective observation, walkthroughs, and effective co-teaching between ESE and general education teachers in core fuse classes.
Person responsible for monitoring outcome:	Brent Williams (brent.williams@hcps.net)
Evidence-based Strategy: Describe the evidence-based strategy being	Implementation and presence of explicit instruction, directed response/questioning, Say Something reading strategy, graphic organizers, AVID WICOR strategies, and small group instruction. - Explicit instruction - objective based instruction with detailed daily instructions for student tasks - Directed response/questioning - questioning technique with specific scaffolding to aid in student analysis

implemented for this Area of Focus.	- Say Something - reading strategy that helps students make meaning of texts using 6 different categories of reactions (predict, question, clarify, comment, connect, summarize)
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to Kylene Beers' book "When Kids Can't Read: What Teacher's Can Do" SWD need explicit expectations before beginning an assignment. A clear objective assists SWD because they provide a framework by which they measure their learning as it occurs and a reference point throughout the lesson. Also according to Beers, SWD need specific strategies to use during instruction to checkpoint their understanding (such as the Say Something reading strategy). Additionally, according to research published by Harvard Kennedy School on deepening learning for SWD, small group and co-teaching instruction is vital for SWD because immediate intervention is accessible and they are more likely to ask questions to bridge gaps in understanding with a smaller teacher to student ratio.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. PLCs will center around developing and sharing SWD strategies. Each meeting centering SWD will answer the following critical questions:
- What do we want SWD to know and be able to do?
- How will we know when students have learned the concept?
- How will we respond when students do not learn?
- How will we extend learning for students who are already proficient?
2. Teachers will regularly implement strategies that center SWD such as small group instruction, differentiated cooperative learning groups, and accountable talk.
3. Admin will observe teachers both formally in their observation cycle and informally through walkthroughs and informal observations to give specific feedback focusing on methods to increase the use of strategies that specifically cater to SWD.

Person Responsible	Brent Williams (brent.williams@hcps.net)

#2. ESSA Subgroup specifically relating to Black/African-American	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	This focus area was identified as a critical need based on the 2022 ELA and math FSA data results. Although bottom quartile Black students made gains between the 2021-2022 testing seasons (43-44% bottom quartile gains in ELA & 41-60% bottom quartile gains in math), it is Benito's ESSA subgroup that is second most vulnerable to miss the target in the coming year (Federal Index at 57%; target at 41%).
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percentage of Benito's Black students making Learning Gains points for ELA will increase from 51% in 2022 to 61% in 2023. The percentage of Benito's Black students making Learning Gains points for math will increase from 58% in 2022 to 68% in 2023. The percentage of Benito's Black students science achievement will increase from 30% in 2022 to 40% in 2023. The percentage of Benito's Black students social studies achievement will increase from 84% in 2022 to 94% in 2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Area of focus will be monitored by analyzing Black students data between FAST Progress Monitoring 1 & 2, fully operational PLCs, ILT meetings, effective observation, and walkthroughs.
Person responsible for monitoring outcome:	Brent Williams (brent.williams@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Explicit instruction, implementation of the Quadrants of Culture, and strong, consistent routines & procedures - Quadrants of Culture - theory that emphasizes vulnerable student success when the window of high teacher expectations intersects with high teacher support
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to the Strategic Instructional Model (SIM), Black students make tangible learning gains in classrooms with explicit daily objectives where students can identify the deliverable that proves mastery. Clear objectives and assessment help students understand that feedback is based on the level of objective mastery and not on subjective and vague criteria with potential to be discriminatory. Additionally, according to the the Quadrants of Culture educational framework, Black students experience success in classrooms that exist in a "culture of success" wherein the teacher not only holds high expectations for all students, but provides high support as well. A culture of success is visible in classrooms where teachers expect students to create syntheses of their content matter while providing specific

resources, strategies, and support to ensure students have a toolkit to take ownership over their own learning.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 communicated 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   Brent Williams (brent.williams@hcps.net)

#3. Positive Culture and Environment specifically relating to Discipline by Ethnicity	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	This focus area was identified as a critical need based on Benito's discipline data from the 2021-2022 academic year. In 2021-2022, Black students composed 26% of the student population, but 52.9% of the school's office discipline referrals and 57.4% of the school's out of school suspensions (3.19 and 3.83 risk ratios respectively).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The risk ratio of Benito's Black students' representation for office discipline referrals will decrease from 3.19 to 1.6. The risk ratio of Benito's Black students' representation for out of school suspensions will decrease from 3.83 to 1.9.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Focus area will be monitored by monthly CCEIS analysis of behavior data based on ethnicity.
Person responsible for monitoring outcome:	Sherri Jackson (sherri.jackson@sdhc.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Behavior contracts, impromptu conferencing, student-created classroom norms

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to research published by Skiba et al. while Black students are irrefutably disproportionately impacted by punitive discipline in public schools, they also benefit the most of any vulnerable student population from restorative behavioral practice. Restorative behavior practice includes but is not limited to practices such as behavior contracts, conferencing, and student-created classroom norms. In some schools and classrooms where such practices were implemented, disproportionate discipline of Black students decreased up to 45-50% as in previous years. Restorative behavior practice deescalates student-teacher conflict and prioritizes solution of negative patterns over punishment of individual behaviors.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Staff will use behavior contracts as an intervention strategy before escalating pattered behavior to a discipline referral.
2. Staff will utilize documentation forms such as behavior tracker and student notes to denote when they conference with students and or families to intervene in behavior.
3. Staff will refer to student support services (guidance, school social worker, school psychologist) when behavior root cause needs evaluation or greater intervention than classroom teacher can provide.
4. Admin will support staff in deescalating behavior incidents when needed/requested.
5. Admin will collaborate with CCEIS to track discipline date by ethnicity as well as identify and address root cause(s) of disproportionality.

Person Responsible

Brent Williams (brent.williams@hcps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

-

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

-

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

-

Grades 3-5: Measureable Outcome(s)

-

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

-

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

-

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

-

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

-

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Benito establishes an effective and positive atmosphere for communication with stakeholders via the school website, the Parent Teacher Student Association or PTSA, Parent Link, and the school 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, 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
Athletics events/games
AVID events: annual talent show and university field trips
Black History Month speakers
Grade-Level incentives: field trips and award ceremonies

Benito establishes an effective and positive environment for student culture through incentivized positive behavior and positive adult interactions. Students are rewarded for their productive behavior through Positive Behavior Interventions & Supports (PBIS) such as monthly team level incentives, positive referrals/lunch shoutouts, 1:1 student-staff mentorship, the school store, and award ceremonies. Additionally, each child interacts positively with instructional and school staff who explicitly go out of their way to create meaningful relationships with students. Teachers and staff greet students immediately upon their arrival to campus and wish them well upon dismissal. Staff members have positive presence in hallways and common spaces not only to prevent and decrease negative behavior incidents, but to create a welcoming and inviting school space for students. Students know what is expected of them and are rewarded both tangibly and verbally when expectations are either met and or exceeded.

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

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 based on their disposition's ability to make students feel safe and welcome in the school community. 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 productively 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.