

Hillsborough County Public Schools

Benito Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Benito Middle School

10101 CROSS CREEK BLVD, Tampa, FL 33647

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Williams, Brent | Principal | <ol style="list-style-type: none"> 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. |
| LeClaire, Kathleen | Assistant Principal | <ol style="list-style-type: none"> 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 |
|---------------------------|----------------------------|--|
| | | <p>through authentic, rigorous learning experiences. Lessons will include multiple types of instructional strategies to support student needs and improve their areas for growth.</p> <p>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.</p> |
| <p>Gostkowski, Daniel</p> | <p>Assistant Principal</p> | <ol style="list-style-type: none"> 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. |
| <p>Olson, Dulcinea</p> | <p>Teacher, K-12</p> | <ol style="list-style-type: none"> 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 |

| Name | Position Title | Job Duties and Responsibilities |
|------------------------|----------------------------|---|
| | | <p>diverse educational, cultural, and linguistic backgrounds in order to meet the individual needs of students.</p> <ol style="list-style-type: none"> 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. |
| <p>Jackson, Sherri</p> | <p>Instructional Coach</p> | <ol style="list-style-type: none"> 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. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---------------------------------|
|------|----------------|---------------------------------|

- 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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

After collaborating with the leadership team regarding the main vision for the site-based SIP, the SAC chair then drafted a plan based on data and goals from prior years. Once drafted and evaluated, the SAC provides feedback on a variety of characteristics regarding the SIP. The site SAC is comprised of all stakeholders and they respectively provide feedback speaking to the SIP's quality, completeness, and rationale framework. Based on their wholistic feedback the SAC chair then revises the plan according to its remaining needs.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is regularly monitored by SAC as it analyzes both quantitative progress monitoring data (ex: PMs 1-2, baseline data) and qualitative input from stakeholders on a recurring basis. Based on any aspect of said feedback that indicates a re-assessment of the SIP (particularly action steps), SAC suggests, refines, and executes additional support and intervention in order to best meet the identified needs.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|------------------------|
| 2023-24 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 |
| 2022-23 Title I School Status | No |
| 2022-23 Minority Rate | 72% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 50% |

| | |
|--|--|
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | N/A |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: A 2019-20: A 2018-19: A 2017-18: A |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 64 | 81 | 75 | 220 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 16 | 31 | 42 | 89 |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 6 | 12 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 | 21 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 76 | 72 | 67 | 215 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 48 | 55 | 157 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 28 | 27 | 89 |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 50 | 62 | 146 |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 49 | 71 | 177 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 30 | 43 | 87 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 64 | 69 | 173 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 67 | 58 | 173 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 15 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 24 | 41 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 49 | 71 | 177 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 14 | 30 | 43 | 87 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 5 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 40 | 64 | 69 | 173 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 67 | 58 | 173 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 5 | 5 | 15 |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 7 | 10 | 24 | 41 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 1 | 6 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 62 | 49 | 49 | 62 | 50 | 50 | 64 | | |
| ELA Learning Gains | | | | 59 | | | 61 | | |
| ELA Lowest 25th Percentile | | | | 48 | | | 46 | | |
| Math Achievement* | 69 | 57 | 56 | 64 | 36 | 36 | 60 | | |
| Math Learning Gains | | | | 70 | | | 57 | | |
| Math Lowest 25th Percentile | | | | 64 | | | 46 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 53 | 44 | 49 | 58 | 52 | 53 | 52 | | |
| Social Studies Achievement* | 80 | 66 | 68 | 87 | 58 | 58 | 78 | | |
| Middle School Acceleration | 96 | 84 | 73 | 98 | 51 | 49 | 85 | | |
| Graduation Rate | | | | | 46 | 49 | | | |
| College and Career Acceleration | | | | | 74 | 70 | | | |
| ELP Progress | 43 | 39 | 40 | 73 | 86 | 76 | 52 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 67 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 403 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 98 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|-----|
| ESSA Category (CSI, TSI or ATSI) | N/A |
| OVERALL Federal Index – All Students | 68 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 0 |
| Total Points Earned for the Federal Index | 683 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 44 | | | |
| ELL | 59 | | | |
| AMI | | | | |
| ASN | 94 | | | |
| BLK | 59 | | | |
| HSP | 59 | | | |
| MUL | 71 | | | |
| PAC | | | | |
| WHT | 81 | | | |
| FRL | 57 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 44 | | | |
| ELL | 62 | | | |
| AMI | | | | |
| ASN | 91 | | | |
| BLK | 57 | | | |
| HSP | 62 | | | |
| MUL | 71 | | | |
| PAC | | | | |
| WHT | 75 | | | |
| FRL | 61 | | | |

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 62 | | | 69 | | | 53 | 80 | 96 | | | 43 |
| SWD | 24 | | | 27 | | | 28 | 56 | 86 | | 6 | 40 |
| ELL | 48 | | | 59 | | | 43 | 61 | 100 | | 6 | 41 |
| AMI | | | | | | | | | | | | |
| ASN | 91 | | | 95 | | | 90 | 94 | 100 | | 5 | |
| BLK | 47 | | | 52 | | | 34 | 75 | 88 | | 5 | |
| HSP | 51 | | | 60 | | | 39 | 67 | 97 | | 6 | 40 |
| MUL | 59 | | | 70 | | | 60 | 79 | 86 | | 5 | |
| PAC | | | | | | | | | | | | |
| WHT | 71 | | | 78 | | | 70 | 91 | 97 | | 5 | |
| FRL | 46 | | | 52 | | | 37 | 69 | 95 | | 6 | 41 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 62 | 59 | 48 | 64 | 70 | 64 | 58 | 87 | 98 | | | 73 |
| SWD | 26 | 45 | 41 | 23 | 54 | 60 | 20 | 72 | | | | 58 |
| ELL | 46 | 60 | 54 | 51 | 64 | 53 | 51 | 74 | 96 | | | 73 |
| AMI | | | | | | | | | | | | |
| 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 | | | 66 |
| MUL | 67 | 57 | | 65 | 69 | 45 | 79 | 85 | 100 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 72 | 63 | 52 | 80 | 76 | 79 | 64 | 93 | 96 | | | |
| FRL | 47 | 53 | 47 | 48 | 64 | 63 | 39 | 78 | 94 | | | 73 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 64 | 61 | 46 | 60 | 57 | 46 | 52 | 78 | 85 | | | 52 |
| SWD | 24 | 39 | 34 | 23 | 42 | 40 | 22 | 43 | 64 | | | 50 |
| ELL | 47 | 56 | 42 | 43 | 52 | 51 | 34 | 54 | 73 | | | 52 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| AMI | | | | | | | | | | | | |
| 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 | | | 54 |
| MUL | 68 | 67 | 27 | 58 | 57 | 41 | 53 | 83 | 91 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 66 | 63 | 53 | 70 | 59 | 44 | 54 | 84 | 83 | | | |
| FRL | 49 | 54 | 46 | 41 | 48 | 42 | 39 | 65 | 73 | | | 52 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 56% | 47% | 9% | 47% | 9% |
| 08 | 2023 - Spring | 56% | 44% | 12% | 47% | 9% |
| 06 | 2023 - Spring | 61% | 47% | 14% | 47% | 14% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 64% | 53% | 11% | 54% | 10% |
| 07 | 2023 - Spring | 37% | 36% | 1% | 48% | -11% |
| 08 | 2023 - Spring | 72% | 57% | 15% | 55% | 17% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 50% | 41% | 9% | 44% | 6% |

| ALGEBRA | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 100% | 55% | 45% | 50% | 50% |

| GEOMETRY | | | | | | |
|----------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 100% | 49% | 51% | 48% | 52% |

| CIVICS | | | | | | |
|--------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| N/A | 2023 - Spring | 78% | 64% | 14% | 66% | 12% |

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the 2023 FAST PM 3 performance data the following components showed the lowest performance:
 - 7th Grade FAST PM 3 Mathematics - 38% proficiency
 - 7th Grade FAST PM 3 ELA Reading - 56% proficiency

The contributing factors to the above assessment results are both varied and complex in nature. A possible contributing factor is that the 7th grade team experienced several vacancies throughout the year at differing times. Vacancies were present in all core subjects occurring simultaneously. However, Benito was fortunate enough to retain high quality substitute teachers for the duration of the vacancies. That said, friction to student learning in the interim of these vacancies is/was likely inevitable.

Additionally, 2022-2023 was an important transitional year for the Literacy Department both within the district and statewide. Hillsborough County adopted a new ELA and Reading curriculum for all middle grade levels and the state adopted a new state test known as the Florida Assessment of Student Thinking (FAST) with new standards in full effect. During such years, it entirely possible that the aforementioned data is indicative of students and staff that are adjusting themselves to a new assessment and standards as well.

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

Based on the compared 2022 and 2023 performance data, the overall component showing the greatest decline from the prior year was the Civics End of Course exam (EOC). The achievement rate for both

years respectively is listed below:

2022: 89% proficiency

2023: 79% proficiency

It is difficult to say the exact factors that contributed to this decline. As a whole, Benito excelled over local counterparts and performed above 15% above the district average (as is typical). Data based on both the quantitative performance of districts in Florida as well as qualitative discussion between staff across the district indicates that many schools experienced a similar drop in overall scores. Another possible contributing factor could have been that for the entirety of the 4th quarter leading up to the EOC, there was an instructional vacancy for Civics.

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

When compared to the state average, the component with the greatest gap was 7th grade mathematics.

The compared achievement rate is listed below:

State: 48% proficiency

Benito: 38% proficiency

To contextualize this performance data, it is important to point out who on Benito's campus takes the 7th grade mathematics test. Within the 7th grade class, students who take either Algebra I or advanced 7th grade math do not take the 7th grade test - their state math exams are the EOC and the 8th grade mathematics test respectively. Therefore, the students scheduled into the highest-level math classes available to 7th grade, do not take the 7th grade test. Moreover, last academic year, 7th grade had the highest instance of absences over other grade levels. When combined with the 7th grade math instructional vacancy throughout most of the 3rd and the entirety of 4th quarter of last school year it is entirely possible that the absence rate would result in a marginal gap in performance in comparison to state averages.

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

Based on the compared 2022 and 2023 performance data, the component showing the most improvement was the achievement rate for the Algebra I and Geometry EOCs. The achievement rate for each test is listed below:

Algebra I EOC: 100% proficiency

Geometry EOC: 100% proficiency

The exceptional achievement on these assessments can be credited to multiple initiatives taken by the courses' instructors as well as interventions provided school-wide at Benito. Through district progress monitoring and in class assessment data, the course instructors identified and targeted students' weakest areas based on course standards. The instructors held lunch and learns, regularly met with highest need students to provide small group instruction, and held EOC bootcamp opportunities to best prepare them for the assessment. At the school-wide level, Benito staff prioritized small group intervention and instruction based on specifically identified student needs. Benito's staff met regularly with their Professional Learning Communities to collaborate and develop high-quality strategies to address gaps in student learning. These actions coupled with the course instructors' dedication to their students' success accounted for this achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

1. Total attendance rates below 90%
2. Total level 1 performance on statewide ELA assessment

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

1. Achievement relating to Students With Disabilities (SWD)
2. Achievement relating to Black students
3. Positive Culture and Environment relating to discipline

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This Area of Focus was identified as a crucial need based on the 2023 ELA and math FAST PM 3 data.

Although Benito's Students with Disabilities (SWD) ESSA index is above the federal target of 41%, SWD showed an achievement deficit when compared to the averages within each grade level. Based on the data below, the overall achievement of SWD was identified as an area of need.

6th Grade Reading

- Benito: 61% proficiency
- SWD: 20% proficiency

6th Grade Math

- Benito: 64% proficiency
- SWD: 23% proficiency

7th Grade Reading

- Benito: 56% proficiency
- SWD: 25% proficiency

7th Grade Math

- Benito: 38% proficiency
- SWD: 17% proficiency

8th Grade Reading

- Benito: 57% proficiency
- SWD: 26% proficiency

8th Grade Math

- Benito: 73% proficiency
- SWD: 33% proficiency

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 proficient in reading on the FAST PM 3 will increase from an average of 24% to an average of 34% in 2024.

The percentage of Benito's SWD proficient in mathematics on the FAST PM 3 will increase from an average of 24% to an average of 34% in 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by analyzing SWD data between FAST Progress Monitoring 1 & 2, fully operational PLCs, ILT meetings, effective observations, walkthroughs, effective co-teaching between ESE and general education teachers in core fuse classes, and tutoring for critical need students.

Person responsible for monitoring outcome:

Brent Williams (brent.williams@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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
- 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 Intervention:

Explain the rationale for selecting this specific strategy.

According to Kylee Beers' book "When Kids Can't Read: What Teachers 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The School Advisory Council (SAC), along with admin and each appropriate department will monitor assessment data (PM 1-2, benchmark assessments, semester exams) monthly to identify critical need Students with Disabilities (SWD) for each content area. Monitoring will begin after FAST Progress Monitoring 1 and will continue through the end of the academic year.

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

By When: Begin by September 2023

Administration, Subject Area Leaders (SALs), the Exceptional Student Education (ESE) department, and SAC will identify SWD who are closest to proficiency known as "critical 2s" following Progress Monitoring 1.

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

By When: October 2023.

Administration and SALs will coordinate math and literacy teachers to provide targeted Extended Learning Program (ELP) tutoring for SWD who are critical 2s leading up to FAST Progress Monitoring 2 for both ELA and Math.

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

By When: November 2023

Administration, SALs, the ESE department, and SAC will identify SWD who are closest to proficiency known as "critical 2s" following Progress Monitoring 2.

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

By When: February 2024

Administration and SALs will coordinate math and literacy teachers to provide targeted ELP tutoring for SWD who are critical 2s leading up to FAST Progress Monitoring 3 for both ELA and Math.

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

By When: February 2024

#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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This Area of Focus was identified as a crucial need based on the 2023 ELA and math FAST PM 3 data. Although Benito's ESSA index regarding Black students' (BLK) achievement is above the federal target of 41%, Black students showed an achievement deficit when compared to the average achievement within each grade level. Based on the data below, the overall achievement of Black students was identified as an area of need.

6th Grade Reading

Benito: 61%

BLK: 45%

6th Grade Math

Benito: 64%

BLK: 51%

7th Grade Reading

Benito: 56%

BLK: 48%

7th Grade Math

Benito: 38%

BLK: 34%

8th Grade Reading

Benito: 57%

BLK: 43%

8th Grade Math

Benito: 73%

BLK: 60%

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 proficient in reading on the FAST PM 3 will increase from an average of 45% to an average of 55% in 2024.

The percentage of Benito's Black students proficient in mathematics on the FAST PM 3 will increase from an average of 48% to an average of 58% in 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by analyzing Black students' data between FAST Progress Monitoring 1& 2, fully operational Professional Learning Communities, Instructional Leadership Team meetings, effective observations, and walkthroughs.

Person responsible for monitoring outcome:

Brent Williams (brent.williams@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Explicit instruction, implementation of the Quadrants of Culture, and strong, consistent routines and procedures, and tutoring of critical need students.

- 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The School Advisory Council (SAC), along with admin and each appropriate department will monitor assessment data (Progress Monitoring 1-2, benchmark assessments, semester exams) monthly to identify critical need Black students for each content area. Monitoring will begin after FAST Progress Monitoring 1 and will continue through the end of the academic year.

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

By When: Begin September 2023

Administration, Subject Area Leaders (SALs), the Exceptional Student Education (ESE) department, and the School Advisory Council (SAC) will identify Black students who are closest to proficiency known as "critical 2s" following Progress Monitoring 1.

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

By When: October 2023

Administration and SALs will coordinate math and literacy teachers to provide targeted Extended Learning Program (ELP) tutoring for Black students who are critical 2s leading up to FAST Progress Monitoring 2 for both ELA and Math.

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

By When: November 2023

Administration, Subject Area Leaders, the ESE department, and SAC will identify Black students who are closest to proficiency known as "critical 2s" following Progress Monitoring 2.

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

By When: February 2024

Administration and SALs will coordinate math and literacy teachers to provide targeted ELP tutoring for Black students who are critical 2s leading up to FAST Progress Monitoring 3 for both ELA and Math.

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

By When: February 2024

#3. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This Area of Focus was identified as a crucial need based on Benito's discipline data from the 2022-2023 academic year. Although Black and white students comprised almost identical percentages of Benito's population (27% white and 28% Black), Black students were 2.82 times as likely to receive a referral as their white counterparts (known as their risk ratio).

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' will decrease from 2.82 to 1.6 in 2024.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This Area of Focus will be monitored by monthly Comprehensive Coordinated Early Intervening Services (CCEIS) analysis of behavior data based on ethnicity.

Person responsible for monitoring outcome:

Brent Williams (brent.williams@hcps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Behavior contracts, impromptu conferencing, student-created classroom norms.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The Comprehensive Coordinated Early Intervening Services (CCEIS) committee with the support of the School Advisory Council (SAC) will hold a focus group to collect qualitative data from a diverse pool of current students and their parents regarding discipline and behavioral standards at Benito.

Person Responsible: Daniel Gostkowski (daniel.gostkowski@hcps.net)

By When: September 2023

The Comprehensive Coordinated Early Intervening Services (CCEIS) committee with the support of Administration and the School Advisory Council (SAC) will embed training on de-escalating behavioral management strategies into faculty meetings once per quarter.

Person Responsible: Daniel Gostkowski (daniel.gostkowski@hcps.net)

By When: Begin by November 2023