

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: J.W. Benefield Elementary School**

**Principal: Shonda Stevens**

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's [Blueprint for the Future: Empathy, Equity, Effectiveness, and Excellence](#). All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
<b>Empathy 1B:</b> Staff and student wellbeing	At Benefield, we desire for each and every student and their families to feel a sense of belonging. Benefield Elementary School is committed to ensuring that all students and staff maintain a work/school life	<ol style="list-style-type: none"> <li>1. Wellness opportunities will be created where teachers can find time and ways to relax and unwind. Numerous opportunities for appreciation will be provided on a monthly basis for all Benefield staff members.</li> <li>2. SEL lessons will be taught to ensure</li> </ol>	<ol style="list-style-type: none"> <li>1. The percent of <b>staff members</b> responding positively to the following EES survey item(s) will increase by 3-5%.                             <ul style="list-style-type: none"> <li>● When there is a problem in my school, we talk about how to solve it (Baseline- 65%; Target- 69%)</li> <li>● My principal/administrator cares about me as a person. (Baseline- 73%; Target- 78%)</li> <li>● My principal facilitates systems/processes to support school improvement (Baseline- 80% ; Target- 83%)</li> </ul> </li> </ol>

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	<p>balance. At Benefield we encourage everyone to work hard but take time to relax and rejuvenate.</p>	<p>students have the social and emotional support they need. An SEL segment/time has been included within the daily master schedule.</p> <ol style="list-style-type: none"> <li>3. Weekly recognition and appreciation of students for grades and behavior will be provided: Student of the Week, grade level appreciations, and PBIS.</li> <li>4. Consultants will be hired to support families, students, and staff with social emotional learning (SEL).</li> <li>5. Students who have chronic absenteeism will be monitored by counselors and rewarded for consistent attendance. Recognition of classes with improved student attendance.</li> </ol> <p>improvement.</p>	<ul style="list-style-type: none"> <li>● Support from my principal/supervisor leads to progress on instructional improvement (or professional growth) (Baseline- 64%; Target- 69%)</li> </ul> <ol style="list-style-type: none"> <li>2. The percent of <b>students</b> responding positively to the following EES survey item(s) will increase by 3-5%.             <ul style="list-style-type: none"> <li>● I am good at figuring out the best solution to problems I'm facing. (Baseline: 36%; Target: 41%)</li> <li>● I can calm myself down when I am excited or upset. (Baseline: 46%; Target: 51%)</li> <li>● I enjoy coming to this school. (Baseline: 41%; Target: 46%)</li> </ul> </li> </ol>
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		<ol style="list-style-type: none"><li>6. Professional development sessions that address cultural competence, restorative practices, and SEL for students, staff, and parents.</li><li>7. Access to enriching culturally responsive classroom libraries that allow students to see themselves in literature, SEL lessons continue to support the social and emotional needs of students. Counselors while offering a window into other cultures.</li></ol>	
<p>LSPI 90 Day Update</p> <ol style="list-style-type: none"><li>1. Wellness opportunities have been created where teachers can find time and ways to relax and unwind. Numerous opportunities for appreciation have been provided on a monthly basis for all Benefield staff members. We have supported teachers' well being through the creation of a "Wellness Room". Release Days/Working on the Work Days (WOW) for teachers and Digital Learning Day (DLD) agendas include scheduled times for staff to visit the "Wellness Room." We will continue to provide scheduled opportunities for all faculty and staff to reduce and manage stress by visiting the "Wellness Room" which is open weekly from 7:30 a.m. - 4:00 p.m.</li></ol>			<p>Benefield Elementary School ESS data results from students and staff are not available at this time.</p>

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2. SEL lessons have been taught to ensure students have the social and emotional support they need. A Social Emotional Learning (SEL) segment/time is included within the daily master schedule for grade-levels to support mindfulness and community circles. Counselors engage with students in Child Safety Lure lessons and prepare for lessons on careers as we move students towards effectiveness.
3. Benefield provides weekly recognition and appreciation of students for grades and behavior. Recognition is provided for Student of the Week, grade level appreciation, and Positive Behavior Interventions & Supports (PBIS). Students are recognized weekly from each classroom for the positive character traits exhibited. Lunch with the principal has continued as we recognize students across grade-levels. We have celebrated a total of 171 students through our Lunch with the Principal Program. Over the next 90 days we will continue to recognize students across grade levels in order to build positive character traits. Our PBIS store is operating monthly to allow students to purchase reward items/opportunities with their Benefield Bucks.
4. Consultants have worked with students, and staff on January 11, 2023 to support social emotional learning (SEL). All 3rd, 4th, and 5th grade students attended a session with the consultant. Twenty students attended a smaller session with the consultant to discuss how to improve behaviors, goals and aspirations. All staff attended a session with a consultant to increase self affirmation and motivation.
5. Students who have chronic absences haven been monitored by counselors and rewarded for consistent attendance. We have recognized the classes with decreased absenteeism and perfect attendance through the use of a READY raffle.
6. Professional development sessions that address cultural competence, restorative practices, and SEL have been provided for students, staff, and parents. The staff participated in SEL activities on restorative practices and community circles on November 11, 2022, January 4, 2023, and February 3,

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2023.

7. Students have access to culturally responsive classroom libraries that allow them to see themselves in literature, while offering a window into other cultures. Over 145 books have been added to classroom libraries. We are participating in March Madness (voting for favorite book using brackets to determine a winner) which provides various multicultural titles where students see themselves in books. On February 10, 2023, Jerdine Nolen, author of several multicultural children’s books visited Benefield to speak to students in grades 3-5.

### LSPI 180 Day Update

### Data Update on Available Measures

#### Equity 2A:

Multi-tiered system of supports

To ensure we are leading with excellence and considering each and every student. J.W. Benefield Elementary School will continuously work to create an environment where all students are learning at high levels and understanding how to conduct themselves in a civil society. We will support all students

1. Create and formalize the Response to Intervention (RTI) process at Benefield to align with district high-quality instructional resources.
2. Conduct MTSS data meetings to support each and every student’s needs at Benefield.
3. Provide additional Extended Learning Time (ELT) for students not meeting proficiency in English Language Arts & Mathematics.
4. Hire an MTSS (Multi-tiered system of

1. Decrease the number of students that are 2 or more grade levels below as measured by iReady Universal Screener.

	ELA	Math
(2-3 grade levels below)	1st-32 2nd-51 3rd-30 4th-45 5th-35	1st- 36 2nd- 41 3rd- 15 4th- 36 5th- 37

2. Increase Gifted/Talented Representation: Gifted/Talented Program
  - **Baseline:** 6%
  - **2023 Target:** 10%

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	<p>in the areas of academic press and supportive community through school wide programs that will ensure students are engaged in academic and social emotional growth.</p>	<p>supports) Coordinator and an additional counselor to support at-risk students and their families at Benefield.</p> <ol style="list-style-type: none"> <li>5. Increase the number for English of Students of Other Languages (ESOL) and gifted trained and certified teachers.</li> <li>6. Provide parent workshops, English Classes, and opportunities for parents to collaborate with teachers and each other to create a supportive community and increase academic achievement.</li> <li>7. Consultants will be hired to support teachers with providing multiple levels of support to students.</li> </ol>						
<p><b>LSPI 90 Day Update</b></p> <ol style="list-style-type: none"> <li>1. A formalized plan for the Response to Intervention (RTI) procedures is in place at Benefield. Teachers have participated in data discussions with colleagues,</li> </ol>			<p><b>Data Update on Available Measures</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;"></td> <td style="width: 15%;">ELA beginning of yr.</td> <td style="width: 15%;">ELA middle of yr.</td> <td style="width: 15%;">Math beginning of yr.</td> <td style="width: 15%;">Math middle of yr.</td> </tr> </table>		ELA beginning of yr.	ELA middle of yr.	Math beginning of yr.	Math middle of yr.
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support staff, and administrators to share best practices to support students. Students who need additional help are supported through tiered interventions with teachers, counselors, the school psychologist, and instructional specialists to receive differentiated support based on needs. Administrators conducted data discussions with teachers and counselors the week of January 9, 2023 to ensure that students needing RTI intervention were identified.

2. The Multi-Tiered System of Support (MTSS) team has streamlined the intervention process (Tier 2) ensuring that teachers are able to identify and support areas of need for each and every student. They will continue to monitor students with the most need based on iReady data. Currently, there are 103 students three grade levels or below in reading, and 83 students three grade levels or below in math. These students are being supported through the MTSS process. Additionally, the team has held 39 Student Support Team meetings and 7 Student Attendance Review Committee (SARC) meetings.
3. Benefield Elementary School is hosting a Saturday Intervention Program where students receive instruction in math and English Language Arts. A total of 121 students attended Saturday School in the fall. There are 101 students currently attending the Spring session of Saturday School.
4. An MTSS Coordinator and an additional counselor was hired in the fall to support at-risk students and their families at Benefield. The MTSS coordinator has conducted 27 Student Support Team meetings. The counselors have provided 258 small groups and 172 class lessons.
5. In addition to the 42 current ESOL certified teachers, there are 4 teachers receiving ESOL certification. These teachers serve 38% of the ESOL students at Benefield. In addition to the 18 gifted certified teachers, there are 2 teachers who will receive gifted certification. The gifted team has identified 25 students using multiple criteria who may qualify for gifted services. In the beginning of the 2022-23 school year the gifted student population increased from 79 to 91 students.

(2-3 grade levels below)	1st- 32 2nd- 51 3rd- 30 4th- 45 5th- 35	1st -13 2nd - 35 3rd - 55 4th - 63 5th - 98	1st- 36 2nd- 41 3rd- 15 4th- 36 5th- 37	1st -17 2nd - 32 3rd - 48 4th- 62 5th - 72
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### **Gifted Representation: Gifted and Talented Program**

- **Baseline:** 6%
- **Current:** 7.8%
- **2023 Target:** 10%

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| <p>6. English Classes in the Family Center began in February led by our Parent Outreach Liaison (POL). Virtual Nutrition Classes began in February and are led by University of Georgia Outreach Specialists. The Georgia Milestones Assessment (GMAS) Parent Night was held on February 8, 2023, where parents and teachers were able to work together to support students. 143 parents attended this opportunity to learn about GMAS and work with teachers in the practice test portal. All 3rd, 4th, and 5th teachers were in attendance for this event. Strategies for parents of English Language Learners (ELL) and Gifted students were presented. An ELL parent meeting occurred on February 22, 2023 to build the capacity of families to support learners at home. Hidden Figures Night occurred on February 22, 2023 that allowed parents, students, and staff to learn best practices in math and science.</p> <p>7. First semester professional development offerings for staff focused on Social Emotional Learning, Science of Reading/ Upcoming professional developments will focus on Phonological Awareness and GMAS Test Preparation.</p> |  |
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**LSPI 180 Day Update**

**Data Update on Available Measures**

**Equity 2B:  
Opportunity and access**

As a school, we will work to ensure each and every student has access to high quality instructional practices where lessons are rigorous

1. Provide high quality instruction using resources from the county.
2. Provide collaborative spaces for students to engage in SEL practices

1. The percent of **students** responding positively to the following EES survey item(s) will increase by 3-5%.
  - In this school, there is at least one adult who knows and cares about me (Baseline – 69%; Target- 74%)



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	<p>and culturally relevant.</p>	<p>based on areas of need from the EES survey.</p> <ol style="list-style-type: none"> <li>3. Students will have ongoing access to enrichment activities and other extracurricular activities to enhance their performance academically, socially, and emotionally.</li> <li>4. Provide access to instruction that integrates technology through STEM and computer science in support of college and career readiness.</li> </ol>	<ul style="list-style-type: none"> <li>● I feel safe at this school (Baseline- 49%; Target-54%)</li> <li>2. Increase Gifted/Talented Representation: Increase %of students in the Gifted/Talented Program             <ul style="list-style-type: none"> <li>○ <b>Baseline:</b> 6%</li> <li>○ <b>2023 Target:</b> 10%</li> </ul> </li> <li>3. The percent of <b>families</b> responding positively to the following EES survey item(s) will increase by 3-5%.</li> <li>● Teachers accommodate my student’s individual needs by adjusting instruction. (Baseline- 89%; Target- 92%)</li> </ul>
<p><b>LSPI 90 Day Update</b></p> <ol style="list-style-type: none"> <li>1. Benefield is participating in the English Language Arts pilot (EL Education) for grades K, 1, 2, &amp; 4th grade. Teachers in grades 3 &amp; 5 use high quality instructional materials provided by the county to support the Science of Reading.</li> <li>2. Collaborative spaces for students to engage in SEL practices have been created at Benefield. To date, each classroom at Benefield is equipped with a calm down area and materials for managing conflict.</li> <li>3. We continue to offer extracurricular activities throughout the school year such as Benefield Video Club, Robotics, Lego, Art Club, and Math Club, to enhance student performance academically, socially, and emotionally.</li> <li>4. STEM and Computer Science classes are offered to K-5 students at Benefield.</li> </ol>			<p><b>Data Update on Available Measures</b></p>

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LSPI 180 Day Update			Data Update on Available Measures			
<p><b>Effectiveness 3A:</b> Results-Based Evaluation System</p> <p>-</p>	<p>As a school, we will work to ensure each and every student is provided appropriate instructional materials and resources to increase academic achievement</p>	<ol style="list-style-type: none"> <li>1. Collaborative Planning sessions – three times weekly for 40 minutes to ensure effectiveness and alignment in planning.</li> <li>2. Coaching cycles (county &amp; local) to provide just-in-time learning sessions for new teachers – 2<sup>nd</sup> year teachers to Benefield ES.</li> <li>3. Purposeful, planned walkthroughs with the leadership team and instructional support/team coaches.</li> <li>4. Observation and Walkthrough debrief meetings with teachers and the leadership team to ensure teacher feedback is received and supported.</li> <li>5. Quarterly Data Discussions following common unit</li> </ol>	<ol style="list-style-type: none"> <li>1. Percent of students improving on district Milestones Benchmark between the first and second semester.</li> </ol>			
			ELA	Milestones DA 1 <sup>st</sup> Semester	Milestones DA 2 <sup>nd</sup> Semester	% of students improving on Milestones DA
			3rd	3/37/60%		
			4th	6/47/47%		
			5th	3/39/58%		
			Math	Milestones DA 1 <sup>st</sup> Semester	Milestones DA 2 <sup>nd</sup> Semester	% of students improving on Milestones DA
			3rd	5/34/61%		
			4th	19/37/44%		
			5th	3/25/72%		
			<ol style="list-style-type: none"> <li>2. The percent of <b>students</b> scoring at the proficient &amp; distinguished level on the Reading GMAS will increase by 3-5%.</li> </ol> <p><b>Grade 3 Reading GMAS</b></p>			

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		<p>assessments and Mid-Year Benchmark Assessments that focus on small group mastery of instructional standards.</p> <p>6. Professional Development for teachers in core academic areas. Followed by peer observations or Admire and Acquire sessions.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 30%;">Baseline</th> <th style="width: 40%;">Target</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>25%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>19%</td> <td></td> </tr> <tr> <td>EL</td> <td>15%</td> <td></td> </tr> <tr> <td>Free Meals</td> <td>15%</td> <td></td> </tr> <tr> <td>SWD</td> <td>11%</td> <td></td> </tr> </tbody> </table> <p><b>Grade 4 Reading GMAS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 30%;">Baseline</th> <th style="width: 40%;">Target</th> </tr> </thead> <tbody> <tr> <td>African Americans</td> <td>26%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>22%</td> <td></td> </tr> <tr> <td>EL</td> <td>21%</td> <td></td> </tr> <tr> <td>Free Meals</td> <td>27%</td> <td></td> </tr> <tr> <td>SWD</td> <td>14%</td> <td></td> </tr> </tbody> </table> <p><b>Grade 5 Reading GMAS</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Student Group</th> <th style="width: 30%;">Baseline</th> <th style="width: 40%;">Target</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Student Group	Baseline	Target	African Americans	25%		Hispanic	19%		EL	15%		Free Meals	15%		SWD	11%		Student Group	Baseline	Target	African Americans	26%		Hispanic	22%		EL	21%		Free Meals	27%		SWD	14%		Student Group	Baseline	Target			
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			<ul style="list-style-type: none"><li>● Feedback from classroom observations leads to meaningful change in instructional practice. (Baseline: 57%; Target: 62%)</li><li>● Peer observation/coaching and feedback is a tool we use to improve instruction. (Baseline: 60%; Target: 65%)</li><li>● Support from my principal/AP leads to progress on instructional improvement or professional growth. (Baseline: 64%; Target: 69%)</li></ul>
<b>LSPI 90 Day Update</b>  <ol style="list-style-type: none"><li>1. Teachers have collaborative team meetings three times weekly. Each week team meetings focus on the following: Tuesday - science/social studies, Wednesday - English language arts, Thursday - Math. We completed our second round of Work On Work (WOW) Days on February 9, 13, 14, 15, 2023.</li><li>2. We provide individual coaching cycles with 10 teachers as needed. New teacher induction meetings are held monthly with twelve new teachers to provide additional support for first and second year teachers or anyone new to the district. Coaches meet weekly with identified teachers to discuss their progress.</li><li>3. We provide observational walkthroughs with local and district coaches in our building. We also conduct walkthroughs with district ELA consultants to observe best practices within our classrooms. The leadership team conducts paired teacher observations throughout the year to reduce observer variability.</li><li>4. Observations from all walkthroughs are shared with teachers to provide the next level of individualized support.</li></ol>			<b>Data Update on Available Measures</b>

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<p>5. Quarterly data discussions following common unit assessments and Mid-Year benchmark assessments focus on small group mastery of instructional standards. We will take the end of the year iReady and common formative assessments.</p> <p>The leadership team conducted data discussions with grade level teams to examine student data and plan for instructional next steps. An iReady data dive was conducted with teams on January 3, 2023. Let's Talk About Students (LTAS) discussions occurred the weeks of October 17, 2022 and January 23, 2023.</p> <p>6. Professional Development for teachers are provided in math, language arts and science, followed by peer observations or Admire and Acquire sessions. Based on student data, walkthrough observations, and requirements of instructional programs, monthly professional development sessions are provided to all teachers. Additionally, teachers are highly encouraged to attend county staff development in SEL, math, literacy, social studies, science, and technology.</p>			
<b>LSPI 180 Day Update</b>			<b>Data Update on Available Measures</b>
<p><b>Excellence 4B:</b> Post-secondary and workforce readiness</p>	<p>As a school, we will provide opportunities for students to explore post graduation pathways.</p>	<ol style="list-style-type: none"> <li>1. Establish <b>Titans Matter Network</b> where we ensure each student has a relationship with 1-2 caring adults in the building.</li> <li>2. Offer National Elementary Honor Society, Peer Leaders,</li> </ol>	<ol style="list-style-type: none"> <li>1. The percent of <b>students</b> responding positively to the following EES survey item(s) will increase by 3-5%.             <ul style="list-style-type: none"> <li>● Adults in this school help me plan and set goals for my future. (Baseline: 53%; Target: 58%)</li> <li>● In this school, there is at least one adult who knows and cares about me (Baseline – 69%; Target- 74%)</li> </ul> </li> </ol>

## 2022-2023 Local School Plan for Improvement (LSPI)

**School: J.W. Benefield Elementary School**

**Principal: Shonda Stevens**

		<p>and FLL Robotics, and Career Days to open pathways to various post-secondary and workforce options.</p> <ol style="list-style-type: none"> <li>3. Offer opportunities for interest-based clubs and enrichment sessions.</li> <li>4. Provide ongoing informational sessions and workshops to increase parental capacity.</li> <li>5. Elevate student voice by including students in surveys, councils, and school leadership teams to share their feedback</li> </ol>	<ul style="list-style-type: none"> <li>• The number of students who select community college, 4-year college, vocational school and/or the military as a post-secondary pathway will increase by 3-5%.</li> </ul> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th style="width: 60%;"></th> <th style="width: 20%;">Baseline</th> <th style="width: 20%;">Target</th> </tr> </thead> <tbody> <tr> <td>Community College</td> <td style="text-align: center;">36</td> <td style="text-align: center;">39-41</td> </tr> <tr> <td>4-year college</td> <td style="text-align: center;">134</td> <td style="text-align: center;">137-139</td> </tr> <tr> <td>Vocation School</td> <td style="text-align: center;">12</td> <td style="text-align: center;">15-17</td> </tr> <tr> <td>Military</td> <td style="text-align: center;">14</td> <td style="text-align: center;">17-19</td> </tr> <tr> <td>Work-full time</td> <td style="text-align: center;">27</td> <td style="text-align: center;">30-32</td> </tr> <tr> <td>Don't Know</td> <td style="text-align: center;">92</td> <td style="text-align: center;">89-87</td> </tr> <tr> <td>Other</td> <td style="text-align: center;">42</td> <td></td> </tr> </tbody> </table> <p>n: 358</p> <p style="background-color: #00FF00; padding: 2px;">(The preferred pipelines are community college, 4-year college, vocation school, or military.)</p> <ol style="list-style-type: none"> <li>2. The percent of <b>families</b> responding positively to the following EES survey item(s) will increase by 3-5%.</li> </ol>		Baseline	Target	Community College	36	39-41	4-year college	134	137-139	Vocation School	12	15-17	Military	14	17-19	Work-full time	27	30-32	Don't Know	92	89-87	Other	42	
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			<ul style="list-style-type: none"> <li>● My student is challenged with a rigorous course of study at this school. (Baseline: 77%; Target: 82%)</li> </ul>
<p><b>LSPI 90 Day Update</b></p> <ol style="list-style-type: none"> <li>1. Establish <b>Titans Matter Network</b> where we ensure each student has a relationship with 1-2 caring adults in the building. The Titans Matter Network began in November where students needing additional attention were identified and paired with a Caring Adult at Benefield. This initiative continued on DLD on February 3, 2023 where teachers updated the Caring Adult at Benefield Initiative in order to identify students that need additional care. Counselors conduct morning check-ins with selected students each day. Teachers stand in doorways each morning to welcome students daily into the classrooms.</li> <li>2. Offer National Elementary Honor Society, Peer Leaders, and First Lego League (FLL) Robotics, and Career Days to open pathways to various post-secondary and workforce options. Career Day will be held on March 16, 2023. 25 community members will participate to expose students to various post-secondary pathways. Our FLL Robotics Club competed in the district Robotics competition on January 21, 2023. Peer Leaders meet weekly with the counselor sponsor and serve as Safety Patrols in the building. National Honors Society began in February where students were selected to begin the induction process.</li> <li>3. Offer opportunities for interest-based clubs and enrichment sessions. Benefield offers several clubs based on student interests.</li> <li>4. Provide ongoing informational sessions and workshops to increase parental capacity. Benefield hosts several events throughout the year that help to build the capacity of our parents to support students academically. International Night was held on November 9, 2022. 336 parents attended this event that incorporated literacy skills and family friendly activities. 10</li> </ol>			<p><b>Data Update on Available Measures</b></p> <p>Below are the clubs offered at Benefield and the new of participants for each club:</p> <ul style="list-style-type: none"> <li>● Art Club: 23 participants</li> <li>● Girls on the Run: 16 participants</li> <li>● First Ladies of Benefield: 22 participants</li> <li>● Boys to Men: 18 participants</li> <li>● Lego Club: 22 participants</li> <li>● Math Club: 19 participants</li> <li>● Benefield Singers: 53 participants</li> <li>● Robotics: 10 participants</li> <li>● Video Club: 12 participants</li> </ul>

## 2022-2023 Local School Plan for Improvement (LSPI)

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families attended the Title I Annual Parent Meeting on November 9, 2022 to learn about the opportunities and advantages of being a Title I School, such as the resources provided in our Family Center and volunteering at Benefield. The GMAS Parent Workshop was held on 2/8/2023 for 3rd, 4th, and 5th grade parents. 143 parents attended. 21 teachers and 47 families attended the Cluster Computer Science Night at Discovery High School where students learned about BeeBots and coding, STEAM music makers, art spinners and more.

5. Elevate student voice by including students in surveys, councils, and school leadership teams to share their feedback. Three hundred eighty (380) students took the EES Survey in February. The leadership team will work with the counseling team to use data provided by these surveys to plan for next steps. Thirteen Peer Leaders serve as the Student Council and meet weekly to share feedback with the leadership team.

**LSPI 180 Day Update**

**Data Update on Available Measures**