Bennett Elementary School

2016-17 Schoolwide Improvement Plan

Bennett Elementary School

1755 NE 14TH ST, Fort Lauderdale, FL 33304

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	89%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority and Template

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.

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Bennett Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Bennett Elementary is educating today's students to succeed in tomorrow's world.

b. Provide the school's vision statement.

Bennett Elementary is committed to educating all students to reach their highest potential.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

The school learns about students' cultures by having all stakeholders working together. By having cultural groups joining forces, we will be more effective in reaching common goals. This can be done during SAC, PTA, and during Family Night events.
We use our school surveys to help us gain an understanding of our students' cultural needs. Our school and teacher websites will help maintain constant contact between the home and school. The continued support between faculty and parents will ensure positive relationships.
Our parental involvement events will build positive relationships, communicate the school's mission and values, and keep parents informed of their child's progress. These events include, but are not limited to: Open House, Author Visit Night, Math/Science Night, Literacy Night, Talent Show & Celebrate the Arts Night and Kindergarten Round Up..

SAC demographics mirror the schools'. Therefore, the SAC decision-making processes our programs and policies will be more effective since various cultural views will be taken into account.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The first step in creating an environment where students feel safe and respected at school begins with the teacher. Our students perform better academically when teachers have a better understanding of students' cultures. This leads to harder working students who are more successful in school. This is also embraced by all school personnel.
In addition our Discipline Plan helps ensure that rules are clear and fair. Emphasis is not placed on punishment,but rather on highlighting and encouraged positive behavior. Students are taught strategies to help them make better choices, which are reinforced during our Discipline Assembly.

We also have clear systems implemented for arrival and dismissal with adult supervision at all times. Safety procedures are in place for all circumstances ie: code red, fire, severe weather. Having a staff and leadership team that is visible and available allows for students and parents to feel valued, appreciated, and respected. This will help to foster an environment where students will participate and contribute to the learning environment. Cafeteria systems are in place and staff members have assigned duties to ensure safety for all students. Staff members use of radios for continuous communication. Students use hall passes and a buddy system when leaving the classroom. Teachers utilize a warning system on classroom doors in order to alert for safety or threat.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Each teacher has clear classroom expectations to help provide direction and consistency in how students are expected to behave. All teachers us a "clip-up/clip-down" system to monitor & reinforce daily behavior (negative and positive). These expectations decrease the amount of misbehavior in the classroom through pre-teaching and pre-correction. Teachers' classroom management plan includes expectations for independent work, small group, and for transitions.

In addition to expectations, students are made aware of the school rules. These communicate the behavioral expectations that must be held at all times. Students also understand that there are consequences when rules are not followed. Students are rewarded "Bobcat Bucks" when displaying positive behavior in common areas of the school.

Corrective procedures for minor misbehaviors; calling out, incomplete work, etc., will be verbal reprimand or time out.
For repetitive misbehaviors (out of assigned area without permission) there will be progressive consequences, 1st violation=verbal warning, 2nd violation= loss of privilege, 3rd violation=parent contact/conference, 4th violation= referral

For severe misbehavior for example, using profanity, mandatory action will involve a referral to the office or asking for assistance in the class in severe cases.

Students who displayed negative behavior will clip down however they will have the opportunity to "clip back up" by improving their behavior and showing the teacher they are focused and ready to work. I

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

A guidance counselor is available to all students if counseling is needed. The guidance counselor has created a form for teachers to identify and request services in order to meet the needs of our students. In addition, the students can participate in a lunch buddy group with their classroom teacher, and social skills class with the guidance counselor. We have additional help from outside resources such as social workers and counselors that provide one on one counseling.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

District SIP

The dominant early warning indicator is attendance, which is below 90 percent.

Suspensions (in school 6/out of school 3)

Course failure including ELA and Math is determined by district promotion guidelines: Grade 1 and 2: 6 retentions.

Student receiving a score of a Level 1 on statewide, standardized assessments in English

Language Arts or mathematics. ELA Grade 3: 26%, Grade 4: 40%, Grade 5: 29%. Math Grade 3: 28%, Grade 4: 25%, Grade 5: 34%.Attendance below 90 percent is an early warning indicator because
the issue exists in all grade levels. Receiving one or more suspensions is also an early warning indicator because students miss quality instruction when they are not in class. Scoring a Level 1 on a statewide, standardized assessment in English Language Arts or Mathematics is another early warning indicator because those students are working below grade level in one or more of the core subjects.

b. Provide the following data related to the school's early warning system

1. 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	
Attendance below 90 percent	0	0	0	1	1	2	0	0	0	0	0	0	0	4
One or more suspensions	0	0	2	1	2	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	2	3	3	8	0	0	0	0	0	0	0	0	0	16
Level 1 on statewide assessment	4	7	6	18	22	16	0	0	0	0	0	0	0	73

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system.

In order to support attendance, students receive quarterly awards for perfect attendance.

Positive behavior is promoted through our School Wide Behavior Plan in which students receive "Bobcat Bucks," as well as classroom behavior plans in order to decrease the number of referrals and suspensions at Bennett Elementary. Students can also earn "Get Caught Reading" tickets in the cafeteria after they finish their breakfast if they are quietly reading a book while awaiting teacher pickup which is then place in their grade level ticket box. A ticket drawing is held weekly on morning announcements for each grade level. Students whose names are drawn win a book. There is also a cafeteria behavior plan where students earn "Paw Points" by class and the class with the most "Paw Points" at the end of the month earn an ice-pop party which is announced on morning announcements. Teachers have the opportunity to request support from the leadership team by referring a student through the MTSS process for Behavior support. This enables staff members to collaborate with the goal of meeting the behavioral needs of specific students. Finally, we will also use PROMISE (Preventing Recidivism through Opportunities Mentoring Interventions, Supports and Education) program as an alternative to suspension.

To improve the academic performance of our students who scored a Level 1 on the FSA (Florida State Assessment), or for student who are not meeting district promotion criteria, we will be providing an extra hour of reading instruction for all grade levels. Instructional staff has been trained on the

Marzano Instructional Framework and will be expected to use elements of the framework in every lesson. Teachers will be using the Fountas & Pinnell Leveled Literacy Intervention System (LLI) for small-group, which is a supplementary intervention piece. Teachers will receive professional development to help them design and implement interventions for our Multi-Tiered System of Support (MTSS). Teachers will also receive training on guided reading. In addition, all students have access to Achieve 3000, I-Ready, and Reflex Math computer programs that will be used as a supplement to our core reading and math instruction.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Bennett Elementary Title 1 Plan

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Our Partner in Education (PIE) program is the springboard to build and sustain partnerships with the local community. Through these partnerships, Bennett Elementary is able to secure and utilize resources to
support the school and student achievement. Our school based PIE representative, MiMi Jensen (Assistant Principal) and Stephanie Loomis (PTA President) establishes new
relationships, while maintaining previous relationships with area businesses. Our partnerships include, but are not limited to: McDonalds, Publix, Barnes and Noble, Nova University, Christ Church, East Broward Federated Republican CLUB, Little Birdie Adopt a School.
We participate in McDonald's night where our families are encourage to have dinner and mingle on a set date in which the school receives part of the proceeds earned that evening. Our local Publix also hosts an engaging annual Math Family Night for our students and their families to participate interactive math activities throughout the supermarket. The Bennett Elementary PTA (Parent-Teacher Association) encourages parents and community members to join the organization.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Carney, Chris	Principal
Jensen, Mimi	Assistant Principal
Macrina, Melissa	Other
Rabbat, Mona	Instructional Coach
McCahill, Tiffany	Teacher, ESE
Rubin, Amy	School Counselor
Thompson-Campbell, Angela	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Bennett Elementary's principal, Chris Carney, is an instructional leader who sustains a shared vision for the
students' academic achievement. He ensures rigorous, standards-based instruction. He supports continuous professional development opportunities for all teachers. The principal oversees school wide safety and efficient operations. He is in constant communication and collaboration with the surrounding community and it's stakeholders.
The assistant principal, MiMi Jensen, is an instructional leader who assists and supports all of the principal's initiatives and duties. She is the lead for the following initiatives: master calendar, school events, differentiated accountability, state accountability corrections, Safe School Plan initiatives, common planning, and facilities management.
Our MTSS lead team includes, Tiffany McCahill (ESE Specialist), MiMi Jensen (Assistant Principal), Mona Rabbat (Curriculum Coach), Angela Thompson-Campbell (Reading Resource Teacher) will provide intervention support for teachers and assist in progress monitoring for at risk students. The team assists with whole school screening programs, and the design and implementation for progress monitoring, data collection, and data analysis.
The Curriculum Coach and Reading Resource teachers: Mona Rabbat and Angela Thompson-Campbell collaborate with teachers on differentiated best instructional practices. They meet bi-weekly during
Professional Learning Communities (PLC)/common planning to support the design of rigorous unit plans for whole group reading, Literacy/writing/content centers, reading groups, text based writing, close/careful reads, reading interventions, and the extended reading hour. In addition they are the leads for the following initiatives: Title I MTSS, non-fiction text resources (Science and Social Studies), Kindergarten FLKRS testing, ELA mentor/modeling, ELA Professional Development, Literacy Events, and iReading Reading online program.
The Curriculum Coach: Mona Rabbat collaborates with teachers on differentiated, best instructional practices. They meet bi-weekly during PLC/common planning to support the design of rigorous unit plans for whole group math lessons, math centers, math interventions, and math resources. In addition they are the leads for the following initiatives: Math Fluency Plan (school wide), Math mentor/ modeling, Math Professional Development, iReady Math online program.The Curriculum Coach is also the lead for full implementation of Marzano's Instructional Framework. She provides Professional Development on best instructional practices, classroom
coaching, and feedback specific to the framework's elements. She is the lead for Deliberate Practice and iObservation. She supports the teachers in locating and using instructional materials that support best practices. The instructional coach oversees TIER, which is the mentor and mentee program. She is also the
lead for progress monitoring records.
Melissa Macrina is the lead for School Advisory Council (SAC), assists in developing the SIP,

conducts monthly meetings with community stakeholders, coordinates agenda with Title 1 Liaison, and assists principal with yearly budget.

The School Guidance Counselor, Amy Rubin, provides guidance services for social and emotional needs to our Bennett Elementary students. She is a lead for the Character Education program. Ms Rubin holds small social skill groups weekly and provides attendance support. She is the lead for our school's Red Ribbon Week. She is also our liaison for 5th grade middle school contacts and orientations. She is the school's testing coordinator,which includes, FSA, Performance Matters, Comprehensive English Language Learning Assessment (CELLA??), and EOC's. English for Speakers of Other Languages (ESOL) compliance contact.

Our ESE Staffing Specialist, Dr. Tiffany McCahill is the lead for our ESE team. She coordinates all student
staffing documentation, progress monitoring, and meetings. She is our Section 504 and Individualized Education Program (IEP) manager.

Overall, the leadership team works collaboratively on the following items: PLCs, common planning, MTSS, classroom walkthroughs and coaching, school events, and lesson plans/grading systems/data tracking.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Bennett Elementary's leadership team has the following systems in place to identify and align all available
resources in order to meet the needs of students and maximize desired outcomes. Our leadership team works collaboratively with our district office and departments. The coach supports Bennett Elementary through weekly classroom walkthroughs, coaching, and common planning. The school based leadership team meets every 2 weeks to review PLC/common planning meetings, classroom walkthroughs/evaluations, coaching, problem-solving discussions and to address overall school needs. Based on these meetings, additional resources are allocated to support rigorous classroom instruction and student interventions. The grade level PLC/common planning meetings are supported by a member of the leadership team. During these meetings each leadership team member is responsible for supporting the teams in developing rigorous units of study for each subject area. During this time, it is determined what instructional materials will be used and what materials need to be provided. Data chats are also included in these meetings, at which time, formative/summative assessment and intervention data is reviewed to determine next best steps to meet the needs of all students and maximize desired outcomes. This includes allocation of available instructional materials through funding resources.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
NA	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the initial SAC meeting, we will review last year's school improvement plan in conjunction with 2016 FCAT state assessment results to determine an evaluation of it's goals and effectiveness.

b. Development of this school improvement plan

At the initial SAC meeting, the current school improvement plan draft will be reviewed. SAC member input will be discussed, considered, and integrated into the draft plan as appropriate.

c. Preparation of the school's annual budget and plan

In the spring, the projected school budget for the 2016-2017 school year was shared with the SAC and input was collected. During the September 2016 meeting, updated budget information will be shared and the SAC will determine allocations for professional development for teachers as well as expenditures for instructional materials.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

No funds utilized.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Rabbat, Mona	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The literacy leadership team will work to increase the number of students meeting grade level expectations and proficiency standards. The focus of the literacy team will be to develop a plan to increase readership of non-fiction and complex text. Bennett Elementary will be implementing Guided Reading for small group instruction and LLI will be used as the intervention program school wide as an initiative to promote reading. LLI will be the main intervention used during the Extended Day hour in order to bridge the reading achievement gap. In addition, we will host a variety of Literacy Nights to promote positive family interactions with text based activities. The Literacy Nights will be funded through Title 1. In addition, PLC/common planning meetings will be time for teams to focus on the Language Arts Florida Standards (LAFS) and create rigorous literacy instruction.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

A variety of strategies are used to encourage positive working relationships between teachers at Bennett Elementary. Grade levels conduct bi-weekly PLC's to focus on collaborative planning and standards-based
instruction. A leadership team representative attends and supports the PLC's. at that time we also hold data meetings in order to disaggregate data and continue the collaboration process. Staff meetings are held bi-weekly and professional development activities are held during PLC and teacher work days/ planning days. In addition, grade level teams focus on a specific, instructional strategy during the Deliberate Practice process. They work together to practice and refine this instructional strategy. Bennett Elementary supports new teachers through the TIER (Mentor/Mentee) program. Mentees receive support from a veteran teacher through this program. We also have the New Nester's Program in place at our school. Teachers who are new to Bennett Elementary meet regularly to learn about our school and ask questions as necessary.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

In order for Bennett Elementary to recruit and retain highly qualified, certified-in-field, effective teachers to our school, the following plan is executed:
Curriculum coach will provide feedback to teachers on a regular basis. Mona Rabbat (Curriculum coach), Angela Thompson-Campbell (Reading Resource Teacher) will be responsible for conducting walkthroughs and providing ongoing feedback for classroom teachers.
Deliberate Practice, as a district initiative, includes self reflection and peer observation/evaluation.
Our principal, Chris Carney, and assistant principal, MiMi Jensen, will work with the district office during the hiring process to ensure that candidates are highly qualified before being placed in instructional positions. The principal and assistant principal will retain highly effective teachers by continuously building instructional skills through ongoing professional development, staff surveys, courageous classroom conversations, valid and reliable observation feedback, and mentoring/coaching of instructional leadership.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

New teachers meet monthly or as needed with our instructional coach, Mona Rabbat. She conducts mini professional development sessions based upon observations and teachers' needs.
We do not have any first year teacher at this time, but in the event that we do hire new teachers, they will be paired with a veteran teacher who have completed Clinical Educator Training.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Bennett Elementary ensures its core instructional programs and materials are aligned to Florida's Standards
during bi-weekly PLC/common planning times. During these meetings the leadership team representative and grade level team begin with specific standards to develop a cohesive, rigorous unit of study. The district assists with the development of standards-based units. The units include an overall learning goal with specific learning targets from the deconstructed Florida Standard(s). In

addition,
instructional teams use the FSA Test Item Specification. Based on these units, the teams determine the instructional programs, materials, and formative/summative assessments that align specifically to each unit of study.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Bennett Elementary uses a data-driven approach to differentiated instruction in order to meet the diverse
needs of our students. During the first weeks of school, all students are given baseline assessments in Reading, Math,Writing, and Science. The data provided from these assessments will be used to differentiate instruction based on specific needs. After the initial assessment, teachers will give weekly formative assessments to track students' growth based on specific standards-based learning targets. In addition, summative assessments will be given at the end of each unit to track students' achievement relative to the standards-based learning goal. Small guided reading and math groups will
address students' needs based on grade level expectations.
Students who are performing below grade level proficiency will receive intervention specific to their needs during MTSS. These students will be progress monitored on a bi-weekly basis, and groups will be fluid based on student needs. The additional hour reading block at the end of each day will also be used for reading interventions using LLI to assist students having difficulty attaining proficiency or advanced
levels on state assessments.
The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on student data. For example, if students display proficiency on a pre-assessment, the teacher will modify the instructional plan to address the standards at an advanced level. Students who do not display proficiency will be addressed in small groups and during intervention. In addition, if students display deficits, the instructional plan will be modified to address foundational learning targets. Students who are proficient will receive advanced instruction in small groups.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 60

Students in all grade levels receive an extra hour of reading instruction at the end of each day. Teachers use data to drive their instruction and meet with students in small groups. This enables the teachers to meet the needs of their students in order to improve students' reading proficiency.

Strategy Rationale

As a result, students overall reading proficiency will increase.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Jensen, Mimi, mimi.jensen@browardschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers will keep record in a digital data notebook on our SharePoint site. The data notebook will be updated weekly, and an assigned leadership team member will review the data during the weekly PLC/common planning time. The leadership team and grade levels will meet bi-weekly to review, discuss, and take action on current student data. Instruction will be modified based on students data

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

All kindergarten students are assessed using Florida Kindergarten Readiness test (FLKRS). This tool is used to measure the progress of foundational reading skills. This assessments is completed within the first 30 days
of school. Bennett Elementary will test all current kindergarten students who participated in our Voluntary
Prekindergarten Education Program (VPK) program. The goal is to show a 3% increase based on FLKRS data (score 70% and above). Data will be used to plan daily academic and social instruction for all students. Teachers will determine if supplemental instruction is needed for small groups and/or individual students. Core academic and social instruction will be provided by the teacher. Supplemental instruction may also be provided by the teacher or could be provided by a paraprofessional or support staff member. The BASS assessments will be administered quarterly to determine if students are making necessary learning gains. Teachers will utilize the social behavior observation checklist to determine if students are progressing in the
social development.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

NA

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

NA

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

FSA demographics report (DWH)

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

NA

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Through the implementation of Standards-Based Instruction emphasizing literacy, student proficiency will increase for all students, especially subgroups not meeting targets.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Through the implementation of Standards-Based Instruction emphasizing literacy, student proficiency will increase for all students, especially subgroups not meeting targets. 1a

🔍 G084844

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	37.0

Targeted Barriers to Achieving the Goal 3

- Lack of professional development for teachers to understand how to meet the differentiated needs of students socially, emotionally and academically.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Leveled Literacy Intervention to address the needs of struggling readers in primary and intermediate grades.

- Leveled books for small group guided reading

- Literacy centers to support individual learning

- Technology: Digital 4 and 5 for fifth graders and iReady, Achieve 3000, iStation, Innovations for Learning, etc.

- Interactive Family nights to teach and inform parents how to help their children that include literacy, mathematics and science.

- Implementation of the Benchmark Assessment System (BAS) for all students to allow for ongoing progress monitoring.

- Schoolwide in all grade levels to increase performance in writing.

- Teachers have access to a resource library, which includes books on cultural diversity and poverty such as Framework of Poverty Ruby K. Payne, and If She Only Knew Me by Jeff Gray and Heather Thomas.

Plan to Monitor Progress Toward G1. 8

Bi-weekly data chats will be conducted with each grade level to monitor progress toward increasing student achievement.

Person Responsible
Chris Carney

Schedule
Biweekly, from 8/31/2016 to 6/1/2017

Evidence of Completion
Data room will display progress of students in academic areas.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

G1. Through the implementation of Standards-Based Instruction emphasizing literacy, student proficiency will increase for all students, especially subgroups not meeting targets. [1]

🔍 G084844

G1.B1 Lack of professional development for teachers to understand how to meet the differentiated needs of students socially, emotionally and academically. [2]

🔍 B225608

G1.B1.S1 Professional development will be offered through PLCs that focuses on teachers differentiating instruction to meet individual student needs in all grade levels. [4]

🔍 S238001

Strategy Rationale

Observation and standards-based assessments have revealed that there needs to be an emphasis on small group guided reading instruction and more rigorous literacy centers.

Action Step 1 [5]

Create a PLC schedule with a focus on differentiated instruction.

Person Responsible

Mimi Jensen

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

PLC Agendas, Minutes and sign-ins

Action Step 2 [5]

Plan for the content for each grade level PLC.

Person Responsible

Mona Rabbat

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Lesson plans/presentations for PLCs

Action Step 3 5

Implement the PLC process for all grade levels.

Person Responsible

Chris Carney

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

PLC Plans/presentations, agendas, minutes, and sign-ins

Action Step 4 5

Follow up with teachers as they implement new learning from the PLCs in the classroom.

Person Responsible

Mona Rabbat

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Classroom visit log

Action Step 5 5

Monitor the effectiveness of the new learning.

Person Responsible

Mona Rabbat

Schedule

On 6/1/2017

Evidence of Completion

Data chat minutes and graphed data.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Administration will conduct focused classroom walkthroughs to monitor the fidelity of implementation of teacher learning in PLCs.

Person Responsible

Chris Carney

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Feedback to teachers through iObservation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Curriculum Coach will assist teachers during Data Chats and in class demonstration to guide them in the process.

Person Responsible

Mona Rabbat

Schedule

On 6/1/2017

Evidence of Completion

Data Chat minutes and Curriculum Coach classroom visit log.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Formative, summative assessments, portfolio data collection and ongoing progress monitoring through the Benchmark Assessment System (running records).

Person Responsible

Mimi Jensen

Schedule

Daily, from 8/22/2016 to 6/1/2017

Evidence of Completion

Portfolios/interactive journals, Students With Academic Goals (SWAG) folders, Excel data spreadsheets, Level-Set Writing (Achieve 3000 component)

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 🔑 M314341	Bi-weekly data chats will be conducted with each grade level to monitor progress toward increasing...	Carney, Chris	8/31/2016	Data room will display progress of students in academic areas.	6/1/2017 biweekly
G1.B1.S1.MA1 🔑 M314338	Formative, summative assessments, portfolio data collection and ongoing progress monitoring through...	Jensen, Mimi	8/22/2016	Portfolios/interactive journals, Students With Academic Goals (SWAG) folders, Excel data spreadsheets, Level-Set Writing (Achieve 3000 component)	6/1/2017 daily
G1.B1.S1.MA1 🔑 M314339	Administration will conduct focused classroom walkthroughs to monitor the fidelity of...	Carney, Chris	8/22/2016	Feedback to teachers through iObservation	6/1/2017 daily
G1.B1.S1.MA3 🔑 M314340	Curriculum Coach will assist teachers during Data Chats and in class demonstration to guide them in...	Rabbat, Mona	8/22/2016	Data Chat minutes and Curriculum Coach classroom visit log.	6/1/2017 one-time
G1.B1.S1.A1 🔑 A307953	Create a PLC schedule with a focus on differentiated instruction.	Jensen, Mimi	8/22/2016	PLC Agendas, Minutes and sign-ins	6/1/2017 biweekly
G1.B1.S1.A2 🔑 A307954	Plan for the content for each grade level PLC.	Rabbat, Mona	8/22/2016	Lesson plans/presentations for PLCs	6/1/2017 daily
G1.B1.S1.A3 🔑 A307955	Implement the PLC process for all grade levels.	Carney, Chris	8/22/2016	PLC Plans/presentations, agendas, minutes, and sign-ins	6/1/2017 weekly
G1.B1.S1.A4 🔑 A307956	Follow up with teachers as they implement new learning from the PLCs in the classroom.	Rabbat, Mona	8/22/2016	Classroom visit log	6/1/2017 daily
G1.B1.S1.A5 🔑 A307957	Monitor the effectiveness of the new learning.	Rabbat, Mona	8/22/2016	Data chat minutes and graphed data.	6/1/2017 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the implementation of Standards-Based Instruction emphasizing literacy, student proficiency will increase for all students, especially subgroups not meeting targets.

G1.B1 Lack of professional development for teachers to understand how to meet the differentiated needs of students socially, emotionally and academically.

G1.B1.S1 Professional development will be offered through PLCs that focuses on teachers differentiating instruction to meet individual student needs in all grade levels.

PD Opportunity 1

Create a PLC schedule with a focus on differentiated instruction.

Facilitator

Leadership Team

Participants

Grade level teachers

Schedule

Biweekly, from 8/22/2016 to 6/1/2017

PD Opportunity 2

Implement the PLC process for all grade levels.

Facilitator

The Leadership Team

Participants

Teachers at all grade levels

Schedule

Weekly, from 8/22/2016 to 6/1/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Through the implementation of Standards-Based Instruction emphasizing literacy, student proficiency will increase for all students, especially subgroups not meeting targets.

G1.B1 Lack of professional development for teachers to understand how to meet the differentiated needs of students socially, emotionally and academically.

G1.B1.S1 Professional development will be offered through PLCs that focuses on teachers differentiating instruction to meet individual student needs in all grade levels.

TA Opportunity 1

Follow up with teachers as they implement new learning from the PLCs in the classroom.

Facilitator

Mona Rabbat, Literacy Coach

Participants

All Grade Level teachers

Schedule

Daily, from 8/22/2016 to 6/1/2017

TA Opportunity 2

Monitor the effectiveness of the new learning.

Facilitator

Mona Rabbat, Literacy Coach

Participants

All Grade Level teachers

Schedule

On 6/1/2017