Charles E. Bennett Elementary School

2019-20 Schoolwide Improvement Plan

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Charles E. Bennett Elementary School

1 S OAKRIDGE AVE, Green Cove Springs, FL 32043

http://ceb.oneclay.net

Demographics

Principal: Amanda Strickland

Start Date for this Principal: 8/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: D (37%) 2017-18: D (38%) 2016-17: C (44%) 2015-16: C (42%) 2014-15: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	C	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Charles E. Bennett Elementary, our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Charles E. Bennett Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cagle, Sheree	Principal	Responsible for all leadership activities and vision for the school.
Mainer, Dimitra	Assistant Principal	
Hiers, Christina	Instructional Coach	
Smith, Laura	Instructional Media	
	Instructional Coach	ELA

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	85	76	87	93	87	96	108	0	0	0	0	0	0	632
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	45	76	121	0	0	0	0	0	0	249

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	8	10	25	18	20	22	0	0	0	0	0	0	105
Students retained two or more times	0	0	0	1	1	1	2	0	0	0	0	0	0	5

FTE units allocated to school (total number of teacher units)
35

Date this data was collected or last updated
Monday 8/19/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	14	12	11	13	17	0	0	0	0	0	0	0	85
One or more suspensions	4	7	8	6	9	20	41	0	0	0	0	0	0	95
Course failure in ELA or Math	0	0	0	1	2	12	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	38	43	57	53	0	0	0	0	0	0	191

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	2	3	12	15	0	0	0	0	0	0	34

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	18	14	12	11	13	17	0	0	0	0	0	0	0	85
One or more suspensions	4	7	8	6	9	20	41	0	0	0	0	0	0	95
Course failure in ELA or Math	0	0	0	1	2	12	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	38	43	57	53	0	0	0	0	0	0	191

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	1	0	2	3	12	15	0	0	0	0	0	0	34

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	34%	65%	57%	37%	62%	55%
ELA Learning Gains	47%	62%	58%	48%	61%	57%
ELA Lowest 25th Percentile	50%	54%	53%	48%	54%	52%
Math Achievement	39%	70%	63%	48%	64%	61%
Math Learning Gains	32%	66%	62%	56%	60%	61%
Math Lowest 25th Percentile	28%	56%	51%	37%	52%	51%
Science Achievement	31%	65%	53%	34%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	85 (0)	76 (0)	87 (0)	93 (0)	87 (0)	96 (0)	108 (0)	632 (0)
Attendance below 90 percent	0 (18)	0 (14)	0 (12)	0 (11)	0 (13)	0 (17)	0 (0)	0 (85)
One or more suspensions	0 (4)	0 (7)	0 (8)	0 (6)	0 (9)	0 (20)	0 (41)	0 (95)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (1)	0 (2)	0 (12)	0 (0)	0 (15)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (38)	45 (43)	76 (57)	121 (53)	249 (191)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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
03	2019	34%	68%	-34%	58%	-24%
	2018	40%	68%	-28%	57%	-17%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	29%	64%	-35%	58%	-29%
	2018	34%	62%	-28%	56%	-22%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-5%				
Cohort Comparison		-11%				
05	2019	37%	62%	-25%	56%	-19%
	2018	31%	59%	-28%	55%	-24%
Same Grade Comparison		6%				
Cohort Comparison		3%				
06	2019	38%	64%	-26%	54%	-16%
	2018	33%	63%	-30%	52%	-19%
Same Grade Comparison		5%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	71%	-18%	62%	-9%
	2018	44%	70%	-26%	62%	-18%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	46%	69%	-23%	64%	-18%
	2018	45%	66%	-21%	62%	-17%
Same Grade Comparison		1%				
Cohort Comparison		2%				
05	2019	32%	64%	-32%	60%	-28%
	2018	41%	65%	-24%	61%	-20%
Same Grade Comparison		-9%				
Cohort Comparison		-13%				
06	2019	28%	70%	-42%	55%	-27%
	2018	30%	68%	-38%	52%	-22%
Same Grade Comparison		-2%				
Cohort Comparison		-13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	31%	63%	-32%	53%	-22%
	2018	29%	64%	-35%	55%	-26%
Same Grade Comparison		2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	18	48	64	18	26	34	19				
ELL	29	57		41	50						
BLK	22	46	50	22	29	40					
HSP	39	62		50	45		29				
MUL	15			42	60						
WHT	37	46	52	41	29	21	40				
FRL	30	46	50	35	30	27	23				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	40	47	19	33	27	12				
ELL	20	45		27	33						
BLK	20	45	52	23	37	31					
HSP	32	48		51	50						
MUL	18			33							
WHT	40	52	40	44	42	32	30				
FRL	31	46	43	37	37	24	21				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	17	37	43	25	45	35	20				
ELL	22	31		33	46						
BLK	15	42	54	24	44	35	10				
HSP	41	52		57	65						
MUL	45			55							
WHT	42	48	38	54	58	38	41				
FRL	30	45	47	41	48	35	24				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	314
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	39
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	38
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The lowest performance area overall was in ELA at 34% proficient, although the lowest sub-domain was BQ Math at 28%. Digging a little deeper revealed that it was the fifth grade cohort that likely contributed the most to this observation, although the sixth grade cohort (now rising to seventh) also struggled. Such findings can be attributed to a full implementation of the new curriculum and effectively engaging personalized learning plans for each student. Small group instruction was also limited even though the programs offered the learning paths independent of teacher planning.

The trend of BQ showing the lowest movement, if any, is consistent with district patterns over the previous four years.

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

Math gains for all students and the BQ have been most problematic. This can be attributed to a new curriculum and the presence of several new teachers in those tested grades.

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.

Consistent with the above observations, Math gains showed the widest gap between CEB students and state results. The 30 point difference is the greatest gap, although overall math and ELA, as well as BQ math and science scores were all at least 20 points different.

There were several brand new teachers in the tested grades in 2018-19 that can explain some of the gap, but there was also a new math curriculum, and the beginning of small group instructional

strategies that had not been used most recently. Data is not an issue as the District utilizes multiple electronic platforms, and makes available to teachers the information to help inform instruction.

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

The Reading BQ profile saw the greatest gain (7 points) and put the overall results within four and three points of the district and state, respectively. This gain can be attributed to a focused push for rigorous text in the hands of students, and raising expectations around literacy across the campus. The Reading Coach also focused her attention on supporting the intermediate grades, allowing for more personalized supports.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Average Daily Attendance is a concern overall, along with grade-specific patterns of behavior resulting in suspension at the 5th and 6th grade level.

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

1. literacy proficiency
2. math proficiency
3. reading, lowest quartile gains
4. math gains
5. culture for students and staff

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Reading, Math and Science Coaching Support
Rationale	If we increase teachers' knowledge of academic standards and use of high-yield instructional strategies through targeted and intentional coaching, then teaching practices can be strengthened and student outcomes will improve.
State the measurable outcome the school plans to achieve	*iReady Math and Reading scores will improve on monitoring checks administered throughout the school year and on Diagnostics two and three. *Science scores will improve on monitoring assessments two and three. *Achieve 3000 Lexile scores will increase on the second and third Level Set administrations.
Person responsible for monitoring outcome	Christina Hiers (christina.hiers@myoneclay.net)
Evidence-based Strategy	1. Supported Planning/PLC for unpacking benchmarks, lesson planning, and vertical awareness 2. Instructional Modeling with side-by-side coaching, targeted feedback, and instructional focus 3. Targeted instructional interventions for all students needing additional support in literacy and mathematics 4. Saturday Science Camps for 5th and 6th grade.
Rationale for Evidence-based Strategy	1. Supported planning will be paramount to strengthening instructional practices and a professional culture built on collaboration and respect. Through a process of focused PLCs and professional learning, teachers and administrators will establish a trusting environment that encourages risk and acknowledges both strengths and weaknesses for content knowledge and instructional practice. Such a move will improve not only the overall culture but student outcomes as well. 2. Modeling decreases student error, positively affects perceptions of task importance, and increases self-regulated learning. 3. Teachers and teacher teams will use and analyze a variety of data to assess the effectiveness of instructional strategies and practices in order to modify instruction to continuously meet student needs. iReady develops an individualized learning path for every student, allowing for close monitoring of progress and needed adjustments. 4. Integrating 3rd and 4th grade tested standards with 5th grade content increases knowledge, strengthens critical thinking, and improves outcomes on state assessments.
Action Step	
Description	1. Instructional foci and expectations: An explicit focus on continuously improving instruction that involves regular structures for collecting and analyzing data that directly informs teacher-specific instruction. There is weekly common planning time for ongoing teacher collaboration with a focus on attending to students' specific academic needs through an ongoing analysis of data and the provision of instructional strategies. Instructional rounding and calibration walks will refine practices. 2. Pervasive and ongoing coaching is provided to individual teachers, informed by classroom observations, student assessments, and teacher need. Administration regularly

visits classrooms to provide feedback and commendations to teachers that teachers identify as helpful and of value.

3. The school is engaged in the ongoing identification and placement of students throughout the school year into flexible groupings attentive to the specific skill needs of students in Tier I instruction as well as Tier II and Tier III interventions. The school applies Tier II and III responses that are directly attentive to the specific needs of students, not a general response to perceived needs of the larger group.

4. Saturday Science Camp will be staffed by teachers and focus on vertical alignment of tested standards for grades 3-5, as well as strengthen 6th grade skills in preparation for junior high content.

Person Responsible   Sheree Cagle (sheree.cagle@myoneclay.net)

#2	
Title	Family and Community Engagement
Rationale	The school will establish a climate and culture that provides a safe, orderly and respectful environment for students, and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement and engaging the community as an equal partner.

State the measurable outcome the school plans to achieve	Increase parent participation in school-day and after-school programs. Improve teacher insight survey results. Improve student SEL survey results.
Person responsible for monitoring outcome	Dimitra Mainer (dimitra.mainer@myoneclay.net)
Evidence-based Strategy	Establish a Student & Family Services program for planning family events and outreach to parents, and include a Family Liaison and full-time School Social Worker. Implement a schoolwide SEL program Implement a schoolwide PBIS program with Guidelines for Success and clearly established goals.
Rationale for Evidence-based Strategy	The development of a comprehensive student and family services program will: *Help foster a sense of belonging to the school community for new students and their families; *Create opportunities to connect students, families, faculty, and staff; *Inform new students and their families about school and district resources; *Introduce new students to the academic expectations of the school; *Provide leadership development opportunities for students. There are clear and well-supported expectations for student behavior and teacher responses in the classroom (such as establishing clear procedures for arrival and dismissal and travel throughout the building). There are clear expectations for teachers' professional behavior and fulfillment of responsibilities and duties. There are mechanisms for school-wide communication that support turnaround activities throughout the community.

Action Step	
Description	1. Identify a full-time parent liaison. 2. Identify a full-time school social worker. 3. Establish a SEL plan with materials and calendars. 4. Develop and implement a schoolwide PBIS plan. 5. Establish a family outreach plan to include ESE and ESOL specific programming.
Person Responsible	Sheree Cagle (sheree.cagle@myoneclay.net)

#3	
Title	Summer Enrichment Program
Rationale	By implementing a summer enrichment program for targeted students in all grades, additional learning, strengthening of skills, and exposure to unique learning environments can be reinforced as a way to minimize the "summer slump" and better prepare students for the next academic year.
State the measurable outcome the school plans to achieve	*iReady Math and Reading scores will improve on monitoring checks administered throughout the school year and on Diagnostics two and three. *Science scores will improve on monitoring assessments two and three. *Achieve 3000 Lexile scores will increase on the second and third Level Set administrations.
Person responsible for monitoring outcome	Christina Hiers (christina.hiers@myoneclay.net)
Evidence-based Strategy	Targeted instructional interventions for all students needing additional support in literacy, mathematics, and science.
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Identify teachers and materials for summer learning. 2. Establish indicators for student participation. 3. Engage community partners. 4. Plan field trips.
Person Responsible	Christina Hiers (christina.hiers@myoneclay.net)

#4	
Title	Leadership & School Operations
Rationale	The inclusion of a second school administrator allows for school operations and teacher/staff supports to be distributed to a smaller ratio, allowing for more intentional supports that ultimately improves school culture, teacher efficacy, and higher student outcomes.
State the measurable outcome the school plans to achieve	Increases in all state accountability cells. Increase in teacher climate survey. Improved community connections and parent participation.
Person responsible for monitoring outcome	Sheree Cagle (sheree.cagle@myoneclay.net)
Evidence-based Strategy	Teacher Coaching on professional practices. Monitoring of school operations, including movement, student arrival/departure, and master schedules. Community engagement with Family Liaison, business partners, and faith-based partners.
Rationale for Evidence-based Strategy	By focusing on operational and non-instructional elements of the school, the AP relieves the principal to focus on teacher support, establishes closer community connections, and can respond to the needs of families and constituents in a more timely manner.
Action Step	
Description	1. Identify an Assistant Principal to join the administration team. 2. Establish a community liaison office and identify goals. 3. 4. 5.
Person Responsible	Sheree Cagle (sheree.cagle@myoneclay.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

optional

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Charles E. Bennett Elementary will work with the parents and community to incorporate engagement events focused around the training of parents in the academic areas of reading, math, science and writing. Parents and families will receive grade-level content training and be able, to leave with takeaway strategies and materials for at-home use, these events will take place quarterly. During alternative months the school will have a social/academic event to encourage parent to come to school, (For example, Mom's and Muffins or Dad's and Doughnuts) all events will have a reading, math or science focus. The parent liaison will reach out to parents to encourage them to volunteer. They will also reach out to community members and business partners for mentors and volunteers to support the school community.

PFEP Link

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

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.

There will be the implementation of a school-wide SEL program - 7 Mindsets - that is coordinated and planned for consistent messaging and reinforcement in all classrooms.

A full-time school social worker and family support specialist will plan family activities and outreach to parents.

Guidance counselors will be readily available to meet with students regarding social-emotional needs.

Guidance Counselor and Social Worker will be providing counseling, mentoring and other services to support at-risk students. They will help monitor Early Warning Systems and will take actionable steps that will be taken to address students needs.

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

Two area preschools have students who transition into Charles E. Bennett Elementary plus an in-house VPK/PreK 4 program. We invite the students to visit the school during the spring of the school year for a kindergarten tour. During the spring-summer kindergarten registration process, an enrollment packet is distributed which includes alphabet cards, number cards, color cards, scissors, and crayons. These "getting ready" activities give parents information on activities they can do throughout the summer to support a strong entry into kindergarten. Administration and teacher leaders have dialog with the Head Start directors in articulation meetings held in the fall and again in spring. In the summer, prior to the new school year starting, a four-day kindergarten camp is held to ease with the transition to school for both students and parents who are invited to attend on the final day.
Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students. If students need further information our guidance counselors will provide information as needed.

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.

All K-6 students will take a benchmark assessment 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. Coaches are in place at each school and will focus upon supporting Tier 1 instruction in all content areas. Administrators will meet monthly with all grade level/content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level / course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions.
Title I: Charles E. Bennett Elementary offers intensive academic classes to all students who are performing below grade level. Outside the regular scheduled school day, tutoring services are provided to ensure students requiring additional remediation are assisted.

Title II: District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instruction strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title X Homeless: District Social Worker provides resources (clothing, tutoring, school supplies, social services, referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI: SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers. SAI funds will be used to expand the summer program to Level 2 students.

Nutritional Program: CEB allows all students access to breakfast and lunch through the Community Eligibility Program (CEP), which is a federally funded program based on various community indicators. Charles E. Bennett Elementary is an 100% CEP provider.

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

Sixth grade students visit the junior high in the spring so they are familiar with the campus. The junior high counselors and administration visit our campus and provide an orientation to junior high as well as explaining course options to the students. If students need further information our guidance counselors will provide information as needed.
Professional Motivational Speaker Jeremy Anderson was invited to our campus and spoke to our students about how their current situation is not your conclusion. Jeremy Anderson is a leading expert, author, and one of the premier motivational speakers in the educational arena. Jeremy has made it his life's work to help students and teachers become the best version of themselves.
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Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Reading, Math and Science Coaching Support				$171,818.86
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0071 - Charles E. Bennett Elementary School	UniSIG	2.0	$46,600.00
			Notes: READING COACH SALARY			
	6400	210-Retirement	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$3,952.10
			Notes: READING COACH RETIREMENT			
	6400	220-Social Security	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$3,569.49
			Notes: READING COACH SOCIAL SECURITY			
	6400	230-Group Insurance	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$11,120.60
			Notes: READING COACH Full family group health insurance plan - this amount may be reduced in October when health insurance plans are finalized.			
	6400	240-Workers Compensation	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$667.24
			Notes: READING COACH Workers Compensation			
	5100	510-Supplies	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$20,000.00
			Notes: Supplies to support new curriculum initiatives and lower quartile focused work			
	5100	520-Textbooks	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$20,000.00
			Notes: Curriculum materials to support instruction including but not limited to Curriculum Associates LAFS and MAFS, Fountas and Pinnel's Leveled Literacy Interventions and a Science Academy.			
	6400	130-Other Certified Instructional Personnel	0071 - Charles E. Bennett Elementary School	UniSIG	2.0	$46,600.00
			Notes: MATH COACH SALARY			
	6400	210-Retirement	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$3,952.10
			Notes: MATH COACH RETIREMENT			
	6400	220-Social Security	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$3,569.49
			Notes: MATH COACH SOCIAL SECURITY			
	6400	230-Group Insurance	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$11,120.60
			Notes: MATH COACH Full family group health insurance plan - this amount may be reduced in October when health insurance plans are finalized.			
	6400	240-Workers Compensation	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$667.24
			Notes: MATH COACH Workers Compensation			

2	III.A.	Areas of Focus: Family and Community Engagement				$65,969.43
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6100	130-Other Certified Instructional Personnel	0071 - Charles E. Bennett Elementary School	UniSIG	1.0	$46,660.00
			Notes: School Social Worker salary			
	6100	210-Retirement	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$3,952.10
			Notes: School Social Worker retirement			
	6100	220-Social Security	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$3,569.49
			Notes: School Social Worker social security			
	6100	230-Group Insurance	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$11,120.60
			Notes: School Social Worker group insurance			
	6100	240-Workers Compensation	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$667.24
			Notes: School Social Worker workers compensation			
3	III.A.	Areas of Focus: Summer Enrichment Program				$20,913.15
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$10,000.00
			Notes: Salary for Teachers to provide instruction in literacy, math, and science over the summer.			
	5100	210-Retirement	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$847.00
			Notes: RETIREMENT Summer Program			
	5100	220-Social Security	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$765.00
			Notes: SOCIAL SECURITY Summer Program			
	5100	240-Workers Compensation	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$143.00
			Notes: WORKERS COMP Summer Program			
	5100	330-Travel	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$7,000.00
			Notes: FIELD TRIPS Summer Program			
	5100	510-Supplies	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$558.15
			Notes: GENERAL SUPPLIES Summer Program			
	5100	520-Textbooks	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$1,600.00
			Notes: MATERIALS Summer Program			
4	III.A.	Areas of Focus: Leadership & School Operations				$87,151.94

Function	Object	Budget Focus	Funding Source	FTE	2019-20
7300	110-Administrators	0071 - Charles E. Bennett Elementary School	UniSIG	1.0	$64,680.00
		Notes: Assistant Principal to support new curriculum initiatives, new teacher mentoring and professional development, retraining of experienced staff, monitor early warning systems to avoid discipline issues, respond and manage discipline issues, monitor and support lower quartile, establish family and community support goals, provide supervision and support to summer programs.			
7300	210-Retirement	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$5,478.40
		Notes: Assistant Principal retirement			
7300	220-Social Security	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$4,948.02
		Notes: Assistant Principal social security			
7300	230-Group Insurance	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$11,120.60
		Notes: Assistant Principal group insurance			
7300	240-Workers Compensation	0071 - Charles E. Bennett Elementary School	UniSIG	0.0	$924.92
		Notes: Assistant Principal workers compensation			
				Total:	**$345,853.38**