

Broward County Public Schools

Bennett Elementary School



2021-22 Schoolwide Improvement Plan

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Bennett Elementary School

1755 NE 14TH ST, Fort Lauderdale, FL 33304

[no web address on file]

Demographics

Principal: Danielle Smith

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (48%) 2016-17: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 Broward 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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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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	85%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Bennett Elementary School is to prepare our students for lifelong learning by cultivating a culture that encourages our students and staff to be reflective, innovative, confident, engaged, and responsible. Our students will achieve academic excellence through these core principles. Bennett's students will be prepared to tackle the demands of the world and capable of shaping a better future.

Provide the school's vision statement.

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

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Smith, Danielle	Principal	<p>The School Principal shall effectively lead and manage through the items listed by category below.</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build School Principal, and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent, and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that the rights of all children and their

Name	Position Title	Job Duties and Responsibilities
		<p>parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school foodservice, student transportation, master schedules, extracurricular activities, school finance, and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyze results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>School Principal.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>29. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>31. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>34. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>35. Review current developments, literature, and technical sources of information related to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
Pinder, Te'Anka	Assistant Principal	<p>In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below:</p> <p>INSTRUCTIONAL LEADERSHIP:</p> <ol style="list-style-type: none"> 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional

Name	Position Title	Job Duties and Responsibilities
		<p>improvement, development, and implementation of quality standards-based curricula.</p> <p>5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success.</p> <p>6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.</p> <p>7. Assist in recruiting, retaining, developing, and evaluating an effective and diverse faculty and staff.</p> <p>8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance.</p> <p>9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement.</p> <p>10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern.</p> <p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that the rights of all children and their parents are protected.</p> <p>ORGANIZATIONAL LEADERSHIP:</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school foodservice, transportation, master schedules, extracurricular activities, school finance,</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identify root causes, and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>PROFESSIONAL AND ETHICAL LEADERSHIP:</p> <p>28. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>33. Participate successfully in the training programs offered to increase the</p>

Name	Position Title	Job Duties and Responsibilities
		<p>individual's skill and proficiency related to the assignments as well as the District's strategic objectives.</p> <p>34. Review current developments, literature, and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Tamayo, Yahira	Math Coach	<p>The Coach, Mathematics shall:</p> <ol style="list-style-type: none"> 1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. Participate in monthly content related professional learning. 5. Participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. Develop and assist teachers in designing formative assessments including nonevaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. Maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting 9. Assist teachers in effective integration of technology within daily instructional practice, coaching activities and scheduled meeting. 10. Establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. Support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. Analyze data to inform high quality instruction leading to improved
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Name	Position Title	Job Duties and Responsibilities
		<p>student achievement.</p> <p>13. Promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>14. Facilitate research-based professional learning through the school's professional learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board policies.</p> <p>20. perform other duties as assigned by the Supervisor(s).</p>
Walstine, Shaneka	Reading Coach	<p>The Coach, Literacy shall:</p> <p>1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement</p> <p>2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing.</p> <p>3. Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning.</p> <p>4. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities.</p> <p>5. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons.</p> <p>6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>7. Analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement.</p> <p>8. Maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required.</p> <p>9. Participate and engage in monthly content related professional learning and learning communities.</p> <p>10. Promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>11. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.</p> <p>12. Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.</p> <p>13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>14. Participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.</p> <p>15. Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>16. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>17. Ensure adherence to good safety procedures.</p> <p>18. Follow federal and state laws, as well as School Board policies.</p> <p>19. Perform other duties as assigned by the principal or designee.</p>
Morgado, Rebeca	Curriculum Resource Teacher	<p>1. Assist the administration and staff to develop and implement a schoolwide behavior management system.</p> <p>2. Assist in the development and implementation of individual student behavior plans.</p> <p>3. Be knowledgeable in the implementation of behavior change programs.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>4. Provide supportive classroom management and academic strategies to teachers, students, and parents.</p> <p>5. Assist in data collection and preparation of reports.</p> <p>6. Assist in individualized educational plans of instruction for students.</p> <p>7. Assist with the implementation of Student Assistance Programs.</p> <p>8. Suggest ways to facilitate parental involvement and parent education.</p> <p>9. Assist in the coordination of inservice activities.</p> <p>10. Have knowledge of pre-kindergarten through Grade 5 curriculum</p> <p>11. Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students.</p> <p>12. Be able to use observation techniques for identification, ongoing reevaluation and planning for students.</p> <p>13. Be able to adapt, design and implement curriculum to meet the needs of the individual students.</p> <p>14. Serve as a teacher and not, under any circumstances, be used in an administrative or quasi-administrative role.</p> <p>15. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida.</p> <p>16. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments.</p> <p>Elementary Classroom Generalist (Teacher) (cont.) KK-108</p> <p>17. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>18. Ensure adherence to good safety procedures.</p> <p>19. Perform other duties as assigned by the Principal.</p> <p>20. Follow federal and state laws, as well as School Board policies.</p>
Rubin, Amy	School Counselor	<p>The Elementary Guidance Counselor shall</p> <p>1. Establish small group counseling sessions.</p> <p>2. Counsel students on personal and academic concerns and notify parents as deemed necessary.</p> <p>3. Provide materials and suggestions for classroom</p>

Name	Position Title	Job Duties and Responsibilities
		<p>oriented guidance activities.</p> <ol style="list-style-type: none"> 4. Arrange student, parent and teacher conferences. 5. Acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. 6. Assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. Work with parent groups in the area of child growth, development and discipline. 8. Meet with teachers to present and explaining the results of various testing programs. 9. Assist teachers in effective utilization of test results. 10. Identify community and school system resources and when advisable, refer student situations to the proper agencies. 8. Meet with teachers to present and explaining the results of various testing programs. 9. Assist teachers in effective utilization of test results. 10. Identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. Keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. Gather information from all faculty members having contact with a student being considered for referral. 13. Review current developments, literature and technical sources of information related to job responsibility. 14. Ensure adherence to good safety procedures. 15. Perform other duties as assigned by the Principal. 16. Follow federal and state laws, as well as School Board policies.

ESSENTIAL PERFORMANCE RESPONSIBILITIES:

The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below.

? This position does not have any supervisory responsibilities.

? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually.

? Coordinate required ESE meetings.

? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual

McCahill, Teacher,
Tiffany ESE

Name	Position Title	Job Duties and Responsibilities
		<p>Education Plan (IEP) and monitor progress of IEP goals.</p> <p>? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews.</p> <p>? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities.</p> <p>? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student.</p> <p>? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard.</p> <p>? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally.</p> <p>? Shall report all compliance concerns directly to the school-based leadership.</p> <p>? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.</p> <p>? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity.</p> <p>? Utilize the electronic management system to generate IEP documents.</p> <p>? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida.</p> <p>? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>? Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>? Ensure adherence to safety rules and procedures.</p> <p>? Follow federal and state, as well as School Board policies.</p> <p>? Perform other duties as assigned by the school principal.</p>

Demographic Information

Principal start date

Saturday 7/1/2017, Danielle Smith

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

23

Total number of students enrolled at the school

261

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

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

5

Demographic Data

Early Warning Systems

2021-22

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	44	40	40	44	55	48	0	0	0	0	0	0	0	271
Attendance below 90 percent	18	9	16	10	19	12	0	0	0	0	0	0	0	84
One or more suspensions	0	0	2	0	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	8	0	0	0	0	0	0	0	12
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	4	9	0	0	0	0	0	0	0	13
Number of students with a substantial reading deficiency	0	8	12	13	23	16	0	0	0	0	0	0	0	72
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	7	4	12	14	0	0	0	0	0	0	0	39

The number of students identified as retainees:

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

Date this data was collected or last updated

Friday 9/24/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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	0	0	0	0	0	0	0	0	0	0	0	0	0		
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				46%	59%	57%	47%	56%	56%
ELA Learning Gains				56%	60%	58%	49%	57%	55%
ELA Lowest 25th Percentile				55%	54%	53%	54%	51%	48%
Math Achievement				49%	65%	63%	51%	62%	62%
Math Learning Gains				66%	66%	62%	53%	60%	59%
Math Lowest 25th Percentile				48%	53%	51%	43%	47%	47%
Science Achievement				33%	46%	53%	39%	49%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	60%	-9%	58%	-7%
Cohort Comparison						
04	2021					
	2019	41%	62%	-21%	58%	-17%
Cohort Comparison		-51%				
05	2021					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison						
04	2021					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-49%				
05	2021					
	2019	37%	64%	-27%	60%	-23%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	49%	-21%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 1st -5th are monitored using the diagnostic assessments on I Ready.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/ 31.4%	12/ 34.3%	13/ 39.4%
	Economically Disadvantaged	9/ 31%	10/ 34.5%	10/ 37%
	Students With Disabilities	2/ 28.6%	1/ 14.3%	2/ 40%
	English Language Learners	0/ 0%	0/ 0%	0/ 0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/ 24.2%	10/ 28.6%	9/ 30%
	Economically Disadvantaged	7/ 25.9%	8/ 27.6 %	6/ 25%
	Students With Disabilities	1/ 14.3%	0/ 0%	2/ 50%
	English Language Learners	2/ 50%	0/0%	0/ 0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	7/ 18.9%	10/ 28.6%	14/ 38.9%
	Economically Disadvantaged	6/ 19.4%	9/ 39%	11/ 36.7%
	Students With Disabilities	1/ 11.1%	1/ 12.5%	0/ 0%
	English Language Learners	0/ 0%	0/ 0%	1/ 33.3%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/ 24.3%	7/ 20%	9/ 26.5%
	Economically Disadvantaged	5/ 16.1%	6/ 20.7%	7/ 24.1%
	Students With Disabilities	1/ 11.1%	0/ 0%	0/ 0%
	English Language Learners	0/ 0%	1/ 33.3%	1/ 33.3%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15/ 37.5%	19/ 44.2%	18/ 42.9%
	Economically Disadvantaged	13/ 35.1%	17/ 43.6%	16/ 42.1%
	Students With Disabilities	1/ 9.1%	3/ 27.3%	3/ 25%
	English Language Learners	1/ 20%	3/ 42.9%	3/ 42.9%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	3/ 7.5%	9/ 20.5%	14/ 33.3%
	Economically Disadvantaged	3/ 8.1%	9/ 22.5%	12/ 31.6%
	Students With Disabilities	0/ 0%	2/ 16.7%	1/ 9.1%
	English Language Learners	0/ 0%	1/ 14.3%	3/ 42.9%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/ 21.3%	14/ 28%	15/ 31.3%
	Economically Disadvantaged	7/ 18.4%	11/26.8%	11/28.7%
	Students With Disabilities	1/ 7.1%	2/ 14.3%	0/ 0%
	English Language Learners	0/0%	0/0%	1/ 25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	5/ 10.6%	10/20%	23/ 56.1%
	Economically Disadvantaged	4/ 10.5%	9/ 22%	17/ 53.1%
	Students With Disabilities	0/ 0%	0/ 0%	4/ 36.4%
	English Language Learners	0/ 0%	1/ 33.3%	1/ 25%
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14/ 31.1%	21/ 46.7%	15/ 41.7%
	Economically Disadvantaged	12/30.8%	17/ 44.7%	13/ 40.6%
	Students With Disabilities	2/ 20%	2/ 20%	1/ 14.3%
	English Language Learners	0/0%	1/ 50%	1/ 50%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/22.2%	16/ 36.4%	20/ 54.1%
	Economically Disadvantaged	9/23.1%	13/ 35.1%	17/ 50%
	Students With Disabilities	0/ 0%	0/0%	2/ 28.6%
	English Language Learners	0/0%	0/0%	1/50%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			21 %
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	28	40		22							
ELL	43	53		35	35		6				
BLK	27	44		22	23		17				
HSP	50	69		34	38		17				
WHT	75			50							
FRL	43	54		32	32	30	23				
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	37	52		41	67	50	36				
ELL	42	57		47	63		29				
BLK	42	55	60	42	58	44	34				
HSP	41	43		44	79						
WHT	55	69		65	86						
FRL	44	57	58	46	63	48	33				
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	40	53	43	43	48	36	50				
ELL	43	50		43	52						
BLK	43	46	44	49	57	55	38				
HSP	38	41		38	35		20				
WHT	64	60		61	38						
FRL	46	48	54	50	53	41	37				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	27
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	42
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our proficiency in ELA continues to be stagnant, below 55% of our overall population. Our learning gains in both our overall population and lowest quartile have shown some increase, give or take a few points on given years. Our Hispanic population has shown a consistent increase in proficiency. The learning gains of our typically marginalized black population have increased.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Our student's classroom participation, work samples, common formative standards assessments, I Ready pathways and diagnostic scores along with FSA scores all demonstrate the need to continue putting our efforts in developing the literacy skills of our students.

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

The contributing factors to the need for this improvement is the need to deepen the understanding of standards expectations & grade level curriculum, best practices for TIER 1 instruction, understanding of using student data to drive instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Our student's classroom participation, work samples, common formative standards assessments, IReady pathways, and diagnostic scores along with FSA scores all demonstrated our equitable instructional practices amongst our white, black, and Hispanic subgroups. Through these points of data, we noticed a consistent trend in the increase of learning gains of three subgroups.

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

The contributing factors to this trend in improvement, is our school's motivation to provide the best for our students. Within the most recent school years, we have revamped our Common Formative Assessment and Collaborative Data Chats to ensure our teachers, instructional coaches and administrators are sharing the practice of using data to prescribe fitting interventions, plan instruction, group & regroup students for differentiated opportunities, and scheduling within the daily classrooms and school-wide.

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

The strategy that will be consistently implemented and prioritized to accelerate learning is the active hands-on continuous support of planning and instruction. Teachers will not only have shared collaborative data driven planning with coaches within data chat and PLCs, in classroom support will also be provided. Coaches along with ESSER teachers have scheduled and blocked off times in their day to specifically meet the needs for support of our teachers and students. Instructional coaches will also continue to help teachers with district resources, provide opportunities to expand on best practices for instruction, and coteach with teachers.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The professional development opportunities that will be provided at the school to support both teachers and leaders are:

- components of an effective reading block
- implementation of Benchmark Advanced components
- accessing and implementing district resources
- Horizons implementation review
- LLI implementation review
- using Reading Coach for instruction review
- I-Ready effective usage and monitoring overview
- Shared, Interactive, and Guided Reading overview
- Identifying reading learning targets from a BAS

Other opportunities for professional development will be provided as needs are further identified to ensure continued growth of our staff for our students.

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

To ensure sustainability of improvement in the next year and beyond, our professional learning opportunities and instructional support is all geared to the growth of teacher's skills and/or awareness. We will also include teachers as facilitators for PDs specific to their areas of strengths. Through our culture of academic support we will provide a comfortable and well supported environment to grow and work, helping us keep our teachers and most importantly, keep them sharing our vision for our students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Instructional practice specifically relating to ELA was identified as a critical need as we studied the trends of our school data. Our proficiency continues to stay under 50% proficient. Although our learning gains show an upward trend, our proficiency remains stagnant.
Measurable Outcome:	Per 2020-21 ELA FSA scores, 43% of our students scored proficient, our goal is to increase our proficiency to 55% as measured by the 2021-22 ELA FSA.
Monitoring:	ELA Progress will be monitored for our desired outcome with our iReady diagnostic assessments. Standards based instruction will also be monitored by using the Benchmark Advance Assessments that are aligned to standards.
Person responsible for monitoring outcome:	Shaneka Walstine (shaneka.walstine@browardschools.com)
Evidence-based Strategy:	Evidence-based strategies used to implement this area of focus includes small group differentiated instruction during the literacy block, walk to read small group differentiated instruction.
Rationale for Evidence-based Strategy:	To ensure our students display growth within their reading development, we implement multiple times for small group differentiated instruction. These instructional reading small groups are taught within our classroom reading blocks and during our school-wide Walk-to-Read. Differentiated instruction allows our students to receive individualized instruction to meet the needed deficiencies present in their reading development. Our teachers are supported through the implementation of the prescribed interventions being taught within our reading intervention groups. Teachers also meet with coaches for data chats to collaborate on student data and instructional planning, this ensures our instructional practice continue to be deliberate and prescriptive.

Action Steps to Implement

1. Teachers will be oriented and trained on the components of Benchmark Advance Literacy Series.
2. PLC developed to ensure continuity of standards based instruction alignment.
3. Implementation of small group differentiated instruction during literacy block and walk to read time.
4. Common Formative Assessment calendars followed by all grade levels.
5. Data Chats to include collaborative data analysis and planning

Person Responsible Shaneka Walstine (shaneka.walstine@browardschools.com)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When comparing the discipline data of Bennett to the discipline data across the state, we fall under the low category ranking at #451 out of 1,395 elementary schools. The report shows that there was one incident labeled as battery. This was an isolated incident and has been addressed with positive interventions.

As a school, we promote a positive culture of kindness with our students. We utilize the monthly character traits and infuse additional weekly life skills. These life skills are broken down weekly:
August 18 RESPECT - To honor or hold in high esteem people, places and things
August 26 PATIENCE – To wait calmly for someone or something
September 3 COOPERATION – To work together toward a common goal**
September 9 CARING – To feel and show concern for others
September 16 FRIENDSHIP – To have mutual trust and caring
September 23 COURTESY - To act in a polite and considerate manner
September 30 RESPONSIBILITY -To be accountable for one's actions and dependable to self and others **
October 7 PROBLEM SOLVING – To seek solutions to difficult situations and everyday problems
October 14 ORGANIZATION – To plan, arrange and implement in an orderly, useable way
October 21 FLEXIBILITY – To be willing to change plans when necessary

October 28 INITIATIVE -To do something because it needs to be done
November 4 CITIZENSHIP - To know, understand and display high regard for the rules, laws government, heritage and for those who have served and sacrificed for our community and country**
November 11 EFFORT – To do your best
November 18 & 25 PERSEVERANCE – To keep at it
December 2 KINDNESS – To be helpful, thoughtful, caring, compassionate and considerate**
December 9 CREATIVITY - To think in new and different ways
December 16 RESOURCEFULNESS – To respond to challenges in creative ways

These skills are taught by the classroom teacher and monitored by the school counselor.

Our school-wide expectations are:

- 1. Be Responsible**
- 2. Be Respectful**
- 3. Be Kind**
- 4. Be Safe**
- 5. Be Positive**

As a school, we implement school-wide lesson plans to be delivered by the classroom teacher pertaining to school-wide expectations and behaviors three times a year and as needed per class.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Bennett Elementary strives to build to positive school culture and environment. The key stakeholders play a huge role in setting the tone of our school culture and environment. As a Title I school, we encourage and invite families to attend family events that allow for parent trainings and student engagement.

Our School Advisory Council members represent the different subgroups of our student population. Community members also serve as members of our council.

Our school counselor has set up different Social Emotional Learning Opportunities for our students. The staff has received training to better serve their students. Monthly recognition takes place for our students who display and exemplify the monthly character traits.

In order to raise staff moral, a "Cheers for Peers" program has been implemented. This program gives all staff the opportunity to recognize their peers for the professionalism and outstanding work. In order to promote Best Practices, snapshots are taken throughout the educational day and shared monthly with specific highlights.

As a school, we promote a positive culture of kindness with our students. We utilize the monthly character traits and infuse additional weekly life skills. These life skills are broken down weekly:

August 18 RESPECT - To honor or hold in high esteem people, places and things

August 26 PATIENCE – To wait calmly for someone or something

September 3 COOPERATION – To work together toward a common goal**

September 9 CARING – To feel and show concern for others

September 16 FRIENDSHIP – To have mutual trust and caring

September 23 COURTESY - To act in a polite and considerate manner

September 30 RESPONSIBILITY -To be accountable for one's actions and dependable to self and others **

October 7 PROBLEM SOLVING – To seek solutions to difficult situations and everyday problems

October 14 ORGANIZATION – To plan, arrange and implement in an orderly, useable way

October 21 FLEXIBILITY – To be willing to change plans when necessary

October 28 INITIATIVE -To do something because it needs to be done

November 4 CITIZENSHIP - To know, understand and display high regard for the rules, laws government, heritage and for those who have served and sacrificed for our community and country**

November 11 EFFORT – To do your best

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December 2 KINDNESS – To be helpful, thoughtful, caring, compassionate and considerate**

December 9 CREATIVITY - To think in new and different ways

December 16 RESOURCEFULNESS – To respond to challenges in creative ways

These skills are taught by the classroom teacher and monitored by the school counselor.

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

At Bennett, a team approach is used to promote a positive culture and environment. We must all work together in order to have our students achieve their highest potential. The stakeholders include the students, families, teachers, non-instructional staff, and community.

As a part of the SAC committee, parents, staff and community members are identified to promote a positive culture.

As a Title I school, our Title I Liaison, embraces this culture through communication with the school compact and family events.

The School Counselor implements Social Emotional Learning (SEL), character education and life skills to our staff and students.

The Equity Liaison serves a key role as she shares district initiatives and ideas that will best meet the needs of our students as we promote a positive culture.

Administration serves all stakeholders and promotes a positive environment.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$14,084.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	519-Technology-Related Supplies	0201 - Bennett Elementary School	Title, I Part A		\$9,363.00
			Notes: iReady Toolbox for grades K-5 Function 5101			
	5100	519-Technology-Related Supplies	0201 - Bennett Elementary School	Title, I Part A		\$2,000.00
			Notes: Nearpod Flocabulary Site License Function 5101			
	5100	500-Materials and Supplies	0201 - Bennett Elementary School	Title, I Part A		\$1,188.00
			Notes: Fountas & Pinnell Kindergarten Interactive Read Aloud Kit			
	5100	530-Periodicals	0201 - Bennett Elementary School	Title, I Part A		\$1,533.00
			Notes: Scholastic News Magazine periodicals for grades K-5			
Total:						\$14,084.00