Bennett Elementary School

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (52%) 2018-19: C (50%) 2017-18: C (48%)
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	ATSI
* 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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	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	88%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Smith, Danielle	Principal	The School Principal shall effectively lead and manage through the items listed by category below. INSTRUCTIONAL LEADERSHIP: 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

Name	Position Title	Job Duties and Responsibilities
		rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 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. 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. 18. Employ an improvement cycle for operational problems that analyze results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 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. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 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. 25. Provide recognition and celebration for student, staff, and school accomplishments. 26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 28. Interact with government and service agencies relative to

Name	Position Title	Job Duties and Responsibilities
		student welfare. School Principal. PROFESSIONAL AND ETHICAL LEADERSHIP: 29. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice. 30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 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. 32. Administer negotiated employee contracts in the appropriate manner at the school site. 33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 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. 35. Review current developments, literature, and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Pinder, Te'Anka	Assistant Principal	In collaboration with Principal, the Assistant School Principal shall assist in leading and managing the school through the categories listed below: INSTRUCTIONAL LEADERSHIP: 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

Name	Position Title	Job Duties and Responsibilities
		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 improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 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. 7. Assist in recruiting, retaining, developing, and evaluating 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. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 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. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that the rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data.

Name	Position Title	Job Duties and Responsibilities
		15. Utilize processes to empower others and distribute leadership when appropriate.
		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.
		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, and financial reporting, and maintenance of the physical plant.
		18. Assist in employing an improvement cycle for operational problems that analyzes results, identify root causes, and takes corrective action.
		19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.
		20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.
		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.
		22. Maintain high visibility at school and in the community.
		23. Cultivate, support, and develop others within the school.
		24. Provide recognition and celebration for student, staff, and school accomplishments.
		25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/ resolve valid stakeholder concerns.
		26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
		27. Interact with government and service agencies relative to student welfare.
		PROFESSIONAL AND ETHICAL LEADERSHIP:
		28. Demonstrate personal and professional behaviors consistent with the Code of Ethics and the Principles of Professional Practice.
		29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.

Name	Position Title	Job Duties and Responsibilities
		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. 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 33. 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. 34. Review current developments, literature, and technical sources of information related to job responsibility. 35. Ensure adherence to good safety procedures. 36. Follow Federal and State laws, as well as School Board policies. 37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.
Walstine, Shaneka	Reading Coach	The Coach, Literacy shall: 1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement 2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 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. 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. 5. Model innovative teaching methodologies and

Name	Position Title	Job Duties and Responsibilities
		researchbased, effective instructional practices through techniques such as coteaching and demonstration lessons.

6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community.

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.

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.

9. Participate and engage in monthly content related professional learning and learning communities.

10. Promote collegiality through collaborative work and reflective practices with teachers and administrators.

11. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning.

12. Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction.

13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl.

14. Participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities.

15. Review current developments, literature and technical sources of information related to job responsibilities.

16. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)

17. Ensure adherence to good safety procedures.

18. Follow federal and state laws, as well as School Board policies.

Name	Position Title	Job Duties and Responsibilities
		19. Perform other duties as assigned by the principal or designee.
Tamayo, Yahira	Math Coach	The Coach, Mathematics shall: 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 researchbased, effective instructional practices through techniques such as coteaching 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 nonevaluative 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 student achievement.

Name	Position Title	Job Duties and Responsibilities
		13. Promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. Facilitate research-based professional learning through the school's professional learning communities. 15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 16. review current developments, literature and technical sources of information related to job responsibilities. 17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 18. ensure adherence to good safety procedures. 19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).
Morgado, Rebeca	Curriculum Resource Teacher	1. Assist the administration and staff to develop and implement a schoolwide behavior management system. 2. Assist in the development and implementation of individual student behavior plans. 3. Be knowledgeable in the implementation of behavior change programs. 4. Provide supportive classroom management and academic strategies to teachers, students, and parents. 5. Assist in data collection and preparation of reports. 6. Assist in individualized educational plans of instruction for students. 7. Assist with the implementation of Student Assistance Programs. 8. Suggest ways to facilitate parental involvement and parent education. 9. Assist in the coordination of inservice activities. 10. Have knowledge of pre-kindergarten through Grade 5 curriculum 11. Be able to suggest educational and classroom management strategies, materials and techniques to parents and other support personnel working with students. 12. Be able to use observation techniques for identification, ongoing reevaluation and planning for students. 13. Be able to adapt, design and implement

Name	Position Title	Job Duties and Responsibilities
		curriculum to meet the needs of the individual students. 14. Serve as a teacher and not, under any circumstances, be used in an administrative or quasi-administrative role. 15. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Florida. 16. Participate, successfully, in the training programs offered to increase the individual's skill and proficiency related to the assignments. Elementary Classroom Generalist (Teacher) (cont.) KK-108 17. Review current developments, literature and technical sources of information related to job responsibility. 18. Ensure adherence to good safety procedures. 19. Perform other duties as assigned by the Principal. 20. Follow federal and state laws, as well as School Board policies.
Rubin, Amy	School Counselor	The Elementary Guidance Counselor shall 1. Establish small group counseling sessions. 2. Counsel students on personal and academic concerns and notify parents as deemed necessary. 3. Provide materials and suggestions for classroom oriented guidance activities. 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

Name	Position Title	Job Duties and Responsibilities
		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.
McCahill, Tiffany	Teacher, ESE	ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Exceptional Student Education Specialist shall carry out the performance responsibilities listed below. 1. This position does not have any supervisory responsibilities. 2. 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. 3. Coordinate required ESE meetings. 4. 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 Education Plan (IEP) and monitor progress of IEP goals. 5. Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. 6. Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. 7. 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. 8. 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. 9. Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. 10. Shall report all compliance concerns directly to the school based leadership. 11. Correct compliance errors identified internally (within the

Name	Position Title	Job Duties and Responsibilities
		school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. 12. Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. 13. Utilize the electronic management system to generate IEP documents. 14. Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. 15. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. 16. Review current developments, literature and technical sources of information related to job responsibilities. 17. Ensure adherence to safety rules and procedures. 18. Follow federal and state, as well as School Board policies. 19. Perform other duties as assigned by the school principal.

Demographic Information

Principal start date

Saturday 7/1/2017, Danielle Smith

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

322

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	40	46	47	36	50	61	0	0	0	0	0	0	0	280
Attendance below 90 percent	14	16	14	8	23	23	0	0	0	0	0	0	0	98
One or more suspensions	1	0	0	2	1	4	0	0	0	0	0	0	0	8
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 2022 statewide FSA ELA assessment	0	0	0	14	14	10	0	0	0	0	0	0	0	38
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	17	17	0	0	0	0	0	0	0	47
Number of students with a substantial reading deficiency	2	9	16	11	19	17	0	0	0	0	0	0	0	74

Using the table above, complete the table below with the number of students by current grade level who have 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	2	6	4	14	21	19	0	0	0	0	0	0	0	66

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 8/10/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	58%	56%				46%	59%	57%
ELA Learning Gains	66%						56%	60%	58%
ELA Lowest 25th Percentile	52%						55%	54%	53%
Math Achievement	46%	54%	50%				49%	65%	63%
Math Learning Gains	70%						66%	66%	62%
Math Lowest 25th Percentile	53%						48%	53%	51%
Science Achievement	31%	59%	59%				33%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%	60%	-9%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	41%	62%	-21%	58%	-17%
Cohort Comparison		-51%				
05	2022					
	2019	38%	59%	-21%	56%	-18%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	65%	-16%	62%	-13%
Cohort Comparison		0%				
04	2022					
	2019	48%	67%	-19%	64%	-16%
Cohort Comparison		-49%				
05	2022					
	2019	37%	64%	-27%	60%	-23%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	41	43	30	48	40	21				
ELL	52	68		64	90		7				
BLK	32	68	67	34	67	46	29				
HSP	49	60		50	76		25				
WHT	72	71		78	71						
FRL	44	67	53	44	65	53	30				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	30
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
Pacific Islander Students	
Federal Index - 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%	0
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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. Our students with disabilities continue to display a need for support.

What data components, based off progress monitoring and 2022 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, increasing best practices for TIER 1 instruction, understanding
and effectively using student data to drive instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our student's classroom participation, work samples, common formative standards assessments, I-Ready 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. We also noticed an equitable increase in Math Learning Gains within our students.

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 chats 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 including interventions
- accessing and implementing district resources
- Horizons implementation review
- LLI implementation review
- using Reading Coach for instruction review
- Shared, Interactive, and Guided Reading overview
- Identifying reading learning targets from a BAS
- Understanding grade level ELA and Math standards to meet necessary demands
- Savvas Realize - Success Maker (math) effective usage and monitoring overview
- Envision - New Materials Implementation Training
- Envision - MDIS Intervention Training
- Building Math Conceptual Understanding
- Developing Mathematical Fluency

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, maintain a shared vision for our students.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Per 2021-22 ELA FSA scores, 43% of our students scored proficient, our goal is to increase our proficiency to 55% as measured by the 2022-23 ELA F.A.S.T.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELA Progress will be monitored for our desired outcome with our Common Formative Assessment, Benchmark Advanced Unit Assessments, as well as the FAST PM2 & 3.
Person responsible for monitoring outcome:	Shaneka Walstine (shaneka.walstine@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies used to implement this area of focus includes small group differentiated instruction during the literacy block, and walk-to-read small group differentiated instruction.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To ensure our students display growth within their reading development, we implement multiple times of small group differentiated instruction. These instructional reading small groups are taught within our classroom reading blocks and during our grade level specific 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 trained and 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Instructional practice specifically relating to Math was identified as a 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 at all grade levels.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Per 2021-22 Math FSA scores, 46% of our students scored proficient, our goal is to increase our proficiency to 55% as measured by the 2022-23 Math F.A.S.T.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Math Progress will be monitored for our desired outcome with our Common Formative Assessment, Envision Math Cumulative Topic Assessments, as well as the F.A.S.T. PM2 & 3.
Person responsible for monitoring outcome:	Yahira Tamayo (yahira.tamayo@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies used to implement this area of focus includes best instructional practices within Tier 1 instruction including; and increase in student mathematical discourse, small group instruction, increase of student independent practices and problem solving. We have also ensured all classes have a 60 uninterrupted Math block for core instruction and an additional 30 minutes outside of the core math block for; 15 minutes of spiral review/fluency and 15 minutes for Interventions/Enrichment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To ensure our students display growth within their mathematical development, we have embedded 90 minutes for Math instruction to ensure students received the necessary opportunities to explore, engage and practice needed skills. Our teachers are trained and supported through the PDs offered on campus from the Math department and the Math Coach within PLCs. Teachers also meet with coaches for data chats to collaborate on student data and plan instructional opportunities, this ensures our instructional practices are aligned to the standards and meet students' needs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will be oriented and trained on the components of Envision, MDIS, and Success Maker.
2. PLC developed to ensure continuity of standards based instruction alignment.
3. Implementation of small group instruction for reteaching, remediation, intervention, and enrichment.
4. Common Formative Assessment calendars followed by all grade levels.
5. Data Chats to include collaborative data analysis and planning

Person Responsible   Yahira Tamayo (yahira.tamayo@browardschools.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Instructional practice specifically relating to Science was identified as a need as we studied the trends of our school data. Our proficiency remains significantly below 50% in Science.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Per 2021-22 Science FCAT scores, 31% of our students scored proficient, our goal is to increase our proficiency to 55% as measured by the 2022-23 Science FCAT.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Science progress will be monitored for our desired outcome with our Common Formative Assessment, Beginning of the Year & Middle of the Year Science Assessments.
Person responsible for monitoring outcome:	Danielle Smith (danielle.n.smith@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategies used to implement this area of focus includes a daily instructional time for Science in the classroom through ELA, supported with three days a week every other week of hands-on Science in our Science Lab. This year fifth grade teachers will co-teach a hands-on Science lab directly related to their in class Science standards 30 minutes six times a month with our support facilitator/ Science contact.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	To ensure our students display growth within their scientific understanding, we added the six times a month hands-on labs to support the Science concepts discussed in the classroom. This practice adds the needed opportunities for our students to explore, engage and make connections in their learning. This practice supports our teachers in the delivery of the science content. The collaborative planning between teachers and our support facilitator/science contact ensures our hands-on labs connect directly to what the students are practicing in the classroom and allows teachers to effectively front load and build background knowledge to support understanding within the hands-on labs. The resources used include the district approved Stemscopes, Science A-Z, and CPalms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will be oriented and supported through the planning using Stemscopes.
2. Support facilitator (Science contact) will co-plan and prepare materials for hands-on labs.

3. Schedule was created for days and times classes will visit the Science Lab.

4. Common Formative Assessment calendars followed by all grade levels.

Person Responsible   Danielle Smith (danielle.n.smith@browardschools.com)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our ESSA Subgroup, specifically relating to Students with Disabilities was identified as a critical need as the data shows this subgroup fell within 35% in the current year, making it one consecutive year in which this subgroup remains below 41%.

Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Per 2021-22 ELA FSA scores, 35% of our students with disabilities scored proficient, our goal is to increase our proficiency within this subgroup to 55% as measured by the 2022-23 ELA F.A.S.T.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	ELA Progress of our students with disabilities subgroup will be monitored for our desired outcome with our Common Formative Assessment, Benchmark Advanced Unit Assessments, as well as the FAST PM2 & 3.
Person responsible for monitoring outcome:	Shaneka Walstine (shaneka.walstine@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence-based strategies used to implement this area of focus includes small group differentiated instruction during the literacy block, and walk-to-read small group differentiated instruction including the implementation of students individual IEP goals within both the ESE support and the general education classroom.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	To ensure our students display growth within their academic development, we implement multiple times of small group differentiated instruction. These instructional reading small groups are taught within our classroom reading blocks and during our grade level specific Walk-to-Read. Differentiated instruction allows our students to receive individualized instruction to meet the needed deficiencies present in their reading development and as outline within their IEPs. Our teachers are trained and 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 to include strategies in reaching student's IEP goals, this ensures our instructional practice continue to be deliberate and prescriptive.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will be provided support in accessing and understanding individual student's IEPs. As well as given support in implementing strategies to meet student's individual goals.
2. Teachers will be oriented and trained on the components of Benchmark Advance Literacy Series.
3. PLC developed to ensure continuity of standards based instruction alignment.
4. Implementation of small group differentiated instruction during literacy block and walk to read time.
5. Common Formative Assessment calendars followed by all grade levels.
6. Data Chats to include collaborative data analysis and planning

Person Responsible   Tiffany McCahill (tiffany.mccahill@browardschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

An area of focus we will highlight is our differentiated small group instruction. The practice of small group instruction is a high-yield strategy that effectively supports literacy development. Trends in our k-2 data show a continued struggle in the development of our primary level readers. Over 50% of our primary students move on to the next grade level below the expected grade level in reading per BAS Reading Running Records and I-Ready Diagnostics AP3 (May 2022).

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

In grades 3-5 we will also focus on differentiated small group instruction. The practice of small group instruction is a high-yield strategy that effectively supports literacy development while working on grade level expectations. Trends in our 3rd-5th grade data show over 50% of our students continue to perform below grade level per Reading FSA, BAS Reading Running Records, and I-Ready Diagnostics AP3 (May 2022).

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Per 2022 I-Ready AP3, 48% of our k-2 students scored proficient/on grade level in Reading, our goal is to increase our proficiency to 55% as measured by the 2022-23 ELA F.A.S.T.

Grades 3-5: Measureable Outcome(s)

Per 2021-22 ELA FSA scores, 43% of our students scored proficient, our goal is to increase our proficiency to 55% as measured by the 2022-23 ELA F.A.S.T.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

ELA Progress will be monitored for our desired outcome with our Common Formative Assessment, using Benchmark Advanced Unit Assessments, as well as the FAST PM2. This data will be reviewed in a collaborative setting between teachers and coaches to plan next steps for instructional opportunities.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Walstine, Shaneka, shaneka.walstine@browardschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based strategies used to implement this area of focus includes small group differentiated instruction during the literacy block, and walk-to-read small group differentiated instruction.

The programs used will include; District provided, Benchmark Advanced, Benchmark Advanced Reading Intervention, and District approved, LLI, Horizons, and Heggerty.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

To ensure our students display growth within their reading development, we implement multiple times of small group differentiated instruction. These instructional reading small groups are taught within our classroom reading blocks and during our grade level specific 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 trained and 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.
All programs being utilized are approved or provided by the district while meeting the differentiated needs of the students.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
1. Teachers will be oriented and trained on the components of Benchmark Advance Literacy Series. (Professional Learning) 2. PLC developed to ensure continuity of standards based instruction alignment. (Literacy Coaching) 3. Literacy Coach will actively monitor daily implementation of small group differentiated instruction during literacy block and walk to read time. (Literacy Leadership) 4. Common Formative Assessment calendars followed by all grade levels. (Assessment) 5. Data Chats to include collaborative data analysis and planning. (Assessment & Literacy Coaching)	Walstine, Shaneka, shaneka.walstine@browardschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 a variety of 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. (respect, patience, cooperation, caring, friendship, courtesy, responsibility, problem solving, organization, flexibility, initiative, citizenship, effort, perseverance, kindness, creativity, resourcefulness)
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.

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

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, administration, and our 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 with our staff and students.
The Equity Liaison serves a key role by sharing district initiatives and ideas that will best meet the needs of our students and their families, as we promote a positive culture.
Administration serves all stakeholders and promotes a positive environment.