

Broward County Public Schools

Bennett Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Bennett Elementary School

1755 NE 14TH ST, Fort Lauderdale, FL 33304

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Walstine, Shaneka	Reading Coach	<p>The Coach, Literacy 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. 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 research based, 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. 19. Perform other duties as assigned by the principal or designee.

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,

Name	Position Title	Job Duties and Responsibilities
		<p>teacher, parent, and community evaluation of curriculum.</p> <p>13. Implement and monitor 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. 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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>

Morgado, Rebeca	Curriculum Resource Teacher	<ol style="list-style-type: none"> 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.
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Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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 in-service 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 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.
<p>Rubin, Amy</p>	<p>School Counselor</p>	<p>The Elementary Guidance Counselor shall</p> <ol style="list-style-type: none"> 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.

Name	Position Title	Job Duties and Responsibilities
		<ol style="list-style-type: none"> 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.

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 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.

McCahill, Tiffany
Teacher, ESE

Name	Position Title	Job Duties and Responsibilities
Weise , Johnna	Math Coach	<p>15. Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities.</p> <p>16. Review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. Ensure adherence to safety rules and procedures.</p> <p>18. Follow federal and state, as well as School Board policies.</p> <p>19. Perform other duties as assigned by the school principal.</p> <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 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. 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.

Name	Position Title	Job Duties and Responsibilities
		19. follow federal and state laws, as well as School Board policies. 20. perform other duties as assigned by the Supervisor(s).

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 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.

Wyche,
April Assistant
Principal

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. 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.

Name	Position Title	Job Duties and Responsibilities
		<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, 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 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>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Our SAC is composed of school leaders, teachers, school staff, parents, and community members that meet monthly. The function of the council is to facilitate the development of the School Improvement Plan (SIP), to monitor implementation of the SIP, and to evaluate the effectiveness of the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The Bennett Elementary School Improvement Plan (SIP) will be revised based on data from FAST & STAR PM1, PM2, and PM3. The School Improvement Plan (SIP) goals will be monitored by analyzing data to change instruction to meet specific student needs and to close achievement gaps. Monthly Data Chats will take place to monitor student progress. Academic Goals will be set and discussed to ensure that teachers are following academic standards with fidelity. Walkthroughs will take place regularly by administration and Instructional Coaches. Findings and observations will be discussed at support meetings to allow for teacher support and feedback.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	88%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	19	18	16	25	13	20	0	0	0	111
One or more suspensions	0	1	0	5	4	2	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	10	14	13	21	10	14	0	0	0	82
Level 1 on statewide Math assessment	0	10	12	26	9	20	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	8	14	24	10	26	0	0	0	89

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	8	13	16	32	15	21	0	0	0	105

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	3	3	15	3	0	0	0	0	25
Students retained two or more times	1	2	3	1	2	0	0	0	0	9

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	16	14	8	23	23	0	0	0	98
One or more suspensions	1	0	0	2	1	4	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	14	10	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	13	17	17	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	9	16	11	19	17	0	0	0	74

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	4	14	21	19	0	0	0	66

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	14	16	14	8	23	23	0	0	0	98
One or more suspensions	1	0	0	2	1	4	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	14	14	10	0	0	0	38
Level 1 on statewide Math assessment	0	0	0	13	17	17	0	0	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	9	16	11	19	17	0	0	0	74

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	4	14	21	19	0	0	0	66

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	38	56	53	43	58	56	43		
ELA Learning Gains				66			53		
ELA Lowest 25th Percentile				52			45		
Math Achievement*	38	62	59	46	54	50	32		
Math Learning Gains				70			31		
Math Lowest 25th Percentile				53			33		
Science Achievement*	26	48	54	31	59	59	21		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	57	59	59	30			38		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	195
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	391
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	2	1
ELL	44			
AMI				
ASN				
BLK	31	Yes	1	1
HSP	46			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	40	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	1	
ELL	52			
AMI				
ASN				
BLK	49			
HSP	52			
MUL				
PAC				
WHT	73			
FRL	51			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	38			38			26					57
SWD	24			23			12				4	
ELL	33			43							3	57
AMI												
ASN												
BLK	31			36			28				4	
HSP	47			37			24				5	73
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	36			38			22				5	73

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	43	66	52	46	70	53	31					30
SWD	25	41	43	30	48	40	21					
ELL	52	68		64	90		7					30
AMI												
ASN												
BLK	32	68	67	34	67	46	29					
HSP	49	60		50	76		25					
MUL												
PAC												
WHT	72	71		78	71							
FRL	44	67	53	44	65	53	30					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	43	53	45	32	31	33	21					38
SWD	28	40		22	0							
ELL	43	53		35	35		6					38
AMI												
ASN												
BLK	27	44		22	23		17					
HSP	50	69		34	38		17					
MUL												
PAC												
WHT	75			50								
FRL	43	54		32	32	30	23					27

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	44%	61%	-17%	58%	-14%
03	2023 - Spring	33%	53%	-20%	50%	-17%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	18%	62%	-44%	59%	-41%
04	2023 - Spring	58%	65%	-7%	61%	-3%
05	2023 - Spring	47%	58%	-11%	55%	-8%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	46%	-23%	51%	-28%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science was the data component showing the lowest performance last year. The factor that contributed to last year's low performance is due to a large number of students with a substantial reading deficiency.

Data:

*In 2023, the percentage of students scoring a level 3 or higher in Science was 23%.

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

Math was the data component showing the greatest decline last year. One factor that contributed to this decline is the first year implementation of the new curriculum. In addition, 111 of our students were absent 10% or more of the year.

Data:

*In 2023, 18% of students in grade 3 were proficient (score of 3 or higher) as measured by PM3 of the FAST Math Assessment.

*In 2023, 58% of students in grade 4 were proficient (score of 3 or higher) as measured by PM3 of the FAST Math Assessment.

*In 2023, 47% of students in grade 5 were proficient (score of 3 or higher) as measured by PM3 of the FAST Math Assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Reading had the greatest gap when compared to the state average. The school ELA average was 43% compared to the state average of 53%. Frequent absences and tardies were a factor in this data.

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

We did not show improvements in any component in the 2023 school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The greatest areas of concern are attendance and reading proficiency.

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

1. Attendance 2. Reading proficiency 3. Math proficiency 4. Science proficiency

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The following subgroups scored less than 41% in ELA: ELLs, SWDs, FRL, and Black.

The following subgroups scored less than 41% in Math: ELLs, SWDs, FRL, Black, and Hispanic

The above subgroups were identified as a crucial need based on attendance data indicating 41% of our student population was absent more than 10% of the 2023 school year (111 out of 254 K-5 students according the last week of school daily count).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Bennett Elementary School plans to decrease the percentage of students with more than 10% absences (18 or more) from 41% to 25% (decreasing the number of student absent more than 10% from 111 to 63 students).

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Professional development will be given to classroom teachers and attendance will be monitored by the social worker and school counselor on a weekly basis. Parents will be contacted and actions will be taken when excessive lateness and absences are identified.

Person responsible for monitoring outcome:

Amy Rubin (amy.rubin@browardschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading:

SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words);

Benchmark Advance Intervention (Highly focused instruction closes skill gaps and puts students on the path to mastery. Appropriate and effective scaffolds support achievement of grade-level expectations.)

i-Ready (an online program for reading and that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction);

Math:

Savvas Realize (It is the online destination for standards-aligned content, flexible class management tools, and embedded assessments that deliver rich data instantly to teachers. It also delivers intuitive reports so teachers can use student mastery data to target classroom teaching and develop curriculum.

Acaletics (A spiral review that promotes math confidence and builds math competency and vocabulary)

i-Ready (an online program for mathematics and that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting these strategies is to promote a positive Growth Mind Set which building capacity in the areas of Reading and Math.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Tier 2: Strategies and Interventions to Improve Attendance – Using attendance as an Early Warning Indicator, Tier 2 interventions can help prevent a student from falling into chronic absenteeism or help stabilize attendance.

Identifying Tier 2 Students

Tier 2 Warning Signs: Early warning indicators include: prior year chronic absenteeism; 3 or more absences in

the first 4 weeks of enrollment; and absent 10% or more school days at any time during the school year.

Chronic Absenteeism: Absent 10% or more school days. All absences count as missed days of instruction (including excused, unexcused, and suspensions). Early interventions for these students are recommended

before the end of September and continuing throughout the school year.

A. Monitor Data (Tier 2)

- Review the non-attendance report from Opti-Spool every school week. Students will be identified and teachers

should be notified which of their students might be at-risk.

- Identify students with 5 unexcused absences within a 30-day period. Determine if there is an extenuating circumstance with the family for appropriate interventions if needed.

- Teachers will monitor attendance using the online attendance book and BASIS. Consult with support staff for

help identifying the root causes of the student's absenteeism.

B. Engage Students and Families (Tier 2)

- Utilize "Attendance Success Plans" and "Attendance Contracts" for students with excessive absences (excused or unexcused). Help families set attainable goals and establish successful home routines.

- Contact the parents of the student by phone, email, or virtual meeting when there is a concern about the student's attendance. Communications with parents should be positive and supportive.

- Refer the student to appropriate supports as soon as possible when barriers are identified (homelessness, food

scarcity, physical or mental health issues, illness of family member, etc.).

C. Recognize Good and Improved Attendance (Tier 2)

- Recognize students who are improving their attendance. Short term attainable goals can help establish successful routines for students struggling with additional external barriers.

- Routinely recognize good and improved attendance schoolwide. Social expectations regarding attendance

that are meaningful become a part of the school culture and encourage students to attend regularly.

D. Provide Personalized Outreach (Tier 2)

- Assign an "Attendance Buddy" to an individual student. An Attendance Buddy will check-in with a student daily to express care, appreciation, and support for the student. This role may be assigned to a trusted adult in

the school or a reliable classmate who attends more than 95% of school days.

- Parent Conferences with support staff will be scheduled to discuss attendance barriers that may be addressed through additional District support or community partners.
- E. Remove Barriers (Tier 2)
- Involve public agencies, community partners, and resources as needed to address identified barriers.
 - Involve the school nurse when necessary to follow-up on health-related absences and train staff to recognize signs of illness.
 - Connect families with the School Social Worker to provide insight about the role of a School Social Worker as a family resource, establish a relationship, and provide clinical support and services.

Person Responsible: Amy Rubin (amy.rubin@browardschools.com)

By When: May 2024 we will meet the goal of 25%.

Tier 2 Interventions are needed due to critical absences and tardies.

Person Responsible: Amy Rubin (amy.rubin@browardschools.com)

By When: May 2024

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The following subgroups scored less than 41% in ELA: ELLs, SWDs, FRL, and Black..

The above subgroups were identified as a crucial need based on the data showing that our school ELA average was 10% below (43%) the state average of 53%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

*By Spring of 2024, 42% of students classified as black and on free and reduced lunch (FRL) will obtain a score of proficient (Level 3 or higher) as measured by the ELA FAST PM3.

*By Spring of 2024, 25% of students classified as English Language Learner's (ELL) will obtain a score of proficient (Level 3 or higher) as measured by the ELA FAST PM3.

*By Spring of 2024, 42% of students classified as Students with Disabilities (SWD) will obtain a score of proficient (Level 3 or higher) as measured by the ELA FAST PM3.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data will be monitored via FAST PM1 & PM2 and classroom instruction will be altered as needed based on student data. Administrators and Coaches will monitor instructional practices and provide teacher feedback and support.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading:

SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words);

Benchmark Advance Intervention (Highly focused instruction closes skill gaps and puts students on the path to mastery. Appropriate and effective scaffolds support achievement of grade-level expectations.)

I-Ready (an online program for reading and that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction);

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for choosing these programs is to improve students' progress in the areas of phonemic awareness, reading fluency and comprehension.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Reading Interventions will be used such as: SIPPS, Benchmark Advance, and i-Ready Interventions. Teachers and staff will be trained in these resources through Professional Development. The Reading Coach/Support Team/ & Administration will provide resources/materials needed, monitor attendance, check for fidelity, and regularly monitor student progress. The support staff will also be available for any questions & concerns as the year progresses.

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

By When: Ongoing throughout the year.

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The following subgroups scored less than 41% in ELA: ELLs, SWDs, FRL, and Black.

The above subgroups were identified as a crucial need based on ELA data from the 2023 PM3 FAST Data

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

*By Spring of 2024, 42% of black students on free and reduced lunch (FRL) will score in the proficient range (Level 3 or higher) as measured by the ELA PM3 FAST data.

*By Spring of 2024, 25% of English Language Learners (ELL's) will score in the proficient range (Level 3 or higher) as measured by the ELA PM3 FAST data.

*By Spring of 2024, 42% of students with disabilities (SWD) will score in the proficient range (Level 3 or higher) as measured by the ELA PM3 FAST data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data will be monitored throughout the year via FAST PM1, PM2, i-Ready diagnostic data, and Benchmark Assessments. Instruction and small group curriculum will be differentiated as needed to meet all students needs. Classroom walk throughs and observations will be conducted to ensure that instruction is being done with fidelity. MTSS/RTI meetings will be held weekly to assess student data and ensure that students are getting the support they need through the RTI process.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading:

SIPPs (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words);

Benchmark Advance Intervention (Highly focused instruction closes skill gaps and puts students on the path to mastery. Appropriate and effective scaffolds support achievement of grade-level expectations.)

I-Ready (an online program for reading and that will help your student's teacher(s) determine your student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows your teacher(s) to meet your student exactly where they are and provides data to increase your student's learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction);

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for choosing these programs is to improve students' progress in the areas of phonemic awareness, reading fluency and comprehension.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Reading Interventions will be used such as: SIPPS, Benchmark Advance, and i-Ready Interventions. Teachers and staff will be trained in these resources through Professional Development. The Reading Coach/Support Team/ & Administration will provide resources/materials needed, monitor attendance, check for fidelity, and regularly monitor student progress. The support staff will also be available for any questions & concerns as the year progresses.

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

By When: Ongoing throughout the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School funds are allocated based on student needs as identified from ongoing data review and presented to our School Advisory Council (SAC) approval at a SAC meeting where all stakeholders are involved. Funds were used to purchase Magnetic Reading, i-Ready Reading/Math, i-Ready toolbox, and Acaletics. These programs build reading and math fluency and promote student confidence.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

We are focusing on Tier 1 Phonics and Phonemic Awareness whole group through Haggerty and Benchmark Advance; and Tier 2 and 3 targeted small group instruction utilizing the SIPPS and Horizons phonics programs with student center application of skills as aligned to the Science of Reading and the B.E.S.T. standards.

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

We are focusing on Tier 1 Benchmark Advance Comprehension and Vocabulary and Tier 2 and 3 targeted small group instruction in phonics, comprehension, and vocabulary utilizing Benchmark Advance Intervention and SIPPS with student center application of skills as aligned to the Science of Reading and the B.E.S.T. standards.

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 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 Measurable Outcomes

By May 2024 our PM3 STAR ELA assessment proficiency will increase from 47% to 59% by May 2024.

Grades 3-5 Measurable Outcomes

By May 2024 our PM3 FAST ELA assessment proficiency will increase from 38% to 50%.

Monitoring

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 impact student achievement outcomes.

ELA Progress will be monitored for our desired outcome with our Common Formative Assessment, using Benchmark Advance Unit Assessments, I-ready Diagnostics, as well as the FAST PM2 and PM3. This data will be reviewed in a collaborative setting between teachers and coaches bi-weekly and following the testing calendar 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

Description:

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. §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?

The evidence-based programs utilized are approved by the district and are in the K-12 Reading Plan and BEST ELA Standards. Programs being implemented are Benchmark Advance, Benchmark Advance Intervention, Heggerty, Reading Horizons, i-Ready digital practice, i-Ready toolbox, and SIPPS.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based programs utilized are approved by the district and are in the K-12 Reading Plan and meet the needs of our students. Phonics will be addressed using Heggerty, Reading Horizons, and Sipps. Comprehension is addressed using Benchmark Advance Intervention. When used with fidelity, these programs have proven to be effective to our target populations.

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
<ol style="list-style-type: none"> 1. Teachers will be oriented and trained on the components of the Science of Reading (Professional Learning and District Training). 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) 	<p>Walstine, Shaneka, shaneka.walstine@browardschools.com</p>

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
 List the school’s webpage* where the SIP is made publicly available.

Information will be shared and disseminated to all stakeholders through SAC/SAF meetings, School Website, and the School Newsletter. Translations will be available for Spanish and Haitian Creole speakers. The school website is: <https://www.browardschools.com/bennett>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.
 List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Meet and Greet, Open House, and Family Nights are used to build positive relationships with parents, families and other community stakeholders. We also communicate with our parents via planner, newsletters, social media, email, and parentlinks. Parent Conferences, interim reports, report cards, and Pinnacle are used to inform parents of their child's progress. The school website is: <https://www.browardschools.com/bennett>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

We will conduct School based ongoing professional development in the Science of Reading, as well as district provided trainings.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

At Bennett Elementary, the following programs are addressed in coordination with Federal, State, and local services. Violence prevention is addressed in the discipline matrix, Student Code of Conduct, and Anti Bullying policies and programs. Nutrition programs and Health Education is an integral part of our school by following Physical Education curriculum and federal initiatives of the BCPS Food & Nutrition Department. Parents and students in need of housing and food assistance are referred to the school Social Worker and Guidance Counselor. Adult Education questions are referred to the Adult Community School in our area. This includes ESOL, GED, and other continuing education programs. Persons interested in Career and Technical Education are referred to the appropriate department.