

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: BENNETT ELEMENTARY SCHOOL

District Name: Broward

Principal: Chris W. Carney

SAC Chair: Elisa Becher

Superintendent: James F. Notter

Date of School Board Approval:

Last Modified on: 09-14-2009

Dr. Eric J. Smith, Commission
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

VISION and MISSION STATEMENTS

The vision of Bennett Elementary School is that by 2014 all students will be at or above grade level.

The mission of Bennett Elementary School is to establish an environment where each child can reach his or her highest academic potential.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Bennett Elementary has a population of 350 students. We are a Title1 cluster site for Mentally Handicapped students as well as Headstart, PLACE, and VPK. Bennett serves as the home school for a local Homeless Shelter. We also accept reassignments from other district schools by parent choice. We were an A for 6 consecutive years. We dropped to a "C" for the 2007-08 school year but returned to an "A" for 2008-09 and met AYP.

Unique School Strengths for Next Year

Bennett Elementary has 5 National Board Certified teachers as well as their Assistant Principal being NB certified.

Unique School Weaknesses for Next Year

Due to budget restrictions and a decrease in enrollment we had to surplus four teachers and change a significant amount of teacher assignments based in the certifications of the staff that remained. We reduced the guidance position to 50%. We increased the Media Specialist to 100% Special which eliminated Open Media.

Student Demographics

2009
Female 49.6%
Male 50.3%
White 25.5%
Black 52.3%
Hispanic 15.3%
Asian 2.18%
Native 1.21%
Multi 3.4%
Free/Reduced 80.2%
ELL 8.75%
ESE 23.6%

Student Attendance Rates

2008
94.60%

Student Mobility

2009

31.6%

Student Suspension Rates

2008
.20%

Student Retention Rates

2008
7.44%

Class Size

2009
PK-3 13.15
4-5 18.14

Academic Performance of Feeder Pattern

Sunrise Middle School B No AYP
Ft. Lauderdale High School C No AYP

Partnerships and Grants

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Chris W. Carney	Elementary Education, Educational Leadership, Gifted, School Principal, ESOL Bachelor of Science, Masters of Education	6	18	2008-09 School Grade "A" AYP-YES Reading Mastery 74% Math Mastery 76% Writing Mastery 94% Science Mastery 53% 2007-08 School Grade "C" Reading 76% Math 74% Writing 85% Science 35% AYP-no 2003-07 School Grade "A" Reading 78% Math 76% Writing 85% Science 58% AYP-yes
Assis Principal	Melissa Holtz	Bachelor of Science, Masters of Education, National Board Certification, Elementary Education, Educational Leadership, ESOL	2	2	2008-09 School Grade "A" AYP-YES Reading Mastery 74% Math Mastery 76% Writing Mastery 94% Science Mastery 53% 2007-08 School Grade "C" Reading 76% Math 74% Writing 85% Science 35% AYP-no 2006-07Bethune Elementary Reading Intervention Teacher School Grade "A", AYP-no

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
					2008-09 School Grade "A" AYP-YES Reading Mastery 74%

Reading	Susan Smiler	Early Childhood, Elementary Education, ESOL, Reading K-12	20	8	Math Mastery 76% Writing Mastery 94% Science Mastery 53% 2007-08 School Grade "C" Reading 76% Math 74% Writing 85% Science 35% AYP-no 2002-07 School Grade "A" Reading 78% Math 76% Writing 85% Science 58% AYP=yes
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
Partnering new teachers or teachers with less than 3 years experience with veteran staff	NESS Lianson-teresa Edmondson	on-going	
Encourage field experience teachers to do their internship at Bennett	Teresa Edmondson	on-going	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
n/a	n/a	n/a	n/a

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
32	0	28	19	53	38	100	12	16	73

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Dawn Palughi	Kate Collins	New to grade level	Weekly team planning
Beth Reuben	Kelly Hubert	New to grade level	Weekly team planning
Sandy Benson	unknown	New to grade level	Weekly team planning
Rochelle Boggan	Elaine Klidakis	New to grade level	Weekly team planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

teacher salary, parent education, teacher training

Title I, Part C- Migrant

n/a

Title I, Part D

n/a

Title II

n/a

Title III

n/a

Title X- Homeless

n/a

Supplemental Academic Instruction (SAI)

teacher salary (partial)

Violence Prevention Programs

n/a

Nutrition Programs

n/a

Housing Programs

n/a

Head Start

teacher salary, classroom assistant salary, supplies for program

Adult Education

n/a

Career and Technical Education

n/a

Job Training

n/a

Other

n/a

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Chris Carney-Principal, Melissa Holtz-AP, Ann Vordenberg-Guidance Counselor, Susan Smiler-Reading Resource, Nancy Hogen-ESE Specialist, Melianie Cussin-School Psychologist, School Social Worker , Grade level team leader

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The team meets on the first Tuesday of each month. Names of students with concerns are submitted by the teacher to their team leader with a brief history of strategies already implemented. Team discusses alternative interventions, need for outside agency referrals, referral for evaluation, etc. Team also discusses school wide data and programs (Mini-bats, BATs, interventions, etc.).

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI team used the FCAT and SAT data to determine the strengths and weaknesses of the school to decide what school wide interventions were working and what was still needed. The RtI team was divided by SIP objectives and devised Action Steps to meet each objective.

RtI Implementation

Describe the data management system used to summarize tiered data.

A database has been created to input data on all children with academic or behavioral concerns. Susan Smiler, Reading

Resource, will be responsible for maintaining database after each meeting.

Describe the plan to train staff on RTI.

The entire staff will be trained by Administrators on Wednesday August 29th(pre-planning).

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

94% proficient in writing

3rd grade proficient in reading above district average

51% proficient in science

Increase from 40% to 70% of lowest 25% making learning gains in math

Increase from 43% to 57% of lowest 25% making learning gains in reading

Weaknesses:

% of students proficient in reading and math in 4th and 5th grades lower than district average

Only 78% of students proficient in expository writing

Strands:

4th grade reading-comparisons, 5th grade reading-main idea/purpose

3rd and 4th math-measurement, 5th data analysis

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The IFCs were created in July 2009. The IFC will be updated in October 2009 as determined by disaggregated data results from the September BAT, and again in January 2010 as determined by the disaggregated December BAT. Teachers were included in the development of Secondary Benchmarks based on information gathered from FCAT, SAT, and EOY tests. The duration of instruction for each benchmark was determined by previous performance in each area as well as the amount of weight each benchmark carries on the SAT/FCAT. Team will meet every Wednesday for planning to assist with any teachers struggling to implement the IFCs.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

The following areas are to be given priority focus:

Reading-comparisons, main idea/purpose

Math-measurement, data analysis

Science- scientific thinking

Writing-expository elements

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The administration determined student learning gains by teacher and paired the strongest teachers with weakest students. The master schedule was adjusted to ensure all students receive the amount of time needed in each content area to master benchmarks.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

All teachers are expected to explain to teachers not only what they are teaching but why they are teaching it. Members of the Leadership Team are trained to ask the students what/why during classroom walk throughs.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

n/a

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

All teams plan together weekly to ensure that plans and delivery are aligned across grade levels.

How are instructional focus lessons developed and delivered?

Teachers follow the BEEP lessons and meet weekly to share best practices.

How will instructional focus lessons be revised and monitored?

The effectiveness of instructional focus lessons will be determined by the amount of students mastering the mini-bats of each benchmark as well as administrative observation during walk throughs.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini-Bats will be the assessment tool to determine student comprehension based on the IFC. If student does not pass Mini-bat, remediation will be provided by classroom teacher, and another mini-bat will be given.

How are assessments used to identify students reaching mastery and those not reaching mastery?

75% is considered mastery (3 out of 4 questions). A pre-test(Form A) is given before each benchmark is instructed. Degree of mastery of the pre-test will guide amount of time spent on benchmarks.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

The IFC has a component that provides for a variety of weekly assessments Skills build upon each other and a portion of assessments assess past benchmarks as well as the current benchmark being taught.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will maintain a binder for class that contains scores for all mini-bats, BAT 1&2, and teacher made tests. Teachers will meet with administration quarterly, teams weakly, and Reading coach monthly to discuss data.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

Principal will monitor the teaching and learning process through daily CWT, modeling when needed, and quarterly data chats with all teachers.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The district adopted series will be used for all core subject areas.
Programs listed on the district's struggling reader/math chart will be used for supplemental/intervention materials. Currently

we are using: Foundations, Wilson, Quick Reads, Intermediate Rewards, Phonics for Reading, and Harcourt math intervention program.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Programs listed on the district's struggling reader/math chart will be used for interventions. Currently we are using: Foundations, Wilson, Quick Reads, Intermediate Rewards, Phonics for Reading, and Harcourt math intervention program.

How does the school identify staff's professional development needs to improve their instructional strategies?

Student learning gains are studied to determine what areas of professional development are needed as well as teacher input.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring (class work assignments and assessment results) and observations (classroom teacher, reading coach, administrators) students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction.
SES will be offered to all students not making mastery.

How will the effectiveness of the interventions be measured throughout the year?

All personnel providing services to a student not making mastery will meet to discuss their documentation of interventions that have been implemented. Factors hindering implementation of an intervention will be addressed and resolved. Strategies that are unsuccessful will be replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

High achieving/gifted classes are formed at each grade to ensure that students are being instructed at a level and pace that is conducive for accelerated learning.

Describe how students are identified for enrichment strategies.

FCAT results, in addition to student progress in a specific course, as well as assessment results that demonstrate consistent mastery are used to determine placement in higher level academic programs. Teacher recommendation is also taken into consideration. Parent and student input is sought when determining placement for advanced programs.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Math-interventions and small groups, 1 teacher from each grade level	Rochelle Boggan	Twice a month	2nd & 4th Tuesday of every month	To identify most effective way to manage interventions/small groups in math
Reading Center 1 teacher from each grade level	Erin Anguilano	Twice a month	2nd & 4th Tuesday of every month	To identify most effective way to utilize centers
Technology-how to effectively use district resources 1 teacher from each grade level	Marty Fortich	Twice a month	2nd and 4th Tuesday of every month	To identify most effective way to utilize district available technology resources in the classroom
How to teach to the access points MH Cluster teachers	Elisa Becher	Twice a month	2nd & 4th Tuesday of every month	To identify most effective way to teach access points to different age level children
Kindergarten Readiness Pre-K teachers	Dawn Palughi	Twice a month	2nd & 4th Tuesday of every month	To identify most effective way to prepare language delayed students for Kindergarten

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status

- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Our early childhood program teachers in conjunction with our kindergarten teachers held a "Kindergarten Transition Meeting" at school at which parents were invited into the kindergarten classes to hear a presentation about a typical kindergarten day. The parents experienced centers as well as a review of the academic, social, and behavioral expectations of a kindergarten student. Our teachers also share many books with the students about going to kindergarten and the differences between their current classrooms and kindergarten. The students take several visits to the classes as well. All of our students are assessed in letter names/sounds, numbers, Concept of Prints, and Phonemic Awareness.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

n/a

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In grades 3-5, 74% of students achieved mastery on the 2009 FCAT Reading Test.		In grades 3-5, 80% of the students will achieve mastery for reading on the 2010 FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	The school will administer the DAR to all students performing below grade level.	Reading Resource Assistant Principal	Review DAR data to ensure that all struggling readers are being assessed.	DAR results logged in Data binder.
2	All teachers will follow district Instructional Focus Calendar.	Reading Resource and Administration	Lesson plans will be reviewed during classroom walkthroughs	Classroom walkthrough log
3	All teachers will use FCAT stem type questions during both whole group and small group reading instruction.	Reading Resource and Administration	Classroom walkthroughs	Classroom walkthrough report

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
62% of students made a year's worth of progress in reading based on the 2009 FCAT Reading Test.		70% of students will make a year's worth of progress in reading based on the 2010 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All 3-5 struggling readers will be given a DAR and placed in the appropriate double-dose reading intervention.	Reading Resource Administration	Check progress of each student in December	DAR
2	Harcourt Trophies(4-5) and Treasures(K-3) will be the core basal reading series. Intervention programs will be provided for level 1 & 2 students.	Reading Coach Team Leaders	Review formative student assessment data during weekly team meetings	Running Records
3	All struggling readers (level 1 & 2) will complete 60 minutes weekly of Learning Today computer based program.	Reading Resource	weekly reports	Learning Today growth report

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
52% of Students with Disabilities scored at or above level 3 on the 2009 FCAT Reading test. We did make AYP through Growth Model(72%).		72% of Students with Disabilities will score at or above a level 3 on the 2010 FCAT Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool

1	SWD in grades 4&5 will receive their reading instruction using the push-in model.	ESE Specialist Assistant Principal	Increase in reading skills will be measured biweekly	mini-bats
2	SWD will receive additional intervention from teacher assistant if not making progress with General Ed/VE Teachers	ESE Specialist Reading Resource	Increase in reading skills will be measured bi-weekly and in December by DAR	Mini-bats DAR
3	Teachers will use strategies/provisions outlined in students IEP.	ESE Specialist	IEP Meetings	Progress Reports

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
80% of students will score at or above a 3 on the 2009-10 FCAT Reading test.	3rd grade treasures	District training	over summer	Teacher observation by administration within first month of training.	Assistant Principal
70% of students will make a year's worth of growth as measured on the 2010 FCAT Reading Test.	Intermediate Rewards/Phonics for Reading	Susan Smiler	September 1	Observation of intervention programs	Reading Resource

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

n/a

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Intermediate Rewards & Phonics for Reading	ESE	\$1,700.00
3rd grade treasures	???	\$5,000.00
		Total: \$6,700.00
Technology		
Description of Resources	Funding Source	Available Amount
Learning Today	PTA	\$1,500.00
Accelerated Reader	General Budget	\$1,200.00
		Total: \$2,700.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$9,400.00

End of Reading Goal

Mathematics Goal

Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25%?

of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
76% of students scored at or above a level 3 on the 2009 FCAT Math test.		81% of students will score at or above a level 3 on the 2009 FCAT Math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All teachers will instruct math in both whole group and small group	Team Leaders	Observation of grouping during classroom walkthroughs targeted at math time	Reports from Classroom Walkthroughs
2	All teachers will follow instructional focus calendars	Team Leaders	Classroom observation to determine if lesson is on target with benchmarks	Reports from classroom walkthrough
3	All students will take the Principal's Math Challenge to increase mastery of basic facts appropriate to grade level	Principal	Weekly scoring of 1 minute challenge	Chart % of students passing weekly challenge

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
60% of students made a year's worth of progress in math based on 2009 FCAT Math.		70% of students will make a year's worth of progress in math as measured on the 2010 FCAT Math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	All level 1 and 2 students will do 30 minutes 3x a week of the computer based program Learning Today.	Team Leader Administration	Document progress of students at monthly team meetings	Learning Today reports
2	Identify and closely monitor the progress of the lowest 25%, revise instruction and intervention groups as indicated by student progress.	Administration	Maintain a record of strategies and interventions utilized with the lowest 25%.	Increased achievement between BAT 1 and 2.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
52% of Students with Disabilities scored at or above a level 3 on the 2009 FCAT Math test. We made AYP through Safe Harbor.		74% of Students with Disabilities will score at or above a level 3 on the 2009 FCAT Math test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	ESE students will receive math instruction in their general education classroom through the push in model	ESE Specialist	monitoring of biweekly mini-bats administered	mini-bats
2	ESE students not making progress in the general ed classroom will receive additional intervention in resource room	ESE Specialist	Monitoring of biweekly mini-bats	mini-bats
3	Harcourt Intervention Program will be put in place for all struggling math students.	Administration	weekly monitoring of progress	portfolio

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
No data submitted					

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Learning Today	PTA	\$1,500.00
Total: \$1,500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Final Total: \$1,500.00		

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
53% of 5th grade students scored a level 3 or above on the 2008-09 Science FCAT. This is an increase from 35% in 07-08.		60% of 5th grade students taking the 2009-10 FCAT Science exam will score at or above a level 3.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Science Camp	Melissa Holtz, AP	Weekly Pre/Post Tests	Mini Bats
2	All classroom teachers will follow District Instructional Focus Calendar for science	Team Leaders	Classroom Walkthroughs	Observation
3	All classroom teachers will do hands-on science through the use of DELTA Science kits.	Team Leaders Administration	Classroom Walkthroughs	Observation

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
60% of 5th grade students will score at or above a level 3 on the	Hands-on science kits	Ms. Caminiti	Early Release	Obbervation of use of kits during classroom walkthroughs by	Team Leaders

2009-10 FCAT Science Test.			October	administration and leadership team
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Science Camp	Accountability	\$2,400.00
		Total: \$2,400.00
		Final Total: \$2,400.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
94% of students scored at or above a 3.5 on the 2008-09 FCAT Writing test.		97% of students will score at or above a 3.5 on the 2009-10 FCAT Writing test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Writing Camp-groups determined by weaknesses in each area of the FCAT Writing rubric.	Assistant Principal	Weekly "mini" prompts during camp to see if student is making progress infusing deficient skills into writing.	Portfolio
2	All teachers will follow BEEP writing instructional focus calendar.	Assistant Principal	Monthly prompts will be given,	Prompts will be exchanged and scored using the FCAT Writing rubric.
3	All teachers will integrate writing into all content areas and will evaluate writing samples to determine appropriate focus for classroom lessons.	Team Leaders	Classroom walkthroughs, team meetings	student writing samples

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
97% of students will score at or above a 3.5 on the 2009-10 FCAT Writing test.	BEEP Writing Instructional Focus Calendar	Kelly Hubert	September 1, 2009	Teacher observation of writing lesson by administration within first month of training.	Assistant Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
		\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Training in implementaiton of BEEP Writing plans.	No Cost	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Writing Camp	Accountability	\$2,400.00
		Total: \$2,400.00
		Final Total: \$2,400.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:
 Were parent involvement activities and strategies targeted to areas of academic need?
 Based on information from surveys, evaluations, agendas, or sign-ins:
 Was the percent of parent participation in school activities maintained or increased from the prior year?
 Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
72% of parents participated in parent education activities in 2008-09. Bennett would like to see an increase in attendance at evening events by parents.		By June 2010, 75% of our parents will participate in parent education activities supporting their children's education as documented by sign-in sheets and parent conference forms.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Open House	Susan Smiler, Reading Resource	Survey filled out by parent at end of event.	Sign-in sheets
2	5 Family Nights (Math, Reading, Writing, Science, EOY Theme)	Susan Smiler, Reading Resource	Survey filled out by parents at end of event.	Sign-in sheets
3	Parent-teacher conferences	Classroom teacher	Comparison of amount of parents who attend a conference by end of 1st semester between 09 and 10.	Log of conferences
4	Parent link to notify parents of upcoming events.	Anji Scarbrough-webmaster	Comparison of amount of parents who attend an evening event between 09 & 10.	Sign-in sheets

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

n/a	n/a	n/a	n/a	n/a	n/a
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
School Website	Donation	\$850.00
		Total: \$850.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
5 Family Nights (Math, Reading, Writing, Science, EOY Theme) supplies for parents to participate in hands-on academic activities.	Title 1	\$1,800.00
		Total: \$1,800.00
		Final Total: \$2,650.00

End of **Parent Involvement** Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Intermediate Rewards & Phonics for Reading	ESE	\$1,700.00
Reading	3rd grade treasures	???	\$5,000.00
Writing			\$0.00
			Total: \$6,700.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Learning Today	PTA	\$1,500.00
Reading	Accelerated Reader	General Budget	\$1,200.00
Mathematics	Learning Today	PTA	\$1,500.00
Parental Involvement	School Website	Donation	\$850.00
			Total: \$5,050.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Training in implementaiton of BEEP Writing plans.	No Cost	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Writing Camp	Accountability	\$2,400.00
Science	Science Camp	Accountability	\$2,400.00
Parental Involvement	5 Family Nights (Math, Reading, Writing, Science, EOY Theme) supplies for parents to participate in hands-on academic activities.	Title 1	\$1,800.00
			Total: \$6,600.00
			Final Total: \$18,350.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
Purchase rewards for reading/math motivational programs.	1000

Describe the Activities of the School Advisory Council for the Upcoming Year

1. Sponsor an "Understanding the FCAT and how it correlates with the School Grade, AYP, and Interventions" workshop.
2. Sponsor an "Understanding School Board policies and programs (Anti-bullying, discipline matrix)" workshop.
3. Continuously monitor SIP throughout the year. Subcommittees will report out to SAC the student data as it relates to

SAC Members

Members

- 1) Elisa Becher, SAC Chair
- 2) Barb Collins, Parent
- 3) Gary Houstick, Parent
- 4) Rachel DuBois, Parent
- 5) Samah Ashwas, Parent
- 6) Solveig Kirker, Parent
- 7) Amira Fields, Parent
- 8) Joe Grey, Parent
- 9) Vanessa Lewis, Parent

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward BENNETT ELEMENTARY SCHOOL 0201													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 167 Math: 167		2008-2009 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	
TOTAL ⁴	100	Y	100	Y	68	Y	69	Y	87	90	Y			NA	32	32	NA	32	31	NA	75	NA	67	NA			
WHITE	100	Y	100	Y	84	Y	73	Y			NA			NA	17	16	NA	21	27	NA	89	NA	84	NA			
BLACK	100	Y	100	Y	56	N	62	N			NA			NA	45	44	N	43	38	Y	67	Y	53	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	70	Y	82	90	Y			NA	35	34	NA	32	30	NA	73	NA	66	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	52	N	55	N			NA			NA	53	48	N	50	45	Y	72	Y	53	NA			

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward BENNETT ELEMENTARY SCHOOL 0201													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 177 Math: 177		2007-2008 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	
TOTAL ⁴	99	Y	99	Y	68	Y	68	Y		87	N			NA	26	32	NA	27	32	NA	68	NA	65	NA			
WHITE	100	Y	100	Y	83	Y	79	Y			NA			NA	11	17	NA	14	21	NA	74	NA	74	NA			
BLACK	99	Y	99	Y	55	N	57	N		81	N			NA	33	45	NA	36	43	NA	60	NA	56	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	68	Y		82	N			NA	24	35	NA	29	32	NA	68	NA	65	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	100	Y	100	Y	47	N	50	N			NA			NA	44	53	NA	39	50	NA	53	NA	56	NA			

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward BENNETT ELEMENTARY SCHOOL 0201													
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 164 Math: 164		2006-2007 School Grade ¹ : A		Did the School make Adequate Yearly Progress? YES									
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math			
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	
TOTAL ⁴	99	Y	99	Y	74	Y	73	Y		Y				NA	31	20	NA	33	27	NA	73	NA	71	NA			
WHITE	99	Y	99	Y	89	Y	86	Y			NA			NA	7	NA	18	14	NA	84	NA	85	NA				
BLACK	99	Y	99	Y	67	Y	64	Y		Y				NA	40	28	NA	41	36	NA	68	NA	62	NA			
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA							
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA							
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA							
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	76	Y	71	Y	93	Y				NA	42	20	NA	37	29	NA	77	NA	71	NA			
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA							
STUDENTS WITH DISABILITIES	95	Y	95	Y	56	Y	61	Y			NA			NA	27	NA	48	39	NA	56	NA	69	NA				

SCHOOL GRADE DATA

Broward School District BENNETT ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	74%	76%	94%	53%	297
% of Students Making Learning Gains	62%	60%			122
Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.					
3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 					

						1 or 2	
Adequate Progress of Lowest 25% in the School?	57% (YES)	70% (YES)				127	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned						546	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested

Broward School District BENNETT ELEMENTARY SCHOOL 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	76%	74%	85%	35%	270	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	61%	61%			122	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	43% (NO)	40% (NO)			83	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					475		
Percent Tested = 98%						Percent of eligible students tested	
School Grade						C	Grade based on total points, adequate progress, and % of students tested

Broward School District BENNETT ELEMENTARY SCHOOL 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	78%	76%	85%	58%	297	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.	
% of Students Making Learning Gains	83%	69%			152	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 	
Adequate Progress of Lowest 25% in the School?	93% (YES)	60% (YES)			153	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.	
Points Earned					602		
Percent Tested = 100%						Percent of eligible students tested	
School Grade						A	Grade based on total points, adequate progress, and % of students tested