

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: BENNETT ELEMENTARY SCHOOL

District Name: Broward

Principal: Chris W. Carney

SAC Chair: Tiffany McCahill

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/19/2012

Gerard Robinson, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

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## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

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

<a href="#">School Grades Trend Data</a>
<a href="#">Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data</a>
<a href="#">High School Feedback Report</a>
<a href="#">K-12 Comprehensive Research Based Reading Plan</a>

### ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Principal	Chris W. Carney	Elementary Education, Educational Leadership, Gifted, School Principal, ESOL, Bachelor of Science, Master of Education	9	21	2011-2012 Reading 2011 Percent Proficient: 56% 2012 Percent Proficient: 62% AMO Target 2012: 60 Met Target Math 2011 Percent Proficient: 65% 2012 Percent Proficient: 61% AMO Target 2012: 68 Target Not Met  2010-2011 School Grade "A" Reading Mastery 79% Math Mastery 82% Writing Mastery 98% Science Mastery 63% Learning Reading Gains 75% Learning Math Gains 79% L.G. Lowest 25% Reading 57% L.G. Lowest 25% Math 87% Did not meet AYP in SWD, ED Math Subgroup  2011-2012

Assis Principal	Diane T. Eagan		1	1	Reading 2011 Percent Proficient: 56% 2012 Percent Proficient: 62% AMO Target 2012: 60 Met Target Math 2011 Percent Proficient: 65% 2012 Percent Proficient: 61% AMO Target 2012: 68 Target Not Met
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## INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
Reading	Susan Smiler	Early Childhood, Elementary Education, ESOL, Reading K-12	23	11	2010-2011 School Grade "A" Reading Mastery 79% Math Mastery 82% Writing Mastery 98% Science Mastery 63% Learning Reading Gains 75% Learning Math Gains 79% L.G. Lowest 25% Reading 57% L.G. Lowest 25% Math 87% Did not meet AYP in SWD, ED Math Subgroup  2009-2010 School Grade "A" Reading Mastery 80% Math Mastery 80% Writing Mastery 99% Science Mastery 59% Learning Gains Reading 74% Learning Gains Math 66% L.G. Lowest 25% Reading 73% L.G. Lowest 25% Math 57% AYP-NO

## EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Teachers will participate in training sessions and PLCs focused on CCSS. The specific focus of the training sessions will be determined by the needs of the teachers. Teacher needs will be determined by results of teacher surveys and trends found through observations.	Leadership Team, Team Leaders, Reading Coach, Administrators	Ongoing AY 2012-2013	
2	Teams will meet twice a month during scheduled team meetings. Teams will use this time to discuss and analyze student data and trends specific to their team. Based on results of discussions and analysis, teachers will take part in professional reading discussions and apply knowledge to classroom instruction and practices.	Leadership Team, Team Leaders, Administrators	on-going AY 2012-2013	
3	Teachers who are teaching a new grade level or subject will be provided support through a mentor teacher. The mentor teacher is a teacher leader who will meet with the mentee teacher outside of the team meetings to address any specific needs that the mentee may have. The mentor teacher will take part in additional collaborative planning time with the mentee teacher.	Team Leaders, Administrators	Ongoing AY 2012-2013	

## Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

\*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
0% [0]	NA

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

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 Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
50	0.0%(0)	8.0%(4)	22.0%(11)	70.0%(35)	28.0%(14)	100.0%(50)	8.0%(4)	12.0%(6)	98.0%(49)

## Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Margaret Caminiti	Shannon Ford	New to grade level	One-on-one mentoring Individual student interventions Data analysis Demonstrate, develop, and share model lessons Co-teach in another classroom Plan and/or deliver professional development (school and/or district-based offered course) Model lessons for teachers to students Share best practices Develop and share lesson plans

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to ensure that teachers are utilizing high effect strategies, developing a deeper understanding of the Common Core Standards and to improve student achievement.

Parental involvement funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters.

Title I funds are used to provide a reading coach, one classroom teacher, and 90% of another classroom teacher.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops. The school's leadership team worked over the summer to develop the 2011-2012 AY curriculum plan. The leadership team will implement the plan over the course of the academic year. At least one teacher from each grade level participated in social studies and writing workshops over the summer. Teachers who attended the training sessions have scheduled times to train their teammates/grade-level peers. Teachers also attend district-developed workshops throughout the year based on individual needs. Teachers also attended Common Core Workshops in Grades K-2.

Title III

ESOL students receive math, science, social studies, and/or computer literacy instruction with ELLs and native English speakers using ESOL strategies. ESOL students are instructed by a certified ESOL teacher using a basic mainstream/inclusion model. Bennett does not receive any direct support (e.g. teachers, materials) from Multicultural & ESOL Program Services Department.

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funds are used to provide part of a classroom teacher position.

Violence Prevention Programs

NA

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

The Head Start program ensures school readiness, preparing students to be more successful in Kindergarten. The Head Start program provides literacy, math, and science curricula that align with the K-3 national standards to improve educational outcomes. Student progress is documented throughout the year and documented through Creative Curriculum reports. Reports are placed in all students' cumulative folders, providing Kindergarten teachers with important student progress data. Head Start funding provides teacher salary, classroom assistant salary, and supplies for the program.

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Administrators: Chris Carney-Principal and Diane Eagan-Assistant Principal, ESE Specialist-Tiffany McCahill, School Psychologist-Matt Zeis, SLP-Amanda Burd, Guidance/ESOL Representative-Maria Moore, Reading Resource Specialist-Susan

Smiler, Social Worker-Eva Merrill, Team Leaders

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team will meet twice a month to monitor student progress and discuss implementation of needed interventions. The members will collaborate to analyze student data and problem solve. The MTSS will work with the Literacy Leadership Team and Team leaders to identify trends and assist with both academic and/or behavioral interventions and goals. Assistant Principal, Diane Eagan, coordinates and facilitates meetings based on names of students with concerns that are submitted by the teacher to their team leader with a brief history of strategies already implemented. The team discusses alternative interventions, need for outside agency referrals, etc. Tier 2 intervention plan is developed which includes intervention program to be used, duration and frequency, instructor, person responsible for monitoring plan, and date of review. The team leader serves as case manager. A folder is kept on each student to track and record data. Data are collected every two weeks for most academic concerns by the Reading Resource Specialist or intervention teacher. The data are then entered into the student's graph, which is located on the school-wide server in order to ensure that all stakeholders have access to track student progress. If there is a behavior concern, the behavioral data is tracked and stored in the student's folder on a weekly basis. Each child is monitored as needed, preferably each month.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The MTSS Leadership Team is responsible for disaggregating student-related data, as well as determining strengths and weaknesses in the curriculum and instructional strategies. The team's determinations related to strengths and weaknesses in curriculum and instructional strategies informs teachers, instructional coaches, and other instructional leaders on effective practices and aid in choosing the most appropriate interventions for struggling students, while maintaining effective instructional practices for students involved in tier 1 instruction. The MTSS Team will identify the lowest performing 25% of the student population and analyze the use of appropriate interventions.

#### MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The following data sources will be used:

Writing:

Tier 1-Monthly school wide samples

Tier 2-Bi-monthly individual samples

Tier 3-Weekly writing samples

Math:

Tier 1-Mini-BATs

Tier 2-Benchmark pages (completed in classroom), Mini Benchmark Assessments (Go Math)

Tier 3-Intervention weekly assessment

Reading:

Tier 1- Weekly chapter tests, FAIR

Tier 2- Triumphs/Treasures chapter tests, monthly ORF, FAIR, FCRR assessments

Tier 3- monthly ORF, FAIR, FCRR assessments, DRA

Behavior:

Tier 1- classroom management system (CHAMPS)

Tier 2- individualized behavior plan

Tier 3- modified individualized behavior plan

Describe the plan to train staff on MTSS.

Training will focus on identifying students who are not being successful in the classroom. Training will address analyzing student data in order to design and implement appropriate interventions, and monitor student progress.

Describe the plan to support MTSS.

The team will meet twice a month to monitor student progress and discuss implementation of needed interventions. The members will collaborate to analyze student data and problem solve. The MTSS will work with the Literacy Leadership Team and Team leaders to identify trends and assist with both academic and/or behavioral interventions and goals.

## Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Chris Carney-Principal, Diane Eagan-Assistant Principal, Maria Moore-Guidance Counselor, Susan Smiler-Reading Resource Specialist, Tiffany McCahill-ESE Specialist, Amanda Burd-SLP, Grade Level Team Leaders

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The LLT meets on a monthly basis to disaggregate the data from all assessments (BAT 1 & 2, chapter tests) by grade level and individual classroom. The team then works with either individual teachers or school wide to provide needed professional development or implement needed intervention or enrichment programs as determined by the data.

What will be the major initiatives of the LLT this year?

The major initiatives of the LLT for the AY 2012-2013 are to focus on progress monitoring and problem solving in order to best meet the needs of all students. A focus on Multi Tiered System of Supports is one way the LLT expects to monitor student progress and meet all students' instructional needs. LLT will provide training on intervention programs and methods for monitoring student progress. The LLT will be involved in data chats. These data chats will facilitate conversations about student progress, help to target difficulties students may be having, and, through these discussions, the team can explore different interventions to improve the skills of struggling students. The LLT will also be involved in the MTSS process. Student-centered discussions during data chats will be one of the first steps in the process, mainly discussing Tier 1 and 2 instruction. After student difficulties have been identified through the data chats and data analysis, students will be grouped by need and will be provided with the necessary research-based intervention. Students being instructed in Tier 2 will be monitored, and progress will be graphed. Student progress will be reviewed at CPST meetings. If students are not making adequate progress using the chosen Tier 2 instruction, the team will make decisions about the next steps, whether it involves using a different intervention, increasing intensity of intervention, or considering special education. If interventions are found to be appropriate, students will continue with the interventions until the team finds that it is no longer needed. Additional goals include an increase the amount of nonfiction or fiction text read through school based book clubs as well as an increase the use of Accelerated Reader program through a school wide competition.

## Public School Choice

Supplemental Educational Services (SES) Notification  
[View uploaded file](#) (Uploaded on 10/19/2012)

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Pre-K teachers developed end of the year reports detailing student progress and outcomes on assessments and placed the reports in the students' cumulative folder to familiarize kindergarten teachers with the Pre-K and Head Start students' progress in the program. Regarding the logistics of registering students at the elementary schools, the Head Start Program ensures a smooth transition to kindergarten by clearly specifying the necessary enrollment processes and timelines to all families participating in the program. The Head Start family services support team and the Head Start teachers provide ongoing guidance to the Head Start families by indicating the students' corresponding home school, immunization requirements, and dates scheduled for kindergarten roundup at those schools. All Pre-K families were invited to an end of the year program and information sharing session. The Pre-K students performed for their families and peers, then families took part in an information sharing session. Bennett held an information session/Kindergarten Round Up where administrators, Kindergarten teachers, Guidance, office staff, and other support staff provided information about Kindergarten readiness, registration, and other appropriate information. Bennett faculty and staff presented information, then allowed time for informal information sharing and attention to specific parent needs, such as registration, transportation, and reassignments.

\*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

### \*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

N/A

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

### Postsecondary Transition

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

N/A

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading.  Reading Goal #1a:	62% of students demonstrated proficiency in reading on the 2012 FCAT, this is an increase from 56% in 2011.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.9% (49) of students scored a level 3 on the reading portion of the 2012 FCAT.	63 of students will demonstrate proficiency on the reading portion of the 2013 FCAT.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teacher grade assignments have changed due to staff changes.	Teachers will be involved in peer coaching. Mentor teachers and mentee teachers will plan together and the mentor teacher will be available to meet the specific needs of the mentee teacher.	Team Leaders, Administrators, Reading Coach	Marzano Art and Science of Teaching Formal, Informal Walkthroughs	Treasures assessments, Benchmark assessment tests (BAT), in September and November. FAIR for all students achieving a level 1, 2, and 3; FAIR for all K students and struggling students in grades 1 and 2.
2	Teachers will have to transition to new materials and standards.	Teachers will take part in professional development sessions and PLCs.	Team Leaders and Administrators	Administrators and Team Leaders will analyze student learning gains and make connections with instruction.	iObservation (peer observation, informal/formal observations, snapshots)

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.  Reading Goal #1b:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28.6% (4) of students scored a level 4, 5, or 6 on the 2012 FAA in reading.	32% of students will score a level 4, 5, or 6 on the 2013 FAA in reading.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students demonstrate difficulties in testing behavior and experience due to lack of practice and experiences in a testing situation.	During BAT testing week, ESE students will practice using FAA practice materials.	Team Leaders and teachers on ESE team	Students' scores on practice FAA and on FAA 2013	Practice FAA and FAA 2013
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency on the 2012 FCAT in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
29.3% (48) of students scored a level 4 or 5 in reading on the 2012 FCAT.	34% of students will score at or above a level 4 in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers have lack of materials and technology to enrich or challenge high-performing students.	Bennett will partner with another elementary school in the district to share materials. Teachers will use higher order questioning techniques. The media specialist will collaborate with teachers to teach research skills.	Team leaders, Administrators, Reading Coach	Formative assessments, progress monitoring, data chats, Marzano Arts and Science of Teaching	BAT 1 and 2, FCAT, AR, classroom assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71.4% (10) of students scored at or above level 7 on the 2012 FAA in reading.	75% of students will score at or above level 7 on the 2012 FAA in reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate difficulties in testing behavior and experience due to lack of practice and experiences in a testing situation.	During BAT testing week, ESE students will practice test-taking behavior using FAA materials.	Team Leaders, Teachers on the ESE team	Student scores on practice FAA and on FAA 2013	Student scores on FAA 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% (82) of students made learning gains in reading on the 2012 FCAT.	81% of students will make learning gains in reading on the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Grade level material becomes increasingly difficult for some students due to deficiencies in phonics or fluency.	Teachers will use programs as defined in the Struggling Readers Chart for students who are not demonstrating proficiency in core reading series.	Reading Coach, Administrators	Teachers will conduct appropriate assessments periodically to monitor progress.	Oral reading fluency prompts, FAIR
2	Meeting the unique curricular needs of ESOL/SWD in the general education classroom can be difficult for teachers.	Teachers will receive guidance from the reading coach, ESE support staff, and ESOL staff for identifying difficulties and appropriate instructional strategies to best meet student needs.	Reading Coach, Team Leaders, Administrators	Teacher/Administrator Data Chats. Marzano Art and Science of Teaching- Formal, Informal, Walkthrough Data	iObservation data

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71% (7) of students made learning gains in reading on the 2012 FAA.	75% of students will make learning gains in reading on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Educators feel that they have a lack of appropriate materials for reading instruction.	Staff plan to devote an ESE team meeting to reading materials and participate in a reading materials exchange. Staff will use Unique Curriculum and research-based interventions.	Team Leaders and ESE Teachers, ESE Specialist	Student scores on the practice FAA, IEP goals	practice FAA scores and FAA 2013, mastery of IEP goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25%	
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making learning gains in reading. Reading Goal #4:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
83.5% (21) of students in the lowest 25% made learning gains in reading on the 2012 FCAT.	87% of students in the lowest 25% will make learning gains in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not demonstrate mastery of grade level reading standards.	All students in lowest 25% will receive an intensive intervention from the struggling readers chart (e.g. Phonics for Reading) based on their area of deficiency.	Reading Coach, Administrators, MTSS team	Review of data by Team Leader, CPST/MTSS team will monitor data to measure student progress once a month	Reading folders compiled by classroom teacher and intervention teacher (including graphs, assessments, formative assessments and student work samples).
2	Students have difficulty demonstrating grade-level appropriate vocabulary.	Students will use graphic organizers, non-linguistic representation, personal clues to learn essential vocabulary. Struggling students will also be instructed using vocabulary interventions from the struggling readers chart.	Reading Coach, Team Leaders	Teachers will review student work and work samples	Student work samples, outcomes on reading assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target						
5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.			Reading Goal # Overall, 62% of students at Bennett Elementary School demonstrated proficiency in Reading on the 2012 FCAT. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
2012 FCAT, ethnic subgroups: White 37% (15), Black 45.2% (38), Hispanic 39.3% (11), Asian 25% (1), American Indian 0% (0) made learning gains in reading.	2013 FCAT, ethnic subgroups: White 40%, Black 48%, Hispanic 43%, Asian 28%, American Indian 0% will make learning gains in reading.

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Cultural context inherently embedded in general education curriculum impact student achievement in reading.	Students who do not demonstrate satisfactory progress in reading will be placed in tier 2 interventions and discussed during data chats. Administrators will meet with students in grade 3-5 for goal setting.	Administrators, Reading Coach, CPST/MTSS team	monthly review of data at data chats	info on BASIS and Virtual Counselor

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77.8% (7) of ELLs did make satisfactory progress in reading on the 2012 FCAT.	83% of ELLs will make satisfactory progress in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students have limited background knowledge; making connections to the curriculum is difficult due to cultural context embedded in curriculum.	Teachers will use research-based interventions identified with the help of the reading coach and ESOL staff. The interventions will be vocabulary based and help build context.	Reading Coach, Administrators, Team Leaders	Review lesson plans for evidence of ELL strategies	CELLA, FAIR, BAT 1 & 2 results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
60% (14) of students with disabilities did make satisfactory progress in reading on the 2012 FCAT.	62% of SWD will make satisfactory progress in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students with disabilities are often pulled out of their classrooms for special education interventions, limiting the	The ESE support staff will collaborate with teachers to analyze data and determine needs for each student. ESE support will	Reading Coach, ESE Teacher, ESE Specialist, Administrators	progress reports, Data chats	FAIR, BAT 1 and 2 results, DAR, mastery of IEP goals

time they are exposed to the grade-level curriculum.	be provided in the general education classroom as much as possible.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.  Reading Goal #5E:	Overall, 62% of students at Bennett Elementary School demonstrated proficiency in reading on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (63) of economically disadvantaged students made satisfactory progress in reading on the 2012 FCAT.	45% of ED students will make satisfactory progress in reading on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Economically disadvantaged students may not have the context to help them access curriculum.	Teachers will identify students with difficulties and help them build knowledge in order to make connections, using research-based strategies.	Reading Coach, Administrators	Progress monitoring tools, Data chats, ongoing assessments	FAIR, BAT 1 & 2 results

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
DRA training	K-2	Reading Coach, Administrators	K-2	September 2012	Data Chats	Reading Coach, Leadership Team, Administrators
Connecting CCSS to Instructional Framework	K-5	Reading Coach, Administrators	K-5	8/16, 8/28, 9/11, 9/27, 10/9, 10/23, 10/30, 11/13, 11/27, 12/4, 12/18, 1/8, 1/22, 2/7, 3/21, 4/9, 4/23, 5/7	PLC logs, Reflection Activities	Reading Coach, Leadership Team, Administration
Shifts in ELA and Common Core	K-5	Reading Coach, Administrators	K-5	ongoing AY 2012-2013	PLC Logs, Reflection Activities	Reading Coach, Leadership Team, Administrators
FAIR Training	1-5	Reading Coach, Administrators	1-5	September 2012	Data Chats	Reading Coach, Leadership Team, Administrators
Marzano, CC	ELL	Reading Coach, Administrators	K-5	September 2012	PLC Logs, Reflection Activities	Reading Coach, Leadership Team, Administrators

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Buzz All About It, Florida Social Studies K-5	Informational Text	District Title I	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Grade Level PLC (Marzano/Common Core)	Reflection Logs/Materials	Title I	\$1,000.00
			Subtotal: \$1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Parent Training	Materials for Parent Training	Title I	\$200.00
			Subtotal: \$200.00
			Grand Total: \$1,200.00

End of Reading Goals

## Comprehensive English Language Learning Assessment (CELLA) Goals

\* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Students can accurately listen and speak in a variety of settings.			
2012 Current Percent of Students Proficient in listening/speaking:					
11% (2) of students scored proficient in Listening/Speaking on the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students do not have enough exposure and background knowledge to elaborate on a topic.	Students will participate in field trips, authentic activities, group discussions, learning communities, and cooperative groups.	Classroom teachers, Team leaders, Administrators	Teacher observations of students, informal assessments	Checklist, IPT, CELLA
2	Students are not exposed to English outside of school.	Students will be given a variety of technology, including auditory books in English.	Classroom teachers, Team leaders, Administrators	Teacher observations of students, information assessments	Oral book summary, Accelerated Reader, IPT, CELLA
3	Students have difficulty transitioning between home language and English.	Teacher will label the classroom.	Classroom teachers, Team leaders, Administrators	Student will be able to accurately identify/label objects throughout the classroom.	Informal checklist

Students read in English at grade level text in a manner similar to non-ELL students.					
2. Students scoring proficient in reading. CELLA Goal #2:			Students can accurately read and comprehend material presented in classroom.		
2012 Current Percent of Students Proficient in reading:					
0% (0) of students scored proficient in Reading on the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of exposure to English vocabulary in various text negatively impact reading proficiency.	Students will have access to picture dictionary, visual aids, and peer tutors.	Classroom teachers, Team leaders, Administrators	The teacher will facilitate classroom discussions related to text.	IPT, CELLA, classroom assessments, district assessments

Students write in English at grade level in a manner similar to non-ELL students.					
3. Students scoring proficient in writing. CELLA Goal #3:			Students will be able to accurately write on grade level in English.		
2012 Current Percent of Students Proficient in writing:					
0% (0) of students scored proficient in Writing on the 2012 CELLA.					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' lack of prior experience to build schemata negatively impacts their ability to write on grade level in English.	Teachers will use vocabulary interventions and ESOL resources.	Classroom teachers, Team leaders, Administrators	Teachers will conduct informal observations and use writing journals to monitor progress.	CELLA, writing journals

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
ELL evaluation through IPT	Purchase of IPT materials	General Funds	\$250.00
			Subtotal: \$250.00
Technology			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$250.00</b>

*End of CELLA Goals*



# Elementary School Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	Overall, 61% of students at Bennett Elementary School demonstrated proficiency in math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (56) of students scored a level 3 in math on the 2012 FCAT.	37% of students will score a level 3 in math on the 2013 FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have limited basic math skills necessary to be successful at NGSSS.	Teachers will participate in Math PLCs focusing on collaboration across the grade levels	Administrators	Monitor percent of students earning a passing score on chapter assessments, mini-BATs and Test Maker Pro assessments	Results of chapter assessments, mini-BATs, Think Central and FCAT Explorer

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal # 1b:	Overall, 61% of students at Bennett Elementary School demonstrated proficiency in math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (41) of students scored at or above levels 4 and 5 in math on the 2012 FCAT.	27% of students will score at or above levels 4 and 5 in math on the 2013 FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate difficulties with test behavior and experience.	During BAT testing week, ESE students will practice with FAA materials.	Team leaders and teachers on the ESE team.	Student scores on practice FAA and on 2013 FAA	practice FAA materials and FAA 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Overall, 61% of students at Bennett Elementary demonstrated proficiency in math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:

25% (41) of students scored at or above levels 4 and 5 in math on the 2012 FCAT.	27% of students will score at or above levels 4 and 5 in math on the 2013 FCAT.
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Level 4 and 5 students have limited opportunities to complete work that challenges their ability.	Select students will participate in differentiated activities assigned by the teacher using district resources (enrichment activities like Go Math and Dynamath).	Classroom teachers	Monitoring teachers will review data using evaluation tools to determine effectiveness	Reports generated by programs, weekly assessments, BAT, and other school-based assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics.  Mathematics Goal #2b:	Overall, 61% of students demonstrated proficiency in math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
35.7% (5) of students scored at or above level 7 in math on the 2012 FAA.	38% of students will score at or above level 7 on the 2012 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students demonstrate difficulties with test behavior and experience.	During BAT week, ESE student will become more familiar with test taking environment and practices using FAA practice materials.	Team Leaders and teachers on the ESE team	Student scores on practice FAA and the 2013 FAA	practice FAA and 2013 FAA scores

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics.  Mathematics Goal #3a:	Overall, 61% of students at Bennett demonstrated proficiency on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
65.8% (68) of students made learning gains in math on the 2012 FCAT.	69% of students will make learning gains in math on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Students do not have a complete mastery of basic math concepts	Teachers will increase the use of manipulatives and hands-on activities to reinforce concepts, impart real world applications, and teach test-taking strategies.	Classroom teachers	Classroom teachers, in collaboration with teachers from other grade levels, will review results of weekly assessments, school-based assessments, and district assessments.	Weekly assessments (Go Math), School-based assessments (mini-BAT), district assessments (BAT)
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.  Mathematics Goal #3b:	Overall, 61% of students demonstrated proficiency in math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (3) students made learning gains in math on the 2012 FAA.	33% of students will make learning gains in math on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers feel that they have a paucity of appropriate material for math.	Teachers will devote an ESE team meeting to math and material exchange.	Team leader and ESE teacher	Students scores on practice FAA and 2013 FAA	practice FAA and FAA 2013

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.  Mathematics Goal #4:	Overall, 61% of students at Bennett demonstrated proficiency in math on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57.3% (14) of students in the lowest 25% made learning gains in math on the 2012 FCAT.	60% of students in the lowest 25% will make learning gains in math on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty initially understanding more complex math concepts, especially using mental math.	Students in the lowest quartile will receive additional math instruction using Go Math reteach strategies and online Mega Math, iTools, Think Central, Soar to Success, BEEP at home.	Classroom Teachers	Classroom teachers will review results of end of chapter assessments, school-based assessments, and district assessments.	Weekly assessments (Go Math), School-based assessments (mini-BAT), district assessments (BAT)

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # Overall, 61% of students at Bennett demonstrated proficiency in math on the 2012 FCAT. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	68%	71%	74%	77%	80%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.  Mathematics Goal #5B:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics.  Mathematics Goal #5C:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

	Overall in math, 82% of students scored at or above a level 3 on the
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5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.  Mathematics Goal #5D:	2011 FCAT; this is an increase from 80% in 2010. 79% of students made learning gains on 2011 FCAT; this is an increase from 66% in 2010. 87% of struggling students made learning gains on 2011 FCAT; this is a increase from 57% in 2010. This year, all groups made AYP in math, except for students with disabilities (SWD) and economically disadvantaged students (ED).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73% (30) of students with disabilities made adequate yearly progress on the math portion of the 2011 FCAT.	76% (31) of students with disabilities will make adequate yearly progress on the math portion of the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Student needs are extensive and additional time is needed to instruct on all areas of difficulty in math.	Academic Camps (including math camp) will be provided beyond the traditional school day.	ESE Specialist, Administrators	Bi-monthly review and analysis of assessments	Results of chapter tests, BAT, mini-BATs, Test Maker Pro tests
2	Often times, students with disabilities do not get as much exposure to grade level material as peers because they are removed from classroom for services.	ESE Teacher will follow push-in model during the time when intermediate grades are involved in math instruction.	ESE Specialist, Administrators	Bi-monthly review and analysis of assessments	Results of chapter tests, BAT, mini-BATs, Test Maker Pro tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics.  Mathematics Goal #5E:	Overall in math, 82% of students scored at or above a level 3 on the 2011 FCAT; this is an increase from 80% in 2010. 79% of students made learning gains on 2011 FCAT; this is an increase from 66% in 2010. 87% of struggling students made learning gains on 2011 FCAT; this is a increase from 57% in 2010. This year, all groups made AYP in math, except for students with disabilities (SWD) and economically disadvantaged students (ED).
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% (109) economically disadvantaged students made adequate yearly progress in math on the 2011 FCAT.	81% (113) economically disadvantaged students will make adequate yearly progress in math on the 2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students have difficulty mastering requisite skills necessary for understanding grade-level math concepts.	Economically disadvantaged students will receive additional, targeted instruction through the Go Math intervention program.	Administrators	Review of student assessments	Results of BAT, mini-BAT, chapter tests, Test Maker Pro tests
2	Students do not have a complete mastery of basic math concepts.	Economically disadvantaged students will take part in academic camps (including math camp) to receive	Administrators	Review of student assessments	Results of BAT, mini-BAT, chapter tests, Test Maker pro tests

additional instruction in basic math concepts students are having difficulty with.

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Unpacking CCSS Mathnatic	K-5	C. Kuhns	K-5	Monthly	PLC Reflections	Administrators, Team Leader
Math problem solving	K-5	C. Kuhns	K-5 Teachers	September - October 2012	Follow up assignments	Administrators, Team Leaders
Math PLC mathematical practices and monthly focus	K-5	C. Kuhns	K-5 Teacher	Monthly	PLC Reflections	Administrators, Team Leaders

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Math Problem Solving (2 separate trainings); teachers will attend and be paid stipends.	K-5	Accountability	\$4,000.00
			Subtotal: \$4,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$4,000.00

End of Mathematics Goals

## Elementary and Middle School Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define

areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science.  Science Goal #1a:	34% of students scored a level 3 in science on the 2012 FCAT. 30% of students scored a level 4 or 5 in science on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (17) of students scored a level 3 in science on the 2012 FCAT.	37% of students will score a level 3 in science on the 2013 FCAT.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Amount of time available to teach science with an intensity and focus that is necessary to make progress is limited.	Science Camp will be implemented, after school, twice a week, beginning January 2013 to provide more instructional time.	Assistant Principal	Analysis of student assessment results, review of science journals	BAT, mini BATs, pre and post-chapter tests, FCAT Explorer, science journals
2	Science is not taught in depth in all grade levels.	All classroom teachers will follow District Instructional Focus Calendar for science, BEEP lesson plans	Assistant Principal	Observation during weekly classroom walkthrough, lesson plans	Tool used to collect data during CWT: focus on learning objectives in all grade levels (on target for grade-level standards and instructional pacing guides). Use Test Maker Pro as a baseline/Post-test
3	Students are not given enough opportunities to do hands on science activities.	All students will participate in hands-on science activities through the use of the Broward County Hands-On Science Kits on a weekly basis.	Assistant Principal	Observation during weekly classroom walkthrough	Tool used to collect data during CWT: focus on instructional materials and instructional practices, portfolio, students use/model projects, book reports, online science activities.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.  Science Goal #1b:	100% of students scored a level 4, 5, and 6 in science on the 2012 FAA. 0% of students scored level 7 in science on the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (6) of students scored level 4, 5, or 6 in science on the 2012 FAA.	100% of students will score level 4, 5, or 6 in science on the 2013 FAA.

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science.  Science Goal #2a:	34% of students scored a level 3 in science on the 2012 FCAT. 30% of students scored a level 4 or 5 in science on the 2012 FCAT.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (15) of students scored at or above levels 4 and 5 in science on the 2012 FCAT.	33% of students will score at or above levels 4 and 5 in science on the 2013 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Differentiated instructional strategies are not being implemented to enrich potential level 4 or 5 students on a regular basis.	Teachers will receive training on using differentiated instructional strategies in science. Teachers will be able to go to other schools/classrooms to observe teaching strategies and instructional practices.	Science Contact- Rachelle Boggan, Administrators, teachers	Observation during weekly classroom walkthrough, science journals	Tool used to collect data during CWT: focus on learning objectives, instructional strategies, classroom environment; review of lesson plans; review of science journals. Students will also create projects and reports based on science content.
2	Potential level 4 or 5 students need to be given additional opportunities to complete work that challenges their ability on a more consistent basis.	Teachers will present lessons from Science Weekly which contains an enrichment activity.	Science Contact- Rachelle Boggan, Administrators, teachers	Observation during weekly classroom walkthrough, science journals	Tool used to collect data during CWT: focus on learning objectives, instructional strategies, classroom environment; review of lesson plans; review of science journals. Students will also create projects and reports based on current science content.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:	
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Students scoring at or above Achievement Level 7 in science.			
Science Goal #2b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy
No Data Submitted			

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Journals for Science	Science	Rachelle Boggan	Grades 3-5	September through May	PLC Logs and Reflections	Team Leaders

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing.  Writing Goal #1a:	88.5% (6) of students scored level 3 and higher in writing on the 2012 FCAT. 100% (5) of students scored at 4 or higher in writing on the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
88.5% (6) of students scored level 3 and higher in writing on the 2012 FCAT.	92% of students will score level 3 and higher in writing on the 2013 FCAT.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	There is insufficient time during the school day to remediate student weakness in writing.	Fourth-grade teachers will create groups; students will be grouped by weakness in areas of writing process, based on the FCAT writing rubric. Groups will receive remediation after school during Writing Camp. Writing Camp will start in the winter, twice a week.	Administrators	Weekly "mini" prompts during camp to see if progress is made with infusing deficient skills into writing.	Portfolio of mini prompts
2	Students do not demonstrate appropriate use of grade level spelling skills.	Daily practice and use of grade level appropriate spelling skills. All students will be assessed, students who demonstrate difficulties with spelling skills will be identified. Phonics intervention will be provided for those who need intensive remediation.	Reading Coach	Analyze monthly writing prompts to determine if there is an improvement in correct spelling usage.	Portfolio of mini prompts
3	Students demonstrate difficulty with writing using appropriate sentence structure and punctuation, especially in the primary grades.	Classroom teachers K-3 will provide daily exposure and practice with sentences across subject areas. This will allow students to connect current subject matter to writing.	Classroom teachers	Students will demonstrate the ability to answer simple questions in complete sentences.	Portfolio and journal writing
4	Students demonstrate difficulty with writing using details, especially in the primary grades.	Classroom teachers K-3 will provide daily exposure and practice writing across subject areas. This will allow students to connect current subject matter to writing	Classroom teachers	Students will demonstrate the ability to provide details when writing about a topic.	Portfolio and journal writing

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.  Writing Goal #1b:	88.5% (6) of students scored level 3 and higher in writing on the 2012 FCAT. 100% (5) of students scored at 4 or higher in writing on the 2012 FAA.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (5) of students scored at 4 or higher in writing on the 2012 FAA.	100% of students scored at 4 or higher in writing on the 2013 FAA.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students may have difficulty with conventions related to writing.	Teachers will use FAA practice materials to prepare students for writing expectations.	Classroom teachers	Weekly writing practice using curriculum and FAA practice materials	Student work in classroom and on FAA practice materials

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal #1:	The 2012 attendance rate was 94.5%. 57 students had excessive absences in 2012. 61 students had excessive tardies in 2012.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
The 2012 attendance rate was 94.5%.	The attendance rate for 2013 will be 98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
57 students had excessive absences in 2012.	In 2013, only 50 students will have excessive absences.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
61 students had excessive tardies in 2012.	In 2013, only 57 students will have excessive absences.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Chronic accumulation of excused absences	Request acceptable written documentation to excuse absences after the 5th absence.	Assistant Principal, classroom teachers	Review of attendance records	Decrease in number of chronic excused absences.
2	Student tardiness	Parent link, staff telephone call, or email to parent.	Assistant Principal, classroom teachers	Review of attendance records	Reduction in number of days tardy and a reduction in number of tardy minutes.
3	Chronic accumulation of absences	Reward attendance quarterly with perfect attendance award certificate and recognition at award ceremony	Assistant Principal, classroom teachers	Review of attendance records	Decrease in number of chronic absences.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Attendance Goal(s)*

Suspension Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal # 1:	Bennett Elementary has a low rate of both in-school and out-of-school suspensions. This is largely due to the fact that the entire faculty has been trained in both CHAMPS 1 & 2.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
7 in-school suspensions in 2012	4 in-school suspensions in 2013.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School

3 students suspended in school in 2012.	Only 1 student will be suspended in school in 2013.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
4 out-of-school suspension in 2012.	There will be 2 out-of-school suspensions in 2013.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
4 student was suspended out of school in 2012.	One student will be suspended out of school in 2013.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Teachers and staff may not be following CHAMPS strategies with fidelity in the classroom and common areas in the school (cafeteria).	Provide teachers and staff with an inservice session to refresh CHAMPS strategies.	Guidance Counselor, Administrators, Teachers	classroom and school-wide observation	discipline matrix; tool used to collect data during CWT: focus on class engagement

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

*End of Suspension Goal(s)*

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement					
Parent Involvement Goal #1:  <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		Parent participation in traditional, entertainment-based activities is high (e.g. talent show, winter concert). However, meetings or events with a focus on curriculum and instruction are not well attended.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
As indicated in the school's annual parent involvement survey, 52% of parents attended meetings or trainings with a focus on helping their child in school.		By June 2013, 65% of our parents will participate in parent education activities supporting their children's education as documented by the school's annual parent involvement survey.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Parent involvement in curriculum-based school events is limited.	Provide parents with multiple curricular school events throughout the academic year (AKA Family Nights). Each event will have a different focus (e.g. math, reading, writing). The specific target of each session will be based on parent interest. The events will be held at a time convenient for most parents.	Title I Coordinator, Event Chair, Assistant Principal	Event sign-in sheets, analysis of annual parent involvement survey	Results of the annual parent involvement survey

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Title I Family Nights (reading, math, technology, writing) to help connect families with curriculum	Family night materials, refreshments, and incentives	Title I	\$2,000.00
			Subtotal: \$2,000.00
			<b>Grand Total: \$2,000.00</b>

*End of Parent Involvement Goal(s)*

### Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

*\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				



Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

## Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Buzz All About It, Florida Social Studies K-5	Informational Text	District Title I	\$0.00
CELLA	ELL evaluation through IPT	Purchase of IPT materials	General Funds	\$250.00
				Subtotal: \$250.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Grade Level PLC (Marzano/Common Core)	Reflection Logs/Materials	Title I	\$1,000.00
Mathematics	Math Problem Solving (2 separate trainings); teachers will attend and be paid stipends.	K-5	Accountability	\$4,000.00
				Subtotal: \$5,000.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Parent Training	Materials for Parent Training	Title I	\$200.00
Parent Involvement	Title I Family Nights (reading, math, technology, writing) to help connect families with curriculum	Family night materials, refreshments, and incentives	Title I	\$2,000.00
				Subtotal: \$2,200.00
				Grand Total: \$7,450.00

## Differentiated Accountability

### School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school:  Yes  No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/17/2012)

## 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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
The projected use of SAC funds (accountability) will be utilized to provide afterschool tutoring for students who are below proficiency. Teachers will be provided with compensation for afterschool hours.	\$4,000.00
Materials for afterschool tutoring will be purchased that will align with CCSS.	\$1,472.00

Describe the activities of the School Advisory Council for the upcoming year

The SAC committee will review student data to determine how to best meet the needs of our students at Bennett Elementary. SAC input will come from all stakeholders in order to receive global input to determine unique needs of community members.

# AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012  
 Adequate Yearly Progress (AYP) Trend Data 2010-2011  
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

## SCHOOL GRADE DATA

No Data Found

Broward School District BENNETT ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	79%	82%	98%	63%	322	Writing and Science: Takes into account the % scoring 4.0 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	75%	79%			154	3 ways to make gains: ● 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)	87% (YES)			144	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.
FCAT Points Earned					620	
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 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	99%	59%	318	Writing and Science: Takes into account the % scoring 4.0 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	74%	66%			140	3 ways to make gains: ● 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?	73% (YES)	57% (YES)			130	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.
FCAT Points Earned					588	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested