# Brentwood Elementary School



## 2017-18 School Improvement Plan

# Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3) |
| --- | --- | --- |
| Elementary School PK-5 | Yes | 75% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2016-17 Minority Rate** (Reported as Non-white on Survey 2) |
| --- | --- | --- |
| K-12 General Education | No | 47% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
| --- | --- | --- | --- | --- |
| Grade | A | B | A* | B |

*\*Informational Baseline School Grade*

***Note:*** *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

## School Board Approval

This plan is pending approval by the Sarasota County School Board.

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Table of Contents

# Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

## Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

## Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

## Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

# Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

## 2017-18 DA Category and Statuses for Brentwood Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southwest - Julio Valle | Not In DA - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement

Our mission at Brentwood Elementary is to instruct all students according to the Florida Standards and Sarasota County School Board curriculum. Differentiated instruction, including formative and summative assessments, will support students at all levels by enriching mastered skills and reinforcing emerging skills.

#### b. Provide the school's vision statement

We envision a school in which staff:
-unite to achieve a common purpose and goals,
-work together in collaborative teams,
-seek instructional strategies for improving student achievement on a continuing basis,
-monitor each student's progress, and
-demonstrate a personal commitment to the academic and social emotional success of all students.

### 2. School Environment

#### a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Many of our teachers have completed professional learning on A Framework for Understanding Poverty which helps to better understand family dynamics of our students of lower social economic status. Through our school-wide Community of Caring program, teachers model Community of Caring values and recognize students who demonstrate these value toward their peers or staff. During school, teachers utilize Restorative Strategies in their classrooms so each student voice can be heard.This builds empathy among students and teachers. Our school is focusing on the "Growth Mindset" as well as building Social Emotional Learninig Skills.

#### b. Describe how the school creates an environment where students feel safe and respected before, during and after school

All staff members abide by the Positive Behavior Support Plan which declares a step-by-step process for dealing with unexpected behavior while promoting and celebrating when students make the right choices (expected). The staff goal is to recognize expected behavior at a 5:1 ratio to unexpected behavior. This occurs from the moment students set foot on campus until they leave for the day. All students entering campus do so in one, secured entrance; all other access is closed. Parents must sign in through the office to enter campus at all times throughout the day. Each student wears a lanyard for dismissal stating the method of going home. The lanyard is taken from a staff member and is checked off once each child is dismissed.

STARS expectations are recognized school-wide. Stay Safe, Take Responsibility, Be an Active Learner, Respect Others and Yourself and Stay Positive creates the acronym. Specific behaviors are stated and posted throughout the school for children to practice and reflect upon.

#### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All staff members abide by the Positive Behavior Support Plan which declares a step-by-step process for dealing with unexpected behavior while promoting and celebrating when students make expected choices. This occurs from the moment students set foot on campus until they leave for the day. Weekly morning news segments highlight students who are showing Brentwood Superstar values and STARS behavior: Stay safe, Take responsibility, Actively learn, Respect others and yourself and Stay positive. Students work to earn Starbucks, a paper incentive that can be collected for redemption at the school store, classroom menus and monthly parties.

A flowchart of Guidelines for Responding to Misbehavior is used school-wide to provide a variety of methods to respond to misbehavior. Our primary focus is to teach students expected behavior rather than punish.

Support Staff are also trained in Crisis Prevention Interventions (CPI) for more severe incidents.

New teachers and staff are given a training on the school-wide PBS plan.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Research shows that Social Emotional Learning not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students. Effective social and emotional learning programming involves coordinated classroom, schoolwide, family, and community practices that help students develop the following five key skills. Through daily school-wide SEL lessons, as well as classroom lessons, students are taught about their feelings and how to respond and cope respectfully. Students watch vignettes and puppet shows about how to respond, then they role play to demonstrate understanding. If students are experiencing emotional dysregulation, teachers recognize proactively that these students need to express themselves and contact the school counselor. Individual counseling, group counseling, mediation, restorative strategies and referrals to community agencies are some of the ways we would respond to emotionality. Teachers recognize proactively that students need to express themselves. This can be done through the use of restorative strategies, peer conflict mediation or through daily self-reflection. A successful education demands that their character be developed as well.

## 3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

For attendance issues, Brentwood follows the district policy of contacting parents at specific markers for
absences and unexcused absences. Our teachers also contact parents after the child has been absent 3 days. The Attendance Works data is monitored weekly to determine those with chronic attendance issues. The School Wide Support Team considers individual students on a weekly basis who have excessive
absences and tardies to develop a plan of action, which may involve the Home-School Liaison and/or truancy worker.
Our school-wide STARS Expectations are taught and reinforced throughout the year. Behavior Meetings are held to discuss students with the most need for behavior interventions. These students are monitored to determine if interventions are working or if another approach is necessary to help the student function at their highest capability.
Academically, students who scored at a level 1 on FSA or show one or more grade levels below

(bottom quartile) are monitored throughout the year. These students receive intense interventions by their teacher, support staff and/or through additional instructional resources. Students are also referred by their teacher to our School Wide Support Team for more intense and frequent interventions for both academic and behavior concerns.
Monthly

### b. Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 9 | 11 | 10 | 11 | 17 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |
| One or more suspensions | 3 | 1 | 4 | 8 | 3 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 24 | 29 | 20 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 73 |

*The number of students identified by the system as exhibiting two or more early warning indicators:*

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |

### c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Brentwood Elementary staff provide individual and small group intensive services for targeted students. Our
ESE and ESOL teachers provide instruction based on student IEP and LEP goals. We also provide daily classroom intervention instruction for students that need remediation. Individual and Small Group counseling is provided for behavior and social issues. Functional Behavior Modification plans for individuals with serious behavior concerns. The School-Wide Support Team (SWST) regularly monitors students attendance and identifies those students with excessive tardiness or absences.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

### 1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

### a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

*1. PFEP Link*
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/474500.

*2. Description*

A PIP has been uploaded for this school or district - see the link above.

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Our School Advisory Committee (SAC) involves parents, staff, and community members to make shared decisions for the school. Community businesses support our academic incentive programs and host family activities throughout the year. Through our Parent Teacher Organization (PTO), teachers and parents work together to plan family events such as Book Fair, Spring Fling, Movie Night, Skate Night, The Holiday Gift Shop and more. The First Presbyterian Church, Southside Christian Church, The Lakes Community, The YMCA, The Children's Crises Team, The Community Foundation, and All Faith's Food Bank partner with Brentwood to help us meet the growing needs of students and families. They provide needed supplies, resources, and classroom volunteers. A Parent Involvement Coordinator is on staff to facilitate continued communication between school and families. The Parent Involvement Coordinator also coordinates a monthly e-newsletter that parents can access on our website. The newsletter highlights events at school and educates parents with research and information pertaining to their child's academic growth.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|---|---|
| Weida, John | Principal |
| Sims, Lona | Other |
| Spence, Jill | Instructional Coach |
| Rasmussen, Cindy | Guidance Counselor |
| Brustad, Patti | Assistant Principal |
| Tuttle, Erin | Teacher, ESE |

#### b. Duties

*1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making*

The primary purpose of the school-based leadership team is to progress monitor student achievement. A member of the leadership team is at every MTSS meeting to ensure that effective, research-based interventions are in place for any student demonstrating an academic and/or behavioral need. Collaboration between the leadership team, grade level teams, the SAC/SDMT, and district teams guide school-wide instructional decisions. The team also determines additional curricular resources that may be necessary to support learning.

*2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact*

Student progress will be continually monitored, and individual cases reviewed periodically, to determine progress and the effectiveness of classroom instruction. Through MTSS problem-solving, students who are not making progress will be discussed to determine when more intense interventions are needed.

Title I is a federally funded program designed to address the academic needs of low-performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science, and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. Funds from Title IIA are used for staff training. Professional development activities are provided to improve the knowledge of teachers, principals, and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom through positive behavior support and self-regulation/reflection. Training is provided to ensure all teachers highly qualified.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students. Our school guidance program provides programs that incorporate bullying prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Free and Reduced Lunch Programs are provided through federal funds.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---|---|
| John Weida | Principal |
| Monica Serino | Education Support Employee |
| Jill Spence | Teacher |
| Betsy Williams | Parent |
| Brittany Eagans | Parent |
| Kim Nguyen | Parent |
| Tenia Rumph | Education Support Employee |
| Gina Bordones | Parent |
| Melissa Soto | Parent |
| Erica Hellriegle | Parent |
| Lona Sims | Education Support Employee |

### b. Duties

#### 1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

The School Advisory Council reviewed last year's school improvement plan.
The School Advisory Council compared the school improvement plan with the FSA test scores and i-Ready data.

*b. Development of this school improvement plan*

We seek parental and community participation and input from our School Advisory Council during the school improvement plan development.
The School Advisory Council reviews the data within the problem solving portion of the school improvement which includes test scores.
The School Advisory Council monitors the school improvement plan through out the year, reviews progress and adjusts strategies as needed.

*c. Preparation of the school's annual budget and plan*

We seek parental participation and input from our School Advisory Council by reviewing the data and goals, while providing input and advice on funding.

**2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

School improvement funds will be allocated as follows:
School-wide Positive Behavior Support - 200
Community of Caring - 300
A2 Student Academic Achievement Rewards and Shirts- 2385
Brentwood "Starbucks Store" - 300
Attendance Incentives-400
Incentives for Before School Morning Lab-700

**3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**
Yes

*a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

In order to meet the requirements of 1001.452 (1a), We solicited volunteers through our PTO meetings, but did not get volunteers. Parents on the School Advisory Committee are sought out by the Principal.

## 3. Literacy Leadership Team (LLT)

**a. Membership**
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|---|---|
| Weida, John | Principal |
| Brustad, Patti | Assistant Principal |
| Spence, Jill | Instructional Coach |
| Tuttle, Erin | Other |
| Sims, Lona | Teacher, ESE |

**b. Duties**

### *1. Describe how the LLT or similar group promotes literacy within the school, if applicable*

The LLT at Brentwood monitors and analyzes iReady data, Running Records, Oral Reading Fluency data as well as developing and assisting the implementation of one-on-one and small group interventions. Reading Recovery Teachers work with students and train teachers on effective strategies. The Literacy Leadership Team shares strategies for teachers on how to use the data to guide instruction within the classroom and for use with interventions.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### 1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Development Days
PLC by grade level
Grade Level Data Chats with administration
Community of Caring recognition for staff
Staff Shout Out Board

### 2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our strategy for recruiting and retaining highly qualified teachers is by providing ongoing support and encouragement throughout the year. A collaborative partnership with student interns at USF occurs twice per year where college students tour classrooms and debrief with the administration at Brentwood. Ongoing professional development for new staff keeps them current with best practices. We routinely celebrate their success and provide constructive criticism when it is necessary. The administration is responsible for knowing the staff's certification areas and creating a positive culture on our campus.

### 3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Through the Sarasota County Induction Program (SCIP), all new teachers receive a mentor. The mentor and new hire meet regularly to discuss strategies and help with lesson planning. The pairings are made according to the area of expertise of the mentor. (If the new hire is an exceptional education teacher, we pair them up with a teacher who has a background in exceptional student education.) Mentors meet with the new hires on a weekly basis. Group SCIP meetings are also scheduled throughout the school year to complete various required professional development.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

### *1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards*

Sarasota County provides all instructional staff access to an Instructional Focus Guide that maps the Florida standards in all subjects and grade levels. Resources beyond adopted textbooks are linked to each standard. All instructional staff are trained to ensure the highest level of learning occurs in each classroom. Administrative observations monitor that the Florida standards and depth of knowledge level are taught at the appropriate rigor. The school district provides ongoing math training and instructional rounds for grade level teachers.

### b. Instructional Strategies

*1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments*

The following data is accessible for instructional decision making: i-Ready, Benchmark tests, Fact Fluency, Oral Reading Fluency, Running Records, and classroom observations. The data allows teachers and support staff to arrange students into flexible groupings to meet specific targeted skills, based on data. Progress monitoring takes place throughout the year, making adjustments and implementing interventions through RtI as needed.

*2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:*

**Strategy:** Before School Program

**Minutes added to school year:** 4,500

Brentwood's Before School Learning Club is a morning computer club designed to address the needs of students needing additional support in reading in math. It gives all students the opportunity to receive an additional 30 minutes of support before their school day begins.

### Strategy Rationale

Additional support before the school day, focusing on reading and math, will result in increased student achievement for participating students.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Spence, Jill, jill.spence@sarasotacountyschools.net

### Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Effectiveness will be determined based upon pre and post i-ready diagnostic on each student. District assessments will assist in evaluating the overall evaluation of the program. I-Ready, Math Benchmark Assessment and bi-monthly tests will be recorded on an excel spreadsheet and reviewed weekly.

## 2. Student Transition and Readiness

### a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

*1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another*

At the end of each school year, students transitioning from preschool to kindergarten are discussed at MTSS/CARE team meetings to plan for their needs at local elementary schools. Collaboration with the feeder middle school occurs for students with an IEP through the Liaison at each school and the district. School visits allow transitioning 5th graders to gain knowledge of middle school expectations and have their questions answered.

### b. College and Career Readiness

*1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations*

Fifth-grade students are able to learn programs such as Word, PowerPoint, Excel and Publisher through our technology special area. There are opportunities for these students to participate in IC3 and Spark for certifications that can be built upon in middle school.

Volunteers from First Presbyterian Church assist in the tech special.

*2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs*

Fifth-grade students are able to learn programs such as Word, PowerPoint, Excel and Publisher through our technology special area. There are opportunities for these students to participate in IC3 and Spark for certifications that can be built upon in middle school.

*3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement*

Through the Trailblazer grant, four classrooms use Surfaces as their primary mode of instruction and participation in the classroom. Students are using Microsoft Office programs to access information and demonstrate their understanding of curriculum standards.

*4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes*

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

| |
|---|
| 3rd_Grade_ELA_School_Results_All_Years.xls |
| *3rd grade ELA* |
| 4th_Grade_ELA_School_Results_All_Years.xls |
| *4th grade ELA* |
| 5th_Grade_ELA_School_Results_All_Years.xls |
| *5th grade ELA* |
| 3rd_Grade_MATH_School_Results_All_Years.xlsx |
| *3rd grade Math* |
| 4th_Grade_MATH_School_Results_All_Years.xlsx |
| *4th grade Math* |
| 5th_Grade_MATH_School_Results_All_Years.xls.xlsx |
| *5th grade Math* |
| 2017_SCIENCE_Resutls_SidyBySide.xlsx |

*5th grade Science*

## 2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Brentwood Elementary School's data will show that strength areas include 4th and 5th grade reading and 5th grade math proficiency scores, Our 5th grade Science scores decreased in overall scores from last school year, however, we continue to rank high across the district. Areas in need of improvement is thrid grade proficiency in reading and math. We have a more cognizant focus on RtI in the lower grades to ensure success in third grade. Our third grade team has moved to departmentalization which has shown success for 4th and 5th grade.

## B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

Our SIP team determined that causes for low proficiency in third grade rooted in a lack of foundational reading skills such as phonics and word attack skills. A school-wide focus on these areas in K-2 has been implemented. Reading Recovery strategies are part of the K-2 CPT. RtI monitors student progress in these areas to ensure early interventions are in place.

## C. Strategic Goals

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal          **B =** Barrier          **S** = Strategy

1 = Problem Solving Step          🔑 S123456 = Quick Key

## Strategic Goals Summary

**G1.**  By the year 2018, there will be a minimum of a four percentage point increase in Reading, for the bottom 25% of students, when less than 70% are currently demonstrating proficiency.

**G2.**  By the year 2018, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5).

**G3.**  By the end of the 2018 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016-17.

**G4.**  By the year 2018, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

**G5.**  By the year 2018, there will be a minimum of a four percentage point increase in Math, for all student subgroups when less than 70% are currently demonstrating proficiency.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** By the year 2018, there will be a minimum of a four percentage point increase in Reading, for the bottom 25% of students, when less than 70% are currently demonstrating proficiency. 1a

🔍 G093702

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| ELA/Reading Lowest 25% Gains | 69.0 |

### Targeted Barriers to Achieving the Goal 3

- Many students have minimal access to books or computer resources.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Sarasota Technology Users Group, morning open computer lab, Sarasota County Library System, A-Z Learning

### Plan to Monitor Progress Toward G1. 8

iReady data (% of lessons passed, growth monitoring and diagnostics) will determine effectiveness

**Person Responsible**
Jill Spence

**Schedule**
Weekly, from 10/2/2017 to 5/24/2018

***Evidence of Completion***
iReady reports

**G2.** By the year 2018, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5). `1a`

🔍 G091757

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FCAT 2.0 Science Proficiency | 68.0 |

### Targeted Barriers to Achieving the Goal `3`

- There is not a consistent, district-wide way to progress monitor science standards across the grade levels.

- Lack of Scientific Vocabulary being used amongst students

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- District benchmark assessments for 5th Grade and school-made grade level benchmark assessments grades 1-4.

### Plan to Monitor Progress Toward G2. `8`

Mid-year data in Brentwood data folder, item analysis of test questions

**Person Responsible**
Jill Spence

**Schedule**
Semiannually, from 8/14/2017 to 5/14/2018

***Evidence of Completion***
Data from first assessments

**G3.** By the end of the 2018 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016-17.  1a

🔍 G091758

## Targets Supported  1b

| Indicator | Annual Target |
|---|---|
| Attendance rate | 95.0 |

## Targeted Barriers to Achieving the Goal  3

- Expectations for attendance need to be clear and consistently enforced.

- Staff need support in communication with parents to prioritize attendance.

## Resources Available to Help Reduce or Eliminate the Barriers  2

- School-wide expectations, Everyday Counts materials, incentives

- School counseling, Home School Liaison, and administration support

## Plan to Monitor Progress Toward G3.  8

Attendance data will be analyzed during weekly SWST meetings.

**Person Responsible**
Patti Brustad

**Schedule**
Weekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***
SWST meeting notes, SIS reports, OneNote attendance spreadsheet, AttendanceWorks

**G4.** By the year 2018, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1a

🔍 G091759

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 64.0 |

### Targeted Barriers to Achieving the Goal 3

- Teachers have experienced difficulty allocating time for 1:1 intervention in Reading.

- Teachers have difficulty understanding how to differentiate instruction in order to instruct students at various levels.

- Teachers have experienced difficulty in using data effectively to adjust classroom instruction.

- Some students lack parent involvement in supporting reading at home.

- Academic support of ESE students in an inclusion model is limited.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Thinking Maps

- I-Ready data

- Reading Benchmark assessment data

- Instructional Focus Guides with DOK levels provided

- Response to Text through Thinking Maps

- Reading A-Z Running Records with RAZ Kids

- WriteScore

- Headsprout for Lowest 25%

- Curriculum Associates Training on DOK and Rigorous Questions and Tasks by Linda Dove

- Reading Recovery

### Plan to Monitor Progress Toward G4. 8

Parents will complete surveys at the completion of parent involvement nights as well as provide feedback regarding what types of events they would like training on throughout the school year.

**Person Responsible**
John Weida

**Schedule**
Monthly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***
Parent surveys

**G5.** By the year 2018, there will be a minimum of a four percentage point increase in Math, for all student subgroups when less than 70% are currently demonstrating proficiency. `1a`

🔍 G091760

### Targets Supported `1b`

| Indicator | Annual Target |
|---|---|
| FSA Mathematics Achievement | 71.0 |

### Targeted Barriers to Achieving the Goal `3`

- Teachers are struggling teaching the conceptual understanding of the math standards, while trying to remediate the prerequisite skills not mastered

- Teachers are struggling with using manipilatives to show concrete concepts.

- Students lack fact fluency across operations.

### Resources Available to Help Reduce or Eliminate the Barriers `2`

- Title I Math Resource Teacher/Coach, ESE Resource Support Staff

- FASTT Math computer-based fluency program

- GoMath math series

- iReady Math lessons

- Thinking Maps

- Math Journals

- Math PD/Rounding

- Reading A-Z Math books

### Plan to Monitor Progress Toward G5. `8`

iReady diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark assessments

**Person Responsible**
Jill Spence

**Schedule**
Monthly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***
School-wide data collection spreadsheets

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal          **B =** Barrier          **S** = Strategy

`1` = Problem Solving Step          🔑 `S123456` = Quick Key

**G1.** By the year 2018, there will be a minimum of a four percentage point increase in Reading, for the bottom 25% of students, when less than 70% are currently demonstrating proficiency. `1`

🔑 G093702

**G1.B1** Many students have minimal access to books or computer resources. `2`

🔑 B251452

**G1.B1.S1** Students without computer or internet access from home will be allowed to access the Before School Computer Lab to utilize computer programs such as iReady, FAST Math, and A-Z programs. `4`

🔑 S265182

#### Strategy Rationale

Additional access to individualized reading programs will result in increased achievement in reading.

#### Action Step 1 `5`

Monitor the students in the bottom 25% that utilize the morning computer lab.

##### Person Responsible

Jill Spence

##### Schedule

Monthly, from 8/14/2017 to 5/24/2018

##### *Evidence of Completion*

Log of Headsprout usage for bottom 25% students

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** `6`

Labs will be designated as iReady lab, the other as Headsprout lab. Attendance will be monitored.

### Person Responsible

Jill Spence

### Schedule

On 5/24/2018

### *Evidence of Completion*

Daily logs from labs.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** `7`

Ongoing progress monitoring and attendance of students who participate in the Before School Computer Lab

### Person Responsible

Jill Spence

### Schedule

On 5/24/2018

### *Evidence of Completion*

Daily attendance logs from morning labs

**G1.B1.S2** The Headsprout Reading Program will provide targeted reading skills to students demonstrating a need for remediation. 4

🔑 S265183

### Strategy Rationale

Students struggling with foundational reading skills and reading comprehension skills will improve their reading proficiency through the Headsprout Program from A-Z Learning.

### Action Step 1 5

Labs will be designated as iReady lab, the other as Headsprout lab.

#### Person Responsible

Jill Spence

#### Schedule

On 5/24/2018

#### *Evidence of Completion*

Attendance records of students accessing the each designated lab

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Student participation will be monitored.

#### Person Responsible

Jill Spence

#### Schedule

Weekly, from 10/2/2017 to 5/24/2018

#### *Evidence of Completion*

Attendance will be monitored.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** `7`

Student participation will be monitored.

### Person Responsible

Jill Spence

### Schedule

Biweekly, from 10/2/2017 to 10/2/2017

### *Evidence of Completion*

**G2.** By the year 2018, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5). `1`

🔑 G091757

**G2.B1** There is not a consistent, district-wide way to progress monitor science standards across the grade levels. `2`

🔑 B245556

**G2.B1.S1** School-wide Science benchmark assessments will be given mid year and end of year. `4`

🔑 S258840

### Strategy Rationale

Progress monitor science instruction

**Action Step 1** `5`

Science Benchmark assessments

### Person Responsible

Jill Spence

### Schedule

Semiannually, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Data from the Science Benchmark assessments will be documented in the school wide data collection spreadsheet

## Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Data review meetings

### Person Responsible

Jill Spence

### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

data chat documentation, team leader minutes, team meeting minutes

## Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Data analysis of science data

### Person Responsible

Jill Spence

### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

team leader minutes, team meeting minutes, data in data folder

**G2.B2** Lack of Scientific Vocabulary being used amongst students  2

🔑 B245557

**G2.B2.S1** The IFG provides accountable talk stems, additional training in using stems, and accountable talk tasks to promote scientific vocabulary.  4

🔑 S258841

### Strategy Rationale

More opportunities for students to engage in using scientific vocabulary through accountable talk will increase knowledge of scientific vocabulary.

**Action Step 1**  5

Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.

#### Person Responsible

Patti Brustad

#### Schedule

Annually, from 8/22/2017 to 6/6/2018

#### *Evidence of Completion*

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B2.S1**  6

Professional learning will occur during summer of 2017.

#### Person Responsible

John Weida

#### Schedule

On 6/13/2018

#### *Evidence of Completion*

sign in sheets for professional development sessions

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** `7`

Evidence of an increase in use of scientific vocabulary

### Person Responsible

Jill Spence

### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Assessments, journals, STEM fair projects, State-wide Science Assessment

**G3.** By the end of the 2018 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016-17. 1

🔑 G091758

**G3.B1** Expectations for attendance need to be clear and consistently enforced. 2

🔑 B245558

**G3.B1.S1** Consistently follow attendance policy 4

🔑 S258842

### Strategy Rationale

Continuous communication with families that stress the importance of attendance at school will result in increased attendance.

**Action Step 1** 5

School-wide attendance data to be monitored/analyzed weekly

### Person Responsible

Cindy Rasmussen

### Schedule

Weekly, from 8/14/2017 to 8/24/2018

### *Evidence of Completion*

Attendance Data

**Action Step 2** 5

Provide attendance support from School Counselor, Home School Liaison and administration

### Person Responsible

Patti Brustad

### Schedule

Monthly, from 8/14/2017 to 8/24/2018

### *Evidence of Completion*

Documented communication with families, letters sent home, school social worker referrals

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Weekly attendance reports will be monitored to ensure attendance policy is followed.

### Person Responsible

Patti Brustad

### Schedule

Weekly, from 8/14/2017 to 8/24/2018

### *Evidence of Completion*

Attendance Reports

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Attendance data will be consistently monitored.

### Person Responsible

Cindy Rasmussen

### Schedule

Biweekly, from 8/14/2017 to 8/24/2018

### *Evidence of Completion*

SWST meets weekly to review attendance data.

**G3.B2** Staff need support in communication with parents to prioritize attendance. 2

🔑 B245559

**G3.B2.S1** School Counselor, Home School Liaison, and truancy officer will work together to assist families in need to alleviate/improve attendance issues. 4

🔑 S258843

### Strategy Rationale

Work with families having high attendance concerns to determine strategies to improve attendance.

**Action Step 1** 5

Communication to families

### Person Responsible

Patti Brustad

### Schedule

Weekly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Parent conference forms, letters sent, Teacher Talking Points form, service referrals

**Plan to Monitor Fidelity of Implementation of G3.B2.S1** 6

We will see a reduction of absences.

### Person Responsible

Patti Brustad

### Schedule

Monthly, from 8/14/2017 to 8/24/2018

### *Evidence of Completion*

SIS attendance reports

**Plan to Monitor Effectiveness of Implementation of G3.B2.S1** `7`

Review of Attendance Reports by SWST Team

### Person Responsible

Patti Brustad

### Schedule

Biweekly, from 8/14/2017 to 8/24/2018

### *Evidence of Completion*

SWST team notes, absence reports

**G4.** By the year 2018, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). `1`
🔑 G091759

**G4.B1** Teachers have experienced difficulty allocating time for 1:1 intervention in Reading. `2`
🔑 B245560

**G4.B1.S1** To provide time in schedule for small group or individualized instruction for students experiencing difficulty in reading. Each teacher is assigned a 40 minute intervention block of time, daily. Students will be working on I-Ready while teacher provides 1:1 intervention. `4`
🔑 S258844

### Strategy Rationale

Response to Intervention (RtI) will be more effective with a specific time allocated for interventions.

**Action Step 1** `5`

Intervention Block built into the master schedule

### Person Responsible

John Weida

### Schedule

Daily, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Master schedule

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** `6`

Formal and Informal Observations

**Person Responsible**

John Weida

**Schedule**

Biweekly, from 8/14/2017 to 5/24/2018

*Evidence of Completion*

Observations during the scheduled intervention block

**Plan to Monitor Effectiveness of Implementation of G4.B1.S1** `7`

Progress Monitoring Data

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 8/14/2017 to 5/24/2018

*Evidence of Completion*

Observation data from walk through during lab time

**G4.B2** Teachers have difficulty understanding how to differentiate instruction in order to instruct students at various levels. `2`

🔍 B245561

**G4.B2.S1** Implement Reading A-Z Running Records to eliminate inconsistent/subjective administration of current Running Record system. `4`

🔍 S258845

### Strategy Rationale

Using a single, adaptive diagnostic will consistently pinpoint student reading levels. This will be done quarterly. Ongoing progress monitoring will show whether students are on track to achieve end-of-year targets.

**Action Step 1** `5`

Staff training on how to use Reading A-Z leveled readers and other materials to differentiate instruction. Training on how to use programs such as Raz-Kids. Training on how to establish effective classroom centers during the reading block and how to implement Running Records.

#### Person Responsible

John Weida

#### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

#### *Evidence of Completion*

Trained staff will provide all instructional staff strategies to implement Reading A-Z training and additional training on how to provide differentiation in the classroom.

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** `6`

Support staff will monitor the progress of students in these programs through the use of data reports.

#### Person Responsible

Erin Tuttle

#### Schedule

Monthly, from 8/14/2017 to 5/24/2018

#### *Evidence of Completion*

Progress Monitoring reports and data from school-wide data collection spreadsheet.

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Teachers will upload monthly data into the school-wide data collection sheet. Administrative support team will review the data and monitor student progress.

### Person Responsible

Patti Brustad

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Evidence will be documented through support team and data chat meetings.

**G4.B2.S2** Using WriteScore as a resource to improve writing skills 4

🔑 S258846

### Strategy Rationale

WriteScore data gives the teachers feedback on specific writing standards .

**Action Step 1** 5

Continue to implement Thinking Maps: Write from the Beginning program at all grade levels to ensure consistency in writing instruction.

### Person Responsible

Jill Spence

### Schedule

Daily, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Monitor WriteScore data to drive instruction

## Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Discussion of WriteScore data at CPT meetings

### Person Responsible

Jill Spence

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Improved scores during subsequent assessments

## Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Conduct monthly writing assessments

### Person Responsible

Jill Spence

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Improved scores on writing assessments

**G4.B3** Teachers have experienced difficulty in using data effectively to adjust classroom instruction. [2]

🔑 B245562

**G4.B3.S1** Designating specific CPT meeting dates to review data (e.g., ways to use Ready Teacher Toolbox, writing data, etc.) [4]

🔑 S258847

### Strategy Rationale

Collaborating with team members will result in increased emphasis on data-driven decisions that drive instruction.

### Action Step 1 [5]

Monitoring CPT meetings

**Person Responsible**

John Weida

**Schedule**

Biweekly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

CPT meeting notes

### Plan to Monitor Fidelity of Implementation of G4.B3.S1 [6]

Collaborative Planning Meetings

**Person Responsible**

John Weida

**Schedule**

Quarterly, from 8/14/2017 to 5/24/2018

***Evidence of Completion***

Collaborative Planning Meeting minutes

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** `7`

Data Chats with grade level teams

### Person Responsible

John Weida

### Schedule

Every 2 Months, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Data chat meeting notes

**G4.B4** Some students lack parent involvement in supporting reading at home. `2`
🔑 B245563

**G4.B4.S1** Provide a Parent Involvement Coordinator `4`
🔑 S258849

### Strategy Rationale

Organize parent involvement programs and disseminate information to parents.

**Action Step 1** `5`

Designated Parent Nights for each grade level

### Person Responsible

John Weida

### Schedule

Annually, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Sign in sheets from parent nights, title parent conferences

## Plan to Monitor Fidelity of Implementation of G4.B4.S1 `6`

Grade level parent nights

### Person Responsible

John Weida

### Schedule

Annually, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Sign in sheets for parent nights.

## Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Survey after parent night

### Person Responsible

John Weida

### Schedule

Annually, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Parent feedback

**G4.B5** Academic support of ESE students in an inclusion model is limited. 2

🔑 B245564

**G4.B5.S1** Place ESE Resource and Title 1 Resource teachers in inclusion classrooms. 4

🔑 S258850

### Strategy Rationale

ESE students will benefit from being in classrooms with general education students with additional direct instruction from support teachers.

**Action Step 1** 5

Provide ESE Resource teachers and Title 1 Resource teachers as additional support to the General Education teacher in inclusion classrooms.

#### Person Responsible

Lona Sims

#### Schedule

Daily, from 8/14/2017 to 5/24/2018

#### *Evidence of Completion*

Teacher schedules and lesson plans reflect inclusion model.

**Plan to Monitor Fidelity of Implementation of G4.B5.S1** 6

Schedule of resource teachers in an inclusion setting

#### Person Responsible

Lona Sims

#### Schedule

Daily, from 8/14/2017 to 5/24/2018

#### *Evidence of Completion*

Daily schedule and lesson plans

**Plan to Monitor Effectiveness of Implementation of G4.B5.S1** `7`

Instructional data for IEP progress monitoring

### Person Responsible

Lona Sims

### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

IEP progress reports to be included with report cards

**G5.** By the year 2018, there will be a minimum of a four percentage point increase in Math, for all student subgroups when less than 70% are currently demonstrating proficiency. `1`

🔍 G091760

**G5.B1** Teachers are struggling teaching the conceptual understanding of the math standards, while trying to remediate the prerequisite skills not mastered `2`

🔍 B245565

**G5.B1.S1** The school will use iReady Diagnostic and Instructional scores to monitor student progress. Teachers will use instructional grouping profiles to implement research based interventions. `4`

🔍 S258851

### Strategy Rationale

A single adaptive Diagnostic for Math that pinpoints student needs down to the sub-skill level and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

**Action Step 1** `5`

Profesional Development Instruction in iReady reporting

### Person Responsible

John Weida

### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Curriculum Associates and iReady School Champion will support instructional staff on monitoring and analyzing student data.

## Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Progress Monitoring Data

### Person Responsible

Jill Spence

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

I-Ready Data Reports

## Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Teachers will up load monthly data into the school-wide data collection sheet. Administrative support team will review the data and monitor student progress.

### Person Responsible

Patti Brustad

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Evidence will be documented through support team and data chat meetings.

**G5.B2** Teachers are struggling with using manipilatives to show concrete concepts. 2

🔑 B245566

**G5.B2.S1** All teachers will participate in District Math PD/Rounding. Teachers will participate in a book study using the book "Mathematical Mindset.." 4

🔑 S258852

### Strategy Rationale

During district PD, teachers will be trained on how to use manipulatives with a variety of current research-based math concepts.

**Action Step 1** 5

Professional Development

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 8/14/2017 to 8/14/2018

*Evidence of Completion*

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Ongoing observations and CPT discussions

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 8/14/2017 to 5/24/2018

*Evidence of Completion*

Ongoing Observation Notes, CPT notes

**Plan to Monitor Effectiveness of Implementation of G5.B2.S1** `7`

Collaboration with district specialists

### Person Responsible

Patti Brustad

### Schedule

Monthly, from 8/14/2017 to 5/24/2018

### *Evidence of Completion*

Ongoing Observation notes taken by administration, iReady data to monitor progress

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S2.MA1 M374277 | Student participation will be monitored. | Spence, Jill | 10/2/2017 | | 10/2/2017 biweekly |
| G2.MA1 M360206 | Mid-year data in Brentwood data folder, item analysis of test questions | Spence, Jill | 8/14/2017 | Data from first assessments | 5/14/2018 semiannually |
| G4.B3.S1.MA1 M360218 | Data Chats with grade level teams | Weida, John | 8/14/2017 | Data chat meeting notes | 5/24/2018 every-2-months |
| G4.MA1 M373779 | Parents will complete surveys at the completion of parent involvement nights as well as provide... | Weida, John | 8/14/2017 | Parent surveys | 5/24/2018 monthly |
| G5.MA1 M360229 | iReady diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark... | Spence, Jill | 8/14/2017 | School-wide data collection spreadsheets | 5/24/2018 monthly |
| G2.B1.S1.MA1 M360202 | Data analysis of science data | Spence, Jill | 8/14/2017 | team leader minutes, team meeting minutes, data in data folder | 5/24/2018 quarterly |
| G2.B1.S1.MA1 M360203 | Data review meetings | Spence, Jill | 8/14/2017 | data chat documentation, team leader minutes, team meeting minutes | 5/24/2018 quarterly |
| G2.B1.S1.A1 A340413 | Science Benchmark assessments | Spence, Jill | 8/14/2017 | Data from the Science Benchmark assessments will be documented in the school wide data collection spreadsheet | 5/24/2018 semiannually |
| G2.B2.S1.MA1 M360204 | Evidence of an increase in use of scientific vocabulary | Spence, Jill | 8/14/2017 | Assessments, journals, STEM fair projects, State-wide Science Assessment | 5/24/2018 quarterly |
| G1.B1.S2.A1 A351383 | Labs will be designated as iReady lab, the other as Headsprout lab. | Spence, Jill | 8/14/2017 | Attendance records of students accessing the each designated lab | 5/24/2018 one-time |
| G1.B1.S2.MA1 M374239 | Student participation will be monitored. | Spence, Jill | 10/2/2017 | Attendance will be monitored. | 5/24/2018 weekly |
| G1.MA1 M375323 | iReady data (% of lessons passed, growth monitoring and diagnostics) will determine effectiveness | Spence, Jill | 10/2/2017 | iReady reports | 5/24/2018 weekly |
| G4.B2.S2.A1 A340420 | Continue to implement Thinking Maps: Write from the Beginning program at all grade levels to ensure... | Spence, Jill | 8/14/2017 | Monitor WriteScore data to drive instruction | 5/24/2018 daily |
| G4.B2.S2.MA1 M360217 | Discussion of WriteScore data at CPT meetings | Spence, Jill | 8/14/2017 | Improved scores during subsequent assessments | 5/24/2018 monthly |
| G4.B2.S2.MA1 M360216 | Conduct monthly writing assessments | Spence, Jill | 8/14/2017 | Improved scores on writing assessments | 5/24/2018 monthly |
| G1.B1.S1.A1 A351377 | Monitor the students in the bottom 25% that utilize the morning computer lab. | Spence, Jill | 8/14/2017 | Log of Headsprout usage for bottom 25% students | 5/24/2018 monthly |
| G1.B1.S1.MA1 M374237 | Labs will be designated as iReady lab, the other as Headsprout lab. Attendance will be monitored. | Spence, Jill | 8/14/2017 | Daily logs from labs. | 5/24/2018 one-time |
| G3.B2.S1.A1 A340417 | Communication to families | Brustad, Patti | 8/14/2017 | Parent conference forms, letters sent, Teacher Talking Points form, service referrals | 5/24/2018 weekly |
| G4.B1.S1.MA1 M360212 | Progress Monitoring Data | Brustad, Patti | 8/14/2017 | Observation data from walk through during lab time | 5/24/2018 monthly |
| G4.B1.S1.MA1 M360213 | Formal and Informal Observations | Weida, John | 8/14/2017 | Observations during the scheduled intervention block | 5/24/2018 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G4.B1.S1.A1 A340418 | Intervention Block built into the master schedule | Weida, John | 8/14/2017 | Master schedule | 5/24/2018 daily |
| G4.B2.S1.MA1 M360214 | Teachers will upload monthly data into the school-wide data collection sheet. Administrative... | Brustad, Patti | 8/14/2017 | Evidence will be documented through support team and data chat meetings. | 5/24/2018 monthly |
| G4.B2.S1.MA1 M360215 | Support staff will monitor the progress of students in these programs through the use of data... | Tuttle, Erin | 8/14/2017 | Progress Monitoring reports and data from school-wide data collection spreadsheet. | 5/24/2018 monthly |
| G4.B2.S1.A1 A340419 | Staff training on how to use Reading A-Z leveled readers and other materials to differentiate... | Weida, John | 8/14/2017 | Trained staff will provide all instructional staff strategies to implement Reading A-Z training and additional training on how to provide differentiation in the classroom. | 5/24/2018 quarterly |
| G3.MA1 M360211 | Attendance data will be analyzed during weekly SWST meetings. | Brustad, Patti | 8/14/2017 | SWST meeting notes, SIS reports, OneNote attendance spreadsheet, AttendanceWorks | 5/24/2018 weekly |
| G1.B1.S1.MA1 M374238 | Ongoing progress monitoring and attendance of students who participate in the Before School... | Spence, Jill | 8/14/2017 | Daily attendance logs from morning labs | 5/24/2018 one-time |
| G4.B3.S1.A1 A340421 | Monitoring CPT meetings | Weida, John | 8/14/2017 | CPT meeting notes | 5/24/2018 biweekly |
| G4.B4.S1.MA1 M360222 | Survey after parent night | Weida, John | 8/14/2017 | Parent feedback | 5/24/2018 annually |
| G4.B4.S1.MA1 M360223 | Grade level parent nights | Weida, John | 8/14/2017 | Sign in sheets for parent nights. | 5/24/2018 annually |
| G4.B4.S1.A1 A340423 | Designated Parent Nights for each grade level | Weida, John | 8/14/2017 | Sign in sheets from parent nights, title parent conferences | 5/24/2018 annually |
| G4.B5.S1.MA1 M360224 | Instructional data for IEP progress monitoring | Sims, Lona | 8/14/2017 | IEP progress reports to be included with report cards | 5/24/2018 quarterly |
| G4.B5.S1.MA1 M360225 | Schedule of resource teachers in an inclusion setting | Sims, Lona | 8/14/2017 | Daily schedule and lesson plans | 5/24/2018 daily |
| G4.B5.S1.A1 A340424 | Provide ESE Resource teachers and Title 1 Resource teachers as additional support to the General... | Sims, Lona | 8/14/2017 | Teacher schedules and lesson plans reflect inclusion model. | 5/24/2018 daily |
| G5.B1.S1.MA1 M360227 | Teachers will up load monthly data into the school-wide data collection sheet. Administrative... | Brustad, Patti | 8/14/2017 | Evidence will be documented through support team and data chat meetings. | 5/24/2018 monthly |
| G5.B1.S1.MA1 M360228 | Progress Monitoring Data | Spence, Jill | 8/14/2017 | I-Ready Data Reports | 5/24/2018 monthly |
| G5.B1.S1.A1 A340425 | Profesional Development Instruction in iReady reporting | Weida, John | 8/14/2017 | Curriculum Associates and iReady School Champion will support instructional staff on monitoring and analyzing student data. | 5/24/2018 quarterly |
| G5.B2.S1.MA1 M393063 | Collaboration with district specialists | Brustad, Patti | 8/14/2017 | Ongoing Observation notes taken by administration, iReady data to monitor progress | 5/24/2018 monthly |
| G5.B2.S1.MA1 M393062 | Ongoing observations and CPT discussions | Brustad, Patti | 8/14/2017 | Ongoing Observation Notes, CPT notes | 5/24/2018 monthly |
| G4.B3.S1.MA1 M360219 | Collaborative Planning Meetings | Weida, John | 8/14/2017 | Collaborative Planning Meeting minutes | 5/24/2018 quarterly |
| G2.B2.S1.A1 A340414 | Teachers will receive professional learning pertaining to accountable talk and vocabulary... | Brustad, Patti | 8/22/2017 | Sign in sheets | 6/6/2018 annually |
| G2.B2.S1.MA1 M360205 | Professional learning will occur during summer of 2017. | Weida, John | 6/12/2017 | sign in sheets for professional development sessions | 6/13/2018 one-time |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G5.B2.S1.A1 A352201 | Professional Development | Brustad, Patti | 8/14/2017 | | 8/14/2018 monthly |
| G3.B1.S1.A2 A340416 | Provide attendance support from School Counselor, Home School Liaison and administration | Brustad, Patti | 8/14/2017 | Documented communication with families, letters sent home, school social worker referrals | 8/24/2018 monthly |
| G3.B2.S1.MA1 M360209 | Review of Attendance Reports by SWST Team | Brustad, Patti | 8/14/2017 | SWST team notes, absence reports | 8/24/2018 biweekly |
| G3.B1.S1.MA1 M360208 | Weekly attendance reports will be monitored to ensure attendance policy is followed. | Brustad, Patti | 8/14/2017 | Attendance Reports | 8/24/2018 weekly |
| G3.B1.S1.MA1 M360207 | Attendance data will be consistently monitored. | Rasmussen, Cindy | 8/14/2017 | SWST meets weekly to review attendance data. | 8/24/2018 biweekly |
| G3.B2.S1.MA1 M360210 | We will see a reduction of absences. | Brustad, Patti | 8/14/2017 | SIS attendance reports | 8/24/2018 monthly |
| G3.B1.S1.A1 A340415 | School-wide attendance data to be monitored/analyzed weekly | Rasmussen, Cindy | 8/14/2017 | Attendance Data | 8/24/2018 weekly |

## V. Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G2.** By the year 2018, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5).

**G2.B2** Lack of Scientific Vocabulary being used amongst students

**G2.B2.S1** The IFG provides accountable talk stems, additional training in using stems, and accountable talk tasks to promote scientific vocabulary.

### PD Opportunity 1

Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.

**Facilitator**

Amy Beechy, Linda Dove

**Participants**

all instructional staff

**Schedule**

Annually, from 8/22/2017 to 6/6/2018

**G3.** By the end of the 2018 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016-17.

**G3.B2** Staff need support in communication with parents to prioritize attendance.

**G3.B2.S1** School Counselor, Home School Liaison, and truancy officer will work together to assist families in need to alleviate/improve attendance issues.

### PD Opportunity 1

Communication to families

**Facilitator**

Cindy Rasmussen, school counselor

**Participants**

all staff

**Schedule**

Weekly, from 8/14/2017 to 5/24/2018

**G4.** By the year 2018, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

**G4.B2** Teachers have difficulty understanding how to differentiate instruction in order to instruct students at various levels.

**G4.B2.S1** Implement Reading A-Z Running Records to eliminate inconsistent/subjective administration of current Running Record system.

### PD Opportunity 1

Staff training on how to use Reading A-Z leveled readers and other materials to differentiate instruction. Training on how to use programs such as Raz-Kids. Training on how to establish effective classroom centers during the reading block and how to implement Running Records.

#### Facilitator

Erin Tuttle/Melissa Metcalf

#### Participants

All instructional staff

#### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

**G5.** By the year 2018, there will be a minimum of a four percentage point increase in Math, for all student subgroups when less than 70% are currently demonstrating proficiency.

**G5.B1** Teachers are struggling teaching the conceptual understanding of the math standards, while trying to remediate the prerequisite skills not mastered

**G5.B1.S1** The school will use iReady Diagnostic and Instructional scores to monitor student progress. Teachers will use instructional grouping profiles to implement research based interventions.

### PD Opportunity 1

Profesional Development Instruction in iReady reporting

#### Facilitator

Curriculum Associates staff/Instructional coaches/iReady Champion

#### Participants

All instructional staff

#### Schedule

Quarterly, from 8/14/2017 to 5/24/2018

## VI. Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## VII. Budget

| 1 | G1.B1.S1.A1 | Monitor the students in the bottom 25% that utilize the morning computer lab. | | | | $0.00 |
|---|---|---|---|---|---|---|
| 2 | G1.B1.S2.A1 | Labs will be designated as iReady lab, the other as Headsprout lab. | | | | $0.00 |
| 3 | G2.B1.S1.A1 | Science Benchmark assessments | | | | $0.00 |
| 4 | G2.B2.S1.A1 | Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies. | | | | $0.00 |
| 5 | G3.B1.S1.A1 | School-wide attendance data to be monitored/analyzed weekly | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0101 - Brentwood Elementary School | | | $0.00 |
| 6 | G3.B1.S1.A2 | Provide attendance support from School Counselor, Home School Liaison and administration | | | | $60,200.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0101 - Brentwood Elementary School | Title I, Part A | | $60,200.00 |
| 7 | G3.B2.S1.A1 | Communication to families | | | | $5,572.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0101 - Brentwood Elementary School | Title I, Part A | | $5,572.00 |
| 8 | G4.B1.S1.A1 | Intervention Block built into the master schedule | | | | $403,121.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0101 - Brentwood Elementary School | Title I, Part A | | $403,121.00 |
| | | | *Notes: PD for implementation of I-Ready, Title I staff* | | | |
| 9 | G4.B2.S1.A1 | Staff training on how to use Reading A-Z leveled readers and other materials to differentiate instruction. Training on how to use programs such as Raz-Kids. Training on how to establish effective classroom centers during the reading block and how to implement Running Records. | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0101 - Brentwood Elementary School | | | $0.00 |
| 10 | G4.B2.S2.A1 | Continue to implement Thinking Maps: Write from the Beginning program at all grade levels to ensure consistency in writing instruction. | | | | $0.00 |

| 11 | G4.B3.S1.A1 | Monitoring CPT meetings | | | | $0.00 |
|----|-------------|-------------------------|--|--|--|-------|
| 12 | G4.B4.S1.A1 | Designated Parent Nights for each grade level | | | | $4,000.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|--|----------|--------|--------------|----------------|-----|---------|
| | | | 0101 - Brentwood Elementary School | Title I, Part A | | $4,000.00 |

| 13 | G4.B5.S1.A1 | Provide ESE Resource teachers and Title 1 Resource teachers as additional support to the General Education teacher in inclusion classrooms. | | | | $0.00 |
|----|-------------|------|--|--|--|-------|
| 14 | G5.B1.S1.A1 | Profesional Development Instruction in iReady reporting | | | | $10,000.00 |

| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
|--|----------|--------|--------------|----------------|-----|---------|
| | | | 0101 - Brentwood Elementary School | Title I, Part A | | $10,000.00 |
| | | | *Notes: Professional Development for teachers* | | | |

| 15 | G5.B2.S1.A1 | Professional Development | | | | $0.00 |
|----|-------------|-------------------------|--|--|--|-------|
| | | | | | **Total:** | **$482,893.00** |