

Sarasota County Schools

# Brentwood Elementary School



2015-16 School Improvement Plan

## Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	68%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	44%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	B	B	A

*\*Preliminary 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 was approved by the Sarasota County School Board on 12/8/2015.

### 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### 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.

##### 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 success and general well being of all students.

#### School Environment

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

Our teachers meet quarterly with parents to inform them of their child's progress. These conferences are individual between teacher and parents to allow for time to build rapport with the families and understand the family dynamics. 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 ongoing Community of Caring and other family events, teachers build positive relationships with students and their families throughout the school year.

##### 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 negative behavior while promoting and celebrating when students make the right choices. 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.

During school, teachers utilize Restorative Strategies in their classrooms so each student voice can be heard. This builds empathy among students and teachers.

##### 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 negative behavior while promoting and celebrating when students make the right



choices. This occurs from the moment students set foot on campus until they leave for the day. Bi-weekly morning news segments highlight students who are showing STAR behavior: Stay safe, Take responsibility, Actively learn, Respect others and Stay positive. Staff are also trained in Crisis Prevention Interventions (CPI).

**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**

Kelso is being implemented in grades K-5 for conflict resolution. Students are instructed on how to use 9 strategies to solve their small problems. Students are instructed that for big problems that are dangerous, scary or somebody could or did get hurt to tell an adult immediately. A Peaceable Place is being implemented for K-2 on empathy, friendship, problem solving, assertive communication and skills for learning. Puppet shows and art activities help keep students engaged. Bucket Fillers is being implemented through various classrooms to help students develop character traits such as caring and friendship. Students build self-esteem through the experience of being kind to others. Community of Caring and Character Trait of the Month on the BWN: help build character such as care, trust, responsibility, respect and family. Lunch bunch: Groups of students get together when there is need to work on an area such as social skills, emotion management, responsibility and self-esteem. Guidance Counselors also conduct grief/loss and a family changes group so that youth do not feel isolated. Second Step is being implemented in grades 3-5 to promote empathy and skills for learning, emotion management and problem solving. Restorative practices and vignettes help keep students engaged.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**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 School Wide Support Team considers individual students who have excessive absences and tardies to develop a plan of action, which may involve the school social worker and/or truancy worker.

Academically, student scoring at a level 1 on state tests or failing are automatically flagged. Students are also referred by their teacher to our School Wide Support Team for Tier II and Tier III interventions

for both academic and behavior concerns. In addition, students who need additional supports receive tutoring during the school day if they demonstrate they are struggling with a particular area.

Students with behavior concerns that result in discipline referrals may be placed on a performance contract and/or referred to the school guidance counselor for behavior interventions.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	7	1	5	6	3	24
One or more suspensions	3	0	1	3	2	1	10
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	18	8	16	42

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

Indicator	Grade Level			Total
	3	4	5	
Students exhibiting two or more indicators	1	1	2	4

**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 attendance committee regularly monitors students attendance and identifies those students with excessive tardiness or absentness.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/111681>.

**Description**

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

**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 business 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 and fundraisers. 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.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Weida, John	Principal
Knouse, Sara	Instructional Coach
Spence, Jill	Instructional Coach
Robertson, Caroline	Instructional Coach
Wasserman, Heather	Administrative Support
Ayrault, Kelly	Instructional Coach
Brustad, Patti	Assistant Principal

**Duties**

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

The school-based leadership team will employ continuous improvement process to create the SIP and monitor MTSS. A member of the leadership team is at every MTSS meeting to ensure that the interventions are done with fidelity. The leadership team is responsible for progress monitoring, reviewing interventions, and ensure that teachers are making the best instructional decision for every child. Input will be gathered from the grade level teams, the SAC/SDMT and district teams composed of specialists in the areas of instructional need to guide our instructional decisions.

***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***

The team meets once a week to engage in the following activities: The team will review summative and formative data to identify school, grade, team, and class level academic needs. Individual student information will be reviewed. Based on the data reviewed, instructional strategies will be identified and a timeline of implementation will be constructed. Student progress will be monitored and individual cases reviewed periodically to determine progress and the effectiveness of the intervention. 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. The district supports a Migrant Identifier/Recruiter who provides referral services and support to migrant students and families. The ID& R person coordinates with the Title I and other programs to ensure student and family needs are met. The district receives funds to provide students in alternative schools with services needed to make a successful transition from at-risk programs to further schooling or employment. Funds from Title IIA are used for teacher and principal quality 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. Training is provided to make 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. The district provides violence and drug prevention programs that incorporate bullying prevention, suicide prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Free and Reduced Lunch Program through federal funds.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
John Weida	Principal
Amber Jenkins	Parent
Sabrina Johnson	Parent
Johanna Caminero	Parent
Nogc Yam	Parent
Nick Mavrikas	Business/Community
Donna Forway	Education Support Employee
Monica Serino	Education Support Employee
Jill Spence	Teacher
Caroline Robertson	Teacher
Kelly Ayrault	Teacher
Sara Knouse	Teacher
Yolanda Melgarejo	Parent
	Student

#### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

At the end of the school year, SAC reviewed SIP plan. FSA data was not available at the time, but the team reviewed the progress monitoring data.

*Development of this school improvement plan*

We seek parental participation and input from our School Advisory Council during the school improvement plan development. SAC will review the data and goals, providing input and advice on funding.

*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.

***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

Renaissance - 400

Brentwood "Starbucks Store" - 300

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

Yes

*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.

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Weida, John	Principal
Brustad, Patti	Assistant Principal
Knouse, Sara	Instructional Coach
Ayrault, Kelly	Instructional Coach
Spence, Jill	Instructional Coach
Robertson, Caroline	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

Disaggregation of i-Ready data, Running Records, Oral Reading Fluency data as well as developing and assisting in implementing one-on-one and small group interventions. The team shares strategies for teachers on how to use the data to guide instruction within the classroom and for use with interventions.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**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  
Bucket fillers and Community of Caring recognition for staff.

**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 providing support and encouragement throughout the year. We provide professional development for new staff to keep them current with best practices. We routinely celebrate their success and provide constructive criticism when it is necessary. Administration is responsible for knowing the staff's certification areas and creating a positive culture on our campus.

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

Through the Sarasota's County Induction program, all new teachers receive a mentor. The mentor and mentee meet regularly to discuss strategies and facilitation skills. 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.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***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 the standards and depth of knowledge are appropriate in each classroom. The school district provides ongoing math training for grade level teachers.

#### Instructional Strategies

***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 as needed.

***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: After School Program**

**Minutes added to school year: 2,880**

Brentwood's After School Learning Club is an after school program designed to address the needs of our lowest 25% and students who need additional instruction in reading and math. The program will deliver instruction in a small group setting and focus on specific skill deficits of each student as identified through FSA and i-Ready data. The after-school club will consist of grades 3, 4 and 5.

**Strategy Rationale**

Additional support after the school day, focusing on instructional needs, will result in increased student achievement.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Brustad, Patti, patti.brustad@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.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**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 ESE Liaison at each school and the district.

**College and Career Readiness**

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

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

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

**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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### 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:

.

#### 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.

### 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.



## 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 2016, 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.** By the end of the 2016 school year, we will meet the supportive environment initiative by a 10% reduction of absences from the previous school year, 2015.
- G3.** By the year 2016, 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.** By the year 2016, 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"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** By the year 2016, 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

G072305

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** 2

- District benchmark assessments, school-made grade level benchmark assessments.

**Targeted Barriers to Achieving the Goal** 3

- There isn't a consistent way to progress monitor science standards across the grade levels.
- Lack of Scientific Vocabulary amongst students
- Students lack inquiry skills and questioning techniques

**Plan to Monitor Progress Toward G1.** 8

mid year data in data folder

**Person Responsible**

Jill Spence

**Schedule**

On 1/6/2015

**Evidence of Completion**

data from first assessments

**G2.** By the end of the 2016 school year, we will meet the supportive environment initiative by a 10% reduction of absences from the previous school year, 2015. 1a

G072306

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	70.0

**Resources Available to Support the Goal** 2

- PBS, School-wide expectations, Everyday Counts materials, incentives
- Guidance, Behavior teacher, and administration support

**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.

**Plan to Monitor Progress Toward G2.** 8

Attendance data will be analyzed during weekly SWST meetings

**Person Responsible**

Patti Brustad

**Schedule**

Weekly, from 9/16/2015 to 6/1/2016

**Evidence of Completion**

SWST meeting notes

**G3.** By the year 2016, 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

G072307

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	66.0

**Resources Available to Support the Goal** 2

- Title I Reading Resource coaches, ESE Resource Teachers,
- Thinking Maps
- I-Ready data
- Reading Benchmark assessment data
- Instructional Focus Guides with DOK levels provided

**Targeted Barriers to Achieving the Goal** 3

- Teachers have experienced difficulty allocating time for small group and 1:1 instruction in Reading.
- The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom
- Lack of parent involvement in supporting reading at home.

**Plan to Monitor Progress Toward G3.** 8

I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.

**Person Responsible**

Jill Spence

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

**Evidence of Completion**

Monthly data collection of I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.

**G4.** By the year 2016, 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

G072308

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	68.0

**Resources Available to Support the Goal** 2

- Title I Math Resource Teacher/Coach, ESE Resource Support Staff
- FASTT Math computer-based program
- GoMath math series

**Targeted Barriers to Achieving the Goal** 3

- Teachers are struggling teaching the new grade level Florida Standards while trying to remediate the prerequisite skills not mastered

**Plan to Monitor Progress Toward G4.** 8

I-Ready diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark assessments.

**Person Responsible**

Jill Spence

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

**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 2016, 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**

 G072305

**G1.B1** There isn't a consistent way to progress monitor science standards across the grade levels. **2**

 B188538

**G1.B1.S1** School wide Science benchmark assessments will be given mid year. **4**

 S199984

#### Strategy Rationale

progress monitor science instruction

#### Action Step 1 **5**

Science Benchmark assessments

#### Person Responsible

Jill Spence

#### Schedule

Semiannually, from 8/24/2015 to 6/3/2016

#### 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 G1.B1.S1** 6

Data review meetings

**Person Responsible**

Jill Spence

**Schedule**

Monthly, from 10/21/2015 to 5/30/2016

***Evidence of Completion***

data chat documentation, team leader minutes, team meeting minutes

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

Data analysis of science data

**Person Responsible**

Jill Spence

**Schedule**

Triannually, from 11/16/2015 to 6/3/2016

***Evidence of Completion***

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

**G1.B3** Students lack inquiry skills and questioning techniques **2**

 B188540

**G1.B3.S1** IFG provides accountable talk stems, additional training in using stems and accountable talk to promote scientific vocabulary. **4**

 S199985

**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**

Semiannually, from 11/19/2015 to 1/27/2016

**Evidence of Completion**

Sign-in sheets

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Grade level discussions and observational data collected will monitor student engagement in accountable talk.

**Person Responsible**

Patti Brustad

**Schedule**

Weekly, from 11/19/2015 to 5/27/2016

**Evidence of Completion**

Observational taken noted on PRIDE forms



**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Grade level discussions and coaching through Title 1 support staff

**Person Responsible**

Jill Spence

**Schedule**

Quarterly, from 11/19/2015 to 6/3/2016

**Evidence of Completion**

Observational data

**G2.** By the end of the 2016 school year, we will meet the supportive environment initiative by a 10% reduction of absences from the previous school year, 2015. 1

 G072306

**G2.B1** Expectations for attendance need to be clear and consistently enforced. 2

 B188541

**G2.B1.S1** Consistently follow attendance policy. 4

 S199986

**Strategy Rationale**

Continuous communication with families will stress the importance of attendance at school.

**Action Step 1 5**

School-wide attendance data to be monitored/analyzed quarterly

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Attendance Data

**Action Step 2** 5

Provide attendance support from Guidance Counselor, School Social Worker and administration

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

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

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

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

**Person Responsible**

Patti Brustad

**Schedule**

Weekly, from 9/14/2015 to 6/3/2016

***Evidence of Completion***

Attendance Reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

**Person Responsible**

**Schedule**

***Evidence of Completion***

**G2.B2** Staff need support in communication with parents to prioritize attendance. 2

B188542

**G2.B2.S1** Guidance, school social worker, and truancy officer will work together to assist families in need to alleviate/improve attendance issues. 4

S199987

**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**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

parent conference forms, letters sent, teacher talking points form, service referrals

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

We will see a reduction of absences.

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

SIS attendance reports

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

Review of Attendance Reports by SWST Team

**Person Responsible**

Patti Brustad

**Schedule**

Weekly, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

SWST team notes, Absence Reports

**G3.** By the year 2016, 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

 G072307

**G3.B1** Teachers have experienced difficulty allocating time for small group and 1:1 instruction in Reading. 2

 B188543

**G3.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

 S199988

**Strategy Rationale**

I-Ready is a single adaptive diagnostic for reading that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring will show whether students are on track to achieve end-of-year targets.

**Action Step 1 5**

Intervention Block built into the master schedule/ Add after-school tutoring

**Person Responsible**

John Weida

**Schedule**

Daily, from 8/24/2015 to 6/3/2016

**Evidence of Completion**

Master schedule

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

Formal and Informal Observations

**Person Responsible**

John Weida

**Schedule**

Biweekly, from 9/16/2015 to 6/3/2016

***Evidence of Completion***

Observations during intervention scheduled block

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

Progress Monitoring Data

**Person Responsible**

Patti Brustad

**Schedule**

Monthly, from 9/16/2015 to 6/3/2016

***Evidence of Completion***

Observation data from walk through during lab time

**G3.B2** The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom **2**

 B188544

**G3.B2.S1** Implement I-Ready Adaptive Growth Measure and Diagnostic **4**

 S199989

### Strategy Rationale

A single adaptive Diagnostic for reading 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**

Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.

#### Person Responsible

John Weida

#### Schedule

Quarterly, from 10/13/2015 to 5/27/2016

#### Evidence of Completion

Curriculum Associates and trained staff will provide all instructional staff strategies to implement the I-Ready diagnostic and Instructional program.

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

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

#### Person Responsible

Jill Spence

#### Schedule

Monthly, from 9/15/2015 to 6/6/2016

#### Evidence of Completion

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

**Plan to Monitor Effectiveness of Implementation of G3.B2.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 9/21/2015 to 6/3/2016

**Evidence of Completion**

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

**G3.B3 Lack of parent involvement in supporting reading at home.** 2

 B188545

**G3.B3.S1 Provide a Parent Involvement Coordinator** 4

 S199990

**Strategy Rationale**

Organize parent involvement programs and disseminate information to parents.

**Action Step 1** 5

Parent involvement Family Nights

**Person Responsible**

John Weida

**Schedule**

Quarterly, from 9/7/2015 to 6/3/2016

**Evidence of Completion**

Sign in sheets from parent nights, title parent conferences

**Plan to Monitor Fidelity of Implementation of G3.B3.S1** 6

Training sessions for parents

**Person Responsible**

John Weida

**Schedule**

Quarterly, from 9/15/2015 to 6/3/2016

***Evidence of Completion***

parent surveys, reading logs, feedback from teachers

**Plan to Monitor Effectiveness of Implementation of G3.B3.S1** 7

monthly follow up meetings with parent involvement coordinator

**Person Responsible**

John Weida

**Schedule**

Monthly, from 9/4/2015 to 6/3/2016

***Evidence of Completion***

parent survey data, teacher feedback, reading logs,



**G4.** By the year 2016, 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

G072308

**G4.B1** Teachers are struggling teaching the new grade level Florida Standards while trying to remediate the prerequisite skills not mastered 2

B188546

**G4.B1.S1** The school will use I-Ready Diagnostic and Instructional scores to monitor student progress

4

S199991

### 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

Professional Development Instruction in I-Ready reporting

#### Person Responsible

John Weida

#### Schedule

Quarterly, from 10/22/2015 to 6/3/2016

#### Evidence of Completion

Curriculum Associates and trained staff will support instructional staff on how to implement the I-Ready diagnostic and Instructional program.

### Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Progress Monitoring Data

#### Person Responsible

Jill Spence

#### Schedule

Monthly, from 9/21/2015 to 6/3/2016

#### Evidence of Completion

I-Ready Data Reports

**Plan to Monitor Effectiveness of Implementation of G4.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 9/21/2015 to 6/3/2016

**Evidence of Completion**

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

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Science Benchmark assessments	Spence, Jill	8/24/2015	Data from the Science Benchmark assessments will be documented in the school wide data collection spreadsheet	6/3/2016 semiannually
G1.B3.S1.A1	Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.	Brustad, Patti	11/19/2015	Sign-in sheets	1/27/2016 semiannually
G2.B1.S1.A1	School-wide attendance data to be monitored/analyzed quarterly	Brustad, Patti	8/24/2015	Attendance Data	6/3/2016 monthly
G2.B2.S1.A1	Communication to families	Brustad, Patti	8/24/2015	parent conference forms, letters sent, teacher talking points form, service referrals	6/3/2016 daily
G3.B1.S1.A1	Intervention Block built into the master schedule/ Add after-school tutoring	Weida, John	8/24/2015	Master schedule	6/3/2016 daily
G3.B2.S1.A1	Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.	Weida, John	10/13/2015	Curriculum Associates and trained staff will provide all instructional staff strategies to implement the I-Ready diagnostic and Instructional program.	5/27/2016 quarterly
G3.B3.S1.A1	Parent involvement Family Nights	Weida, John	9/7/2015	Sign in sheets from parent nights, title parent conferences	6/3/2016 quarterly
G4.B1.S1.A1	Profesional Development Instruction in I-Ready reporting	Weida, John	10/22/2015	Curriculum Associates and trained staff will support instructional staff on how to implement the I-Ready diagnostic and Instructional program.	6/3/2016 quarterly
G2.B1.S1.A2	Provide attendance support from Guidance Counselor, School Social Worker and administration	Brustad, Patti	9/14/2015	Documented communication with families, letters sent home, school social worker referrals	6/3/2016 monthly
G1.MA1	mid year data in data folder	Spence, Jill	1/6/2015	data from first assessments	1/6/2015 one-time
G1.B1.S1.MA1	Data analysis of science data	Spence, Jill	11/16/2015	team leader minutes, team meeting minutes, data in data folder	6/3/2016 triannually
G1.B1.S1.MA1	Data review meetings	Spence, Jill	10/21/2015	data chat documentation, team leader minutes, team meeting minutes	5/30/2016 monthly
G1.B3.S1.MA1	Grade level discussions and coaching through Title 1 support staff	Spence, Jill	11/19/2015	Observational data	6/3/2016 quarterly

**Sarasota - 0101 - Brentwood Elementary School - 2015-16 SIP**  
*Brentwood Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Grade level discussions and observational data collected will monitor student engagement in accountable talk.	Brustad, Patti	11/19/2015	Observational taken noted on PRIDE forms	5/27/2016 weekly
G2.MA1	Attendance data will be analyzed during weekly SWST meetings	Brustad, Patti	9/16/2015	SWST meeting notes	6/1/2016 weekly
G2.B1.S1.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	Weekly attendance reports will be monitored to ensure attendance policy is followed.	Brustad, Patti	9/14/2015	Attendance Reports	6/3/2016 weekly
G2.B2.S1.MA1	Review of Attendance Reports by SWST Team	Brustad, Patti	8/24/2015	SWST team notes, Absence Reports	6/3/2016 weekly
G2.B2.S1.MA1	We will see a reduction of absences.	Brustad, Patti	8/24/2015	SIS attendance reports	6/3/2016 monthly
G3.MA1	I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.	Spence, Jill	9/14/2015	Monthly data collection of I-Ready diagnostic and progress monitoring data, running record levels, oral reading fluency scores.	6/3/2016 monthly
G3.B1.S1.MA1	Progress Monitoring Data	Brustad, Patti	9/16/2015	Observation data from walk through during lab time	6/3/2016 monthly
G3.B1.S1.MA1	Formal and Informal Observations	Weida, John	9/16/2015	Observations during intervention scheduled block	6/3/2016 biweekly
G3.B2.S1.MA1	Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.	Brustad, Patti	9/21/2015	Evidence will be documented through support team and data chat meetings.	6/3/2016 monthly
G3.B2.S1.MA1	Support staff will monitor the progress of students in these programs through the use of data reports.	Spence, Jill	9/15/2015	Progress Monitoring reports and data from school wide data collection spreadsheet.	6/6/2016 monthly
G3.B3.S1.MA1	monthly follow up meetings with parent involvement coordinator	Weida, John	9/4/2015	parent survey data, teacher feedback, reading logs,	6/3/2016 monthly
G3.B3.S1.MA1	Training sessions for parents	Weida, John	9/15/2015	parent surveys, reading logs, feedback from teachers	6/3/2016 quarterly
G4.MA1	I-Ready diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark assessments.	Spence, Jill	9/21/2015	School wide data collection spreadsheets.	6/3/2016 monthly
G4.B1.S1.MA1	Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.	Brustad, Patti	9/21/2015	Evidence will be documented through support team and data chat meetings.	6/3/2016 monthly
G4.B1.S1.MA1	Progress Monitoring Data	Spence, Jill	9/21/2015	I-Ready Data Reports	6/3/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** By the year 2016, 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).

**G1.B3** Students lack inquiry skills and questioning techniques

**G1.B3.S1** IFG provides accountable talk stems, additional training in using stems and accountable talk to promote scientific vocabulary.

### PD Opportunity 1

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

#### Facilitator

Amy Beachy, Patti Brustad

#### Participants

Instructional Staff

#### Schedule

Semiannually, from 11/19/2015 to 1/27/2016

**G2.** By the end of the 2016 school year, we will meet the supportive environment initiative by a 10% reduction of absences from the previous school year, 2015.

**G2.B2** Staff need support in communication with parents to prioritize attendance.

**G2.B2.S1** Guidance, school social worker, 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, guidance counselor

#### Participants

all staff

#### Schedule

Daily, from 8/24/2015 to 6/3/2016

**G3.** By the year 2016, 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).

**G3.B2** The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom

**G3.B2.S1** Implement I-Ready Adaptive Growth Measure and Diagnostic

**PD Opportunity 1**

Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.

**Facilitator**

Curriculum Associates staff/data coaches

**Participants**

All instructional staff

**Schedule**

Quarterly, from 10/13/2015 to 5/27/2016

**G4.** By the year 2016, 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.

**G4.B1** Teachers are struggling teaching the new grade level Florida Standards while trying to remediate the prerequisite skills not mastered

**G4.B1.S1** The school will use I-Ready Diagnostic and Instructional scores to monitor student progress

**PD Opportunity 1**

Profesional Development Instruction in I-Ready reporting

**Facilitator**

Curriculum Associates staff/Instructional coaches

**Participants**

All instructional staff

**Schedule**

Quarterly, from 10/22/2015 to 6/3/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	<b>G1.B1.S1.A1</b>	<b>Science Benchmark assessments</b>				<b>\$0.00</b>
2	<b>G1.B3.S1.A1</b>	<b>Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.</b>				<b>\$0.00</b>
3	<b>G2.B1.S1.A1</b>	<b>School-wide attendance data to be monitored/analyzed quarterly</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Brentwood Elementary School			\$0.00
4	<b>G2.B1.S1.A2</b>	<b>Provide attendance support from Guidance Counselor, School Social Worker and administration</b>				<b>\$60,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Brentwood Elementary School	Title I Part A		\$60,200.00
5	<b>G2.B2.S1.A1</b>	<b>Communication to families</b>				<b>\$5,572.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Brentwood Elementary School	Title I Part A		\$5,572.00
6	<b>G3.B1.S1.A1</b>	<b>Intervention Block built into the master schedule/ Add after-school tutoring</b>				<b>\$403,121.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Brentwood Elementary School	Title I Part A		\$403,121.00
			<i>Notes: PD for implementation of I-Ready, Title I staff</i>			
7	<b>G3.B2.S1.A1</b>	<b>Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and running records.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Brentwood Elementary School			\$0.00
8	<b>G3.B3.S1.A1</b>	<b>Parent involvement Family Nights</b>				<b>\$0.00</b>
9	<b>G4.B1.S1.A1</b>	<b>Profesional Development Instruction in I-Ready reporting</b>				<b>\$10,000.00</b>

<b>Budget Data</b>						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Brentwood Elementary School	Title I Part A		\$10,000.00
			<i>Notes: Professional Development for teachers</i>			
					<b>Total:</b>	<b>\$478,893.00</b>