

Sarasota County Schools

Brentwood Elementary School



2019-20 Schoolwide Improvement Plan

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Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

Demographics

Principal: Holly Brody

Start Date for this Principal: 6/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: C (53%) 2016-17: A (64%) 2015-16: B (61%) 2014-15: A (66%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">68%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">46%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	C	A	B

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The 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: School Information

School Mission and Vision

Provide the school's mission statement.

Brentwood Elementary School prepares and empowers our students for a rapidly changing world by instilling in them critical thinking skills, a strong sense of community, and respect for our core values of honesty, perseverance, loyalty, and compassion.

Provide the school's vision statement.

Brentwood Elementary School enables it's students to be successful in all aspects of their lives through analysis, preparation and implementation of strategic plans.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Weida, John	Principal	To provide visionary leadership necessary to administer a comprehensive program of instructional and support services to establish and maintain a safe, caring and enriching environment to promote student success.
Sims, Lona	Teacher, ESE	Exceptional Student Education (ESE) Liaison, Lona Sims is an integral part of the ESE team, support staff, and Children at Risk in Education (CARE) team. She ensures the compliance of legal documents in accordance with local, state and federal guidelines, all ESE students needs and learning objectives are being met, learning experience is optimized and ESE services and accommodations are being provided. She provides support for instruction support for staff and collaboration through Individual Education Plans (IEP) and CARE meetings.
Spence, Jill	Instructional Coach	To assist teachers with issues relative to a specific curricular area or level of instruction and provide the essential resources needed to better serve the targeted student groups and individuals.
Tuttle, Erin	Teacher, K-12	To ensure proper placement of English Language Learner students (ELLs) in accordance with local and state guidelines as well as development instructional routines for implementation by self and paraprofessionals.
Brody, Holly	Assistant Principal	To assist the Principal with administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the school and the District.
Garriott, Julie	Teacher, ESE	To assure proper placement of exceptional education students in accordance with local, state and federal guidelines.
Rumph, Tenia	Attendance/ Social Work	To provide for positive relationships between the school and parents so that students will move toward fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation.
Rasmussen, Cindy	School Counselor	Assist and advise students by providing group and private counseling and coordinate with fellow professionals on student matters.

Name	Title	Job Duties and Responsibilities
Vreuls, Julie	Teacher, ESE	To assure proper placement of exceptional education students in accordance with local, state and federal guidelines.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	97	98	104	123	120	103	0	0	0	0	0	0	0	645
Attendance below 90 percent	0	17	14	12	13	14	0	0	0	0	0	0	0	70
One or more suspensions	0	0	4	1	1	1	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	1	4	14	9	15	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	8	18	23	0	0	0	0	0	0	0	49
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	0	1	8	5	10	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		0	4	4	9	0	1	0	0	0	0	0	0	18
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

45

Date this data was collected or last updated

Sunday 9/8/2019

Prior Year - As Reported

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	19	8	17	12	13	19	0	0	0	0	0	0	0	88
One or more suspensions	11	2	1	6	9	9	0	0	0	0	0	0	0	38
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	36	28	28	0	0	0	0	0	0	0	92

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	4	1	1	7	11	0	0	0	0	0	0	0	0	24

Prior Year - Updated

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	19	8	17	12	13	19	0	0	0	0	0	0	0	88
One or more suspensions	11	2	1	6	9	9	0	0	0	0	0	0	0	38
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	36	28	28	0	0	0	0	0	0	0	92

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	4	1	1	7	11	0	0	0	0	0	0	0	0	24

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	68%	57%	60%	68%	55%
ELA Learning Gains	64%	62%	58%	64%	63%	57%
ELA Lowest 25th Percentile	63%	53%	53%	65%	54%	52%
Math Achievement	67%	73%	63%	67%	72%	61%
Math Learning Gains	63%	67%	62%	72%	68%	61%
Math Lowest 25th Percentile	51%	53%	51%	56%	57%	51%
Science Achievement	70%	65%	53%	64%	64%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	97 (0)	98 (0)	104 (0)	123 (0)	120 (0)	103 (0)	645 (0)
Attendance below 90 percent	0 (19)	17 (8)	14 (17)	12 (12)	13 (13)	14 (19)	70 (88)
One or more suspensions	0 (11)	0 (2)	4 (1)	1 (6)	1 (9)	1 (9)	7 (38)
Course failure in ELA or Math	0 (0)	1 (0)	4 (0)	14 (0)	9 (0)	15 (0)	43 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (36)	18 (28)	23 (28)	49 (92)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	70%	-15%	58%	-3%
	2018	48%	68%	-20%	57%	-9%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	59%	67%	-8%	58%	1%
	2018	44%	67%	-23%	56%	-12%
Same Grade Comparison		15%				
Cohort Comparison		11%				
05	2019	58%	68%	-10%	56%	2%
	2018	56%	66%	-10%	55%	1%
Same Grade Comparison		2%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	73%	-4%	62%	7%
	2018	61%	72%	-11%	62%	-1%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	56%	72%	-16%	64%	-8%
	2018	58%	71%	-13%	62%	-4%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				
05	2019	68%	70%	-2%	60%	8%
	2018	67%	72%	-5%	61%	6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		1%				
Cohort Comparison		10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	65%	-1%	53%	11%
	2018	55%	67%	-12%	55%	0%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	47	60	53	52	57	50	52				
ELL	48	55		50	48						
BLK	59	61		52	61						
HSP	54	57	56	61	58	45	63				
MUL	48	58		61	67						
WHT	70	70	67	74	67	60	76				
FRL	59	61	64	63	59	44	73				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	44	32	43	52	45	45				
ELL	38	57	50	38	50						
ASN	60			60							
BLK	39	48		54	46						
HSP	50	53	39	54	44	36	59				
MUL	50	42		44	67						
WHT	59	54	47	74	56	50	68				
FRL	49	51	43	61	54	52	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	19	50	59	28	51	52	28				
ELL	35	52	58	52	67						
BLK	33	65		42	47	40					
HSP	66	76	75	72	76	71	68				
MUL	47	46		59	62						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	62	59	62	69	76	55	69				
FRL	53	57	60	62	70	57	62				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	498
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	52
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

All subgroups, except MR at Brentwood Elementary outperformed 2018. The lowest performing subgroups at Brentwood Elementary are SWD, ELL and MR. It is possible that the inclusion model did not serve all SWD students. There are some SWD that may require intensive one on one in a quieter environment. In terms of our ELL students, we had and continue to have several students arriving to Brentwood speaking no English. The lower performing MR students may be as a result of a need to increase culturally responsive teaching.

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

MR students showed the greatest decline from the prior going from 50 in 2018 to 48 in 2019. With that said, our LG for that subgroup increased from 42 in 2018 to 58 in 2019.

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

Brentwood Elementary exceeded all state averages in every category except it matched the state in Math Lowest 25 Percentile. Restart funds were utilized to provide math tutoring to grades 3/4/5 after school beginning in January of last year. The last three years Brentwood has had decreasing Math scores in 4th grade. The entire 4th grade is taught by the same math teacher. We are hosting data chats with teams to analyze data.

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

Brentwood's ELA Lowest 25th Percentile increased by 22 points from 2018 to 2019. Restart funds were used to target students demonstrating just below level performance for an after school tutoring program. We also used these funds and Title 1 dollars to pay for intervention teachers that provided intensive, targeted instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Brentwood's second, third and fifth grade population has a significant number of students having multiple early warning indicators. Second grade specifically has a high number of indicators in the areas of retentions, course failure, attendance and suspensions. Third grade specifically has a high number indicators in course failure, students with two or more indicators and retentions. Fifth grade specifically has a high number of indicators in the areas of course failure, level 1s and students with two or more indicators.

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

1. Students with Disabilities improvement in ELA
2. Mixed race students improvement in ELA
3. English Language Learner students improvement in ELA
4. Students with Disabilities improvement in Math
5. Students with Disabilities improvement in Science

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	FSA scores were higher in 2019 than in 2018. Achievement went from 53% to 62%, learning gains went from 52% to 64%, and lowest quartile students scores went from 41% to 63%. Students in fourth and fifth grade scored a combined average of 5.43 points in writing which accounts for 10% of the total ELA score.
State the measurable outcome the school plans to achieve	By the year 2020, there will be a minimum of a four percentage point increase in Reading for all student subgroups, when less than 70% are currently demonstrating proficiency. Sub-goal: By the year 2020, there will be a minimum average combined fourth and fifth writing score of 7 points.
Person responsible for monitoring outcome	Shelly Mouhot (shelly.mouhot@sarasotacountyschools.net)
Evidence-based Strategy	Instruction in ELA will be based on using i-Ready "Next Steps" for each student. These "Next Steps" were determined by each student's performance on the Diagnostic assessment completed in early September. Recommendations for Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension for literature and informational texts are followed. Teachers will be using additional resources (Orton-Gillingham, Wonders, DIBELS, etc.) for students who require Tier II or Tier III interventions. Students receiving i-Ready Instruction showed greater learning gains than students who did not receive i-Ready
Rationale for Evidence-based Strategy	Instruction. The results of this study were statistically significant at the $p < .05$ level for all grades and subjects, and all but one of the results were significant at the $p < .0001$ level. Students with Disabilities, English Learners, Non-Caucasian students, and Economically Disadvantaged students demonstrating greater gains than students in these subgroups who did not receive i-Ready Instruction. The significance of the findings and the inclusion of statistical controls in this study meet the criteria for ESSA Level 3: Promising Evidence. Source: https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-essa-3-research-brief-ay2017-2018.pdf?la=en&hash=5374F2E65F67EAC5F22E86320F7C82E7
Action Step	
Description	<ol style="list-style-type: none"> 1. Full-day professional development for grades 2-5 will focus on explicit small group reading instruction. These sessions will occur 2-3 times throughout the year with district ELA support staff. 2. Students without computer access from home will be provided daily access to the Before School Computer Lab to utilize programs such as i-Ready, Headsprout, Reading A-Z, IXL, etc. Incentives are earned by attendance/ lessons completed. 3. Data from i-Ready, FSA, and Running Records were analyzed. Support teachers utilized the Decision Tree to further analyze students' reading deficits. ESE students are receiving services from ESE Resource teachers who comply with individual student IEPs to address learning deficits. ELL students who are non-English speakers are seen by an ESOL paraprofessional for support. More advanced ESOL students who show deficits (based on i_Ready diagnostic and Decision Tree data) receive support from Reading Resource teachers in a small group setting. All other students who show a deficit (based on i_Ready diagnostic and Decision Tree data) also receive support from Reading Resource teachers. Select students in 1st grade are chosen for Reading Recovery and receive support through

that program.

4. The analysis resulted in forming targeted intervention groups to address learning gaps. Interventions by appropriate Reading Resource (ESE or Title 1) teachers were implemented

5. Using a combination of pull out instruction and the inclusion model, low performing students will benefit from being in classrooms with general education students with additional direct instructions from support teachers.

6. Fluency passages are sent home on a monthly basis to give parents an additional opportunity to be involved in their child's learning. A vocabulary app created by i-Ready ("World's Greatest Pet") is free and available for download that gives families another opportunity to practice words together.

7. Other Resources used by classroom and support teachers include: Thinking Maps, Instructional Focus Guides (with DOK levels provided), Write From the Beginning and Beyond writing program, Florida Center for Reading Research (FCRR) resources, WriteScore, IXL, Headsprout, Secret Stories, and Raz-Kids.

8. District providing Literacy Coach for support of teachers in grades 3-5. Coach will work with individual teachers and teams in data analysis, lesson plan development and standards unpacking. Coach to visit the school up to 5-6 times a month.

9. Reading Recovery teachers will support current and former students in small targeted instructional groups.

10. To achieve our writing sub-goal, Brentwood has developed a Writing Committee in which each grade level is represented and meets monthly. All grade levels will engage in pre and post writing tests using rubrics. It is our intention that writing preparation in the early grades will support students as they move toward testing grades. We have a contract with WriteScore which provides non-bias, third party writing analysis, curriculum and supports. We are also utilizing Write From the Beginning and Beyond by Thinking Maps.

Person Responsible Shelly Mouhot (shelly.mouhot@sarasotacountyschools.net)

#2	
Title	Math
Rationale	FSA scores were higher in 2019 than in 2018. Achievement went from 64% to 67%, learning gains went from 52% to 63%, and lowest quartile students' scores went from 47% to 51%.
State the measurable outcome the school plans to achieve	By the year 2020, 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.
Person responsible for monitoring outcome	Jill Spence (jill.spence@sarasotacountyschools.net)
Evidence-based Strategy	iReady Using hands-on materials for learning math concepts
Rationale for Evidence-based Strategy	iReady - iReady diagnostic gives detailed analysis of each math domain. Interventions are created using NEXT STEPS from iReady using lessons from the Tool Box. Hand-On Math Materials - students develop a tangible understanding of the math concepts/skills they learn. When students are supported to first develop a concrete level of understanding for any mathematics concept/skill, they can use this foundation to later link their conceptual understanding to abstract mathematics learning activities.
Action Step	
Description	<ol style="list-style-type: none"> 1. CPT professional development will focus on iReady Next Steps, Standards Mastery/ Progress Monitoring and Data Analysis. 2. Students without computer access from home will be provided daily access to the Before School Computer Lab to utilize programs such as i-Ready, Fastt Math, IXL, etc. Incentives are earned by attendance/ lessons completed. 3. Data from i-Ready and FSA, and were analyzed. Support teachers are using iReady Next Steps to remediate deficits. The analysis resulted in forming targeted intervention groups to address learning gaps. Interventions by appropriate math (ESE or Title1) teachers are being implemented. 4. Using a combination of pull out instruction and the inclusion model, low performing students will benefit from being in classrooms with general education students with additional direct instructions from support teachers. 5. Other Resources used by classroom and support teachers include: Thinking Maps, Instructional Focus Guides (with DOK levels provided), and hands on learning materials. 6. District providing math support of teachers in grades K-5. Coach will work with individual teachers and teams in data analysis, lesson plan development/standards unpacking and using hands on materials to improve concrete math foundations.
Person Responsible	Jill Spence (jill.spence@sarasotacountyschools.net)

#3	
Title	Science
Rationale	FSSA scores were higher in 2019 than in 2018. Achievement went from 60% to 70%.
State the measurable outcome the school plans to achieve	By the year 2020, there will be a minimum of a four percentage point increase in Science for all student subgroups, when less than 70% are currently demonstrating proficiency.
Person responsible for monitoring outcome	Jill Spence (jill.spence@sarasotacountyschools.net)
Evidence-based Strategy	Science Class/Lab with Inquiry based hands on experiences Science Club Science Class/Lab - students benefit from direct instruction with supplementary materials such as e-texts, graphic organizers, and scripted lessons as well as inquiry-based practices that provide hands-on exploration.
Rationale for Evidence-based Strategy	Science Club - participation in science is often challenging for students with disabilities, given their difficulties with communication and vocabulary - making science fun and accessible through hands on science inquiry to involve SWD students will enhance their vocabulary and understanding of scientific concepts.
Action Step	
Description	<ol style="list-style-type: none"> 1. All students in Grades 4-5 and 3rd grade Cambridge Plus will participate in the school's science fair. Students and parents were invited to a science STEM information night where the scientific process was explained. 2. We will target SWD students in an after school "science club" program where hands on science is used to build science vocabulary. 3. Students without computer access from home will be provided daily access to the Before School Computer Lab to utilize programs such as IXL, Science Buddies, word processing for science fair projects, etc. Incentives are earned by attendance/ lessons completed. 4. A grant will be written for all 5th grade students to participate in the Marvelous Circus Machine. Students will learn the causes and effects of forces and motion, they will build their own cause/effect Rube Goldberg machine and attend a circus performance that showcases science through the cirucs arts. 5.
Person Responsible	Jill Spence (jill.spence@sarasotacountyschools.net)

#4	
Title	Attendance
Rationale	Seventy students had chronic attendance problems in the 2018-2019 school year.
State the measurable outcome the school plans to achieve	By the year 2020, we will increase the attendance rate by 1% from the previous school year through classroom teacher and support team intervention; as well as, Community Foundation support.
Person responsible for monitoring outcome	Cindy Rasmussen (cindy.rasmussen@sarasotacountyschools.net)
Evidence-based Strategy	In the year 2018-2019 chronic absenteeism was reduced by 10% over the 2017-2018. Managing these students was achieved by positive attendance charts. Students were able to check in with the school counselor on a weekly basis and review their weekly attendance and earn prizes for improvement.
Rationale for Evidence-based Strategy	Since the positive attendance charts were successful at reducing chronic absenteeism, we will again be using this strategy with students with chronic absenteeism.
Action Step	
Description	<ol style="list-style-type: none"> 1. Teacher contacts parent after truancy officer provides weekly attendance report identifying chronic absences. 2. School Counselor runs and mails absence timeline letters monthly. 3. Attendance through School Wide Support Team, work to identify the needs of each student and put interventions in place to improve overall attendance. This may include home visits by the home school liaison. 5. Referrals to CARE and the truancy worker to help parent get their student to school on time.
Person Responsible	Cindy Rasmussen (cindy.rasmussen@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

SWD - Students with Disabilities have an Individual Education Plan that is a legal document with goals, accommodations, and services based on data of the individual student's present level performances and evaluation results to determine their individual needs. Teachers implement effective and research based strategies including: Modeling, guided reading comprehension scaffolds, guided word study, graphic organizers, direct multi sensory instruction via explicit and systematic lessons, iReady toolbox interventions, reciprocal teaching, Wilson Foundation Reading and Reading Recovery best practices, use of manipulatives, social stories, metacognition and social/personal strategies, and visual schedules. Services are provided in both push in and pull out environments. Resources are offered to families including interventions to support attendance, additional counseling for families, and assistance with materials and linkage to community resources.

ELL - ESOL students are provided instructional and assessment strategies such as using visuals, manipulatives, modeling comprehensive strategies, simplifying test directions and providing examples of

test items, giving extra time for task completing, summarizing passages that have been read aloud, checking frequently for understanding, and encouraging the use of bilingual dictionary, in order to support their educational needs. When additional support is needed, the iReady toolbox is consulted to find additional strategies. Students also have access to additional programs such as Reading A-Z, Headsprout, and Spelling City to help with reading, phonics, spelling, and vocabulary skills. Services are provided in both push in and pull out environments, depending on the proficiency level of the students. Overall language proficiency is monitored on an annual basis through the administration of WIDA. Teacher feedback is also obtained on a quarterly basis and report card grades are also reviewed. Resources and support are offered to families in the following areas: counseling, linking families to community resources, and attendance support.

MR - Students learn within the context of culture. Strategies we will use to serve our MR population will include: bridging cultural differences through communication by teaching and talking about differences between individuals and the value in learning with different people in SEL, provide various options for completing assignments and allowing students to set their own goals via teacher/student conferences. Students will have access to various media that are inclusive of their race and ethnicity. Teachers will engage in culturally responsive pedagogy by assessing students interests through student and parent surveys.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Our School advisory committee (SAC) involves parents, staff, and community members to make shared decisions for the school.

Each and every Individual Education Plan (IEP) and Education Plan (EP) that is written is based on data that drives the instruction to improve student achievement and provide services and support according to individual needs of the students. Parents are vital participants in the IEP/EP meetings sharing information and insight to their child/student. This is important to make this connection between school and home so every child may reach their full potential through the collaboration of these positive relationships.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

SEL

Brentwood is using a variety of resources to teach Social Emotional Learning (SEL) to students this year. We are first leading the students in a time of Mindful Reflection to help students learn how to concentrate and self-regulate. Once students are focused and calm, we use resources from one of two programs to help students understand a variety of social skills and how they can collaborate to be successful students and citizens. Sanford Harmony is based on CASEL's five areas of learning, or "focus themes": Diversity & Inclusion, Empathy & Critical Thinking, Communication, Problem Solving, and Peer

Relationships. Students explore these while learning how to work together with all other students, and how to communicate effectively. Through the Positivity Project, students learn about 24 character strengths they possess. Understanding and exploring these traits will help increase self-awareness and self-confidence, according to the Positivity Project website. Our goal is to implement and teach mindfulness, character strengths, and skills that facilitate collaboration to help students be more successful, both in and outside of the classroom.

Exceptional Student Education (ESE) students' may require counseling and/or social-emotional instruction to be a service provided on their IEP based on the needs of the student.

Also, some students may require tiered levels of explicit instruction, practice, and monitoring of targeted skills and strategies to ensure their social-emotional needs are being met. This is completed via SWST/CARE meetings working together to determine the function of behaviors via Functional Behavior Assessment and then a Behavior Intervention Plan is developed with the entire team based on the data on the individual student. Mental and school counselors are available to the students/families. Mentoring, support groups, and positive check in/out systems are results of these meetings.

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. This information is provided to feeder schools about our students via articulation meeting at the end of the year through the ESE Liaisons, Speech/Language Pathologists, and Counselors at each school in the district.

Collaboration with the feeder middle school occurs for students with an IEP via an articulation meeting through the ESE Liaisons, Speech/Language Pathologists, and Counselors at each school in the district.

School visits allow transitioning 5th graders to gain knowledge of middle school expectations and have their questions answered.

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 counseling program provides programs that incorporate bullying prevention, skills for learning, emotion management, self esteem grief, conflict management, family changes and personal safety. Both intentional and unintentional injury prevention programs are provided.

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 Spark for certifications that can be built upon in middle school.

Volunteers from First Presbyterian Church assist in technology and arts integration.

District support for college and career readiness will be provided monthly. Video Resources provided by the district will broadcast monthly on BWN. The college and career readiness coordinator will forward district resources to classroom teachers as well as provide a discussion or activity related to the topic. College and career readiness resources and information will also be shared in Brentwood's ENewsletter which reaches staff and families.

IEP's are written with courses that students are taking that could lead to career and professional education (CAPE) certifications.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA				\$243,348.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$90,000.00
			<i>Notes: Reading Recovery teacher will provide 1:1 instruction to at risk students in Reading</i>			
	5000	120-Classroom Teachers	0101 - Brentwood Elementary School	Title, I Part A		\$93,348.00
			<i>Notes: Resource teacher will provide small group instruction and intervention support to at risk students in ELA</i>			
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Other		\$60,000.00
			<i>Notes: Caroline Robertson and Laura Williams to facilitate student groups based on iReady data - paid from restart and aftercare funds</i>			
2	III.A.	Areas of Focus: Math				\$116,295.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$116,295.00
			<i>Notes: Resource teacher will provide small group instruction and intervention support to at risk students in Math</i>			
3	III.A.	Areas of Focus: Science				\$64,098.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School			\$64,098.00
			<i>Notes: Science resource teacher will provide lab instruction for students in K-5.</i>			
4	III.A.	Areas of Focus: Attendance				\$72,283.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$72,283.00
			<i>Notes: The Home School Liaison position connects families with the school ensuring students arrive at school, on time, every day, and are ready and able to learn. The Home School Liaison provides support through emergency funds, community support, and/or is the primary communicator between families in need and the school.</i>			
					Total:	\$496,024.00