

Sarasota County Schools

Brentwood Elementary School



2020-21 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: 1/3/2010

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2019-20 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%)
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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Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	C	A

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SIP Authority

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<https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff of Brentwood Elementary School is dedicated to addressing the needs of every child by creating a school environment where children grow socially, emotionally and academically. Through perseverance, collaboration and self-reflection, children become confident, active, lifelong learners. Treating others with kindness and respect builds a sense of community both locally and globally.

Provide the school's vision 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.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities 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.

Demographic Information

Principal start date

Sunday 1/3/2010, Holly Brody

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

47

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	72%
2019-20 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%)
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 .	

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	80	89	86	110	110	120	0	0	0	0	0	0	0	595
Attendance below 90 percent	2	4	4	10	6	6	0	0	0	0	0	0	0	32
One or more suspensions	0	8	1	4	2	4	0	0	0	0	0	0	0	19
Course failure in ELA	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	2	0	1	1	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	12	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14

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	3	1	3	8	13	0	0	0	0	0	0	0	28

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	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/28/2020

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	
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

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	

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	
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

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	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
	(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.

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%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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%
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				

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
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						
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%	0

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%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0

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 year 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?

Brentwood's SWD students make up between 30% and 50% of our Level 1 students in grades 3-5. Brentwood's ELL population make up about 25% of our Level 1 students in grades 3-5.

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. Instructional Practice specifically relating to ELA

Area of Focus Description and 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.
Measurable Outcome:	By the year 2021, 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 2021, there will be an average of a 2 point minimum increase of the combined 4th and 5th grade writing score.
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, Heggerty Phonemic Awareness, Thinking Maps, Wonders, DIBELS, etc.) for students who require Tier II or Tier III interventions.
Rationale for Evidence-based Strategy:	Students receiving i-Ready Instruction showed greater learning gains than students who did not receive i-Ready 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-briefay2017-2018.pdf?la=en&hash=5374F2E65F67EAC5F22E86320F7C82E7

Action Steps to Implement

Teacher leaders will provide half-day training in Thinking Maps for grades K-5 during preschool week. The focus will be identifying pre-writing and thinking tools by skill (compare and contrast, sequencing, etc.). Additional training will occur for specific grade levels. Recurring monthly CPTs with a focus on scoring student work with rubrics and identifying next instructional moves are planned for the remaining of the year.

Person Responsible Nicole Dente (nicole.dente@sarasotacountyschools.net)

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.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

Data from i-Ready, FSA, and Running Records were analyzed. Teachers utilize 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 staff 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.

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

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

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

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.

Person Responsible Lona Sims (lona.sims@sarasotacountyschools.net)

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.

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

Other Resources used by classroom and support teachers include: Thinking Maps, Instructional Focus Guides (with optional text passages and DOK levels provided), Write From the Beginning and Beyond writing program, Florida Center for Reading Research (FCRR) resources, IXL, Headsprout, Secret Stories, Orton-Gillingham, Heggerty Phonemic Awareness, Spelling City, Vocabulary City and Raz-Kids.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

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.

Person Responsible John Weida (john.weida@sarasotacountyschools.net)

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

Person Responsible Holly Brody (holly.brody@sarasotacountyschools.net)

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 are utilizing Write From the Beginning and Beyond by Thinking Maps. Teacher leaders will conduct recurring monthly CPTs using student work.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and 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%.
Measurable Outcome:	By the year 2021, 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 diagnostic gives detailed analysis of each math domain. Interventions are created using NEXT STEPS from iReady using lessons from the Tool Box. Using hands-on materials for learning math concepts. Maximizing Math Mentality (Sarasota's IFG). GloSS (Global Strategy Stage Assessment) and IKAN (Individual Knowledge Assessment of Numbers) assessment to guide teachers in next steps for teaching. Small group remediation and intervention.
Rationale for Evidence-based Strategy:	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. Research based assessments shows staff how students think about math and how they use mathematical problem solving. In addition, students' counting skills are assessment through various sequences and recognition.

Action Steps to Implement

CPT professional development will focus on iReady Next Steps, Standards Mastery/Progress Monitoring and Data Analysis.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

Students without computer access from home will be provided daily access to the Before School Computer Lab to utilize programs such as i-Ready, Xtra Math, IXL, etc. Incentives are earned by attendance/ lessons completed.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

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.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

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.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

Other Resources used by classroom and support teachers include: Thinking Maps, Instructional Focus Guides (with DOK levels provided), GloSS assessments, IKAN assessments and hands on learning materials.

Person Responsible Jill Spence (jill.spence@sarasotacountyschools.net)

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. Instructional Practice specifically relating to Science**Area of Focus**

Description and Rationale: FSSA scores were higher in 2019 than in 2018. Achievement went from 60% to 70%.

Measurable Outcome:

By the year 2021, 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

Rationale for Evidence-based Strategy:

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.

Action Steps to Implement

All students in Grades 4-5 and 3rd grade Cambridge Plus will participate in the classroom science fair simulation. Parents will given a SWAY presentation to educate them on the science fair process. Students will complete a science log book to participate in the science fair simulation.

Person Responsible

Jill Spence (jill.spence@sarasotacountyschools.net)

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, Generation Genius, word processing for science fair projects, etc. Incentives are earned by attendance/ lessons completed.

Person Responsible

Jill Spence (jill.spence@sarasotacountyschools.net)

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 virtual circus performance that showcases science through the circus arts.

Person Responsible

Jill Spence (jill.spence@sarasotacountyschools.net)

Staff will utilize new science instructional curriculum: Pearson Elevate Science which includes teacher edition, student edition, Pearson Phenomena Readers, an assessment book for 5th graders and Pearson Realize Platform (a digital tool). Staff will also utilize the district's instructional focus guide to support instruction on NGSSS. The district is also providing science focused professional learning.

Person Responsible

Jill Spence (jill.spence@sarasotacountyschools.net)

#4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus After returning from a hiatus of virtual learning for more than five months, Brentwood determined that the culture of the school as it relates to social emotional well-being for staff and students was to be an area of focus.

Measurable Outcome: By the year 2021, we will increase positive referrals for students and staff by 10% and decrease event and discipline forms for students for quarters one to three by 10%.

Person responsible for monitoring outcome: Sub-goal:
By the year 2021, Brentwood Elementary will be a model school as determined by PBIS.

Person responsible for monitoring outcome: Julie Garriott (julie.garriott@sarasotacountyschools.net)

Evidence-based Strategy: Sanford Harmony and Positivity Project are the core curriculum used for daily social emotional lessons.
PBIS (Positive Behavioral Interventions and Supports) and CHAMPS (Safe and Civil Schools) are core strategies used for behavior management in all classrooms.
Culturally and Linguistically Responsive Teaching strategies are used in all classrooms to optimize student engagement and facilitate deeper learning.

Rationale for Evidence-based Strategy: Students will benefit from direct instruction in social emotional skills and expectations. This is a proactive approach to manage student behavior and support students and staff through prevention rather than punishment.

Action Steps to Implement

Adjusted liaison staffing to allow a single staff person to focus solely on behavior in collaboration with behavior tech, allowing for consistent and proactive student support.

Person Responsible Julie Garriott (julie.garriott@sarasotacountyschools.net)

Created a behavior team consisting of administration, behavior teacher, home school liaison, guidance counselor and ESE liaison that meets bimonthly to discuss students of concern and where necessary provide wraparound services for students.

Person Responsible Holly Brody (holly.brody@sarasotacountyschools.net)

Created a Curriculum leader position in the area of PBIS and Social Emotional Learning to focus on increasing recognition of both students and staff for meeting expectations. This individual facilitates monthly PBIS meetings where each grade level and team is represented. The team has a goal of becoming a Model PBIS school in the year 2020-2021. PBIS action planning guides meetings as well as current behavior data (including office calls, notice of concerns and event and discipline forms). In addition, this individual participates in bimonthly meetings with grade level Team leaders and administration.

Person Responsible Julie Garriott (julie.garriott@sarasotacountyschools.net)

Created a Curriculum leader position in the area of Culturally and Linguistically Responsive Teaching to focus on increasing understanding and implementation of best practice strategies to meet the needs of diverse learners. This individual participates in bimonthly meetings with grade level team leaders and administration.

In addition, this individual serves as the Parent Family Engagement Coordinator to involve all stakeholders in the well-being and service of students.

Person Responsible Tenia Rumph (tenia.rumph@sarasotacountyschools.net)

Created SEL Committee comprised of grade level reps to focus on streamlining curriculum and teaching students social emotional skills during the block reserved in the master schedule for all classrooms. Decision making is based on mental health data collected via teacher referrals to guidance/counseling, notice of concerns and event and discipline forms, etc.

Person Responsible John Weida (john.weida@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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 (Thinking Maps) , 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. Teachers use iReady diagnostic assessment as present levels in IEPs and as an instructional path. 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. Teachers use iReady diagnostic assessment as present levels in IEPs and as an instructional path. 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.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The structures in place from which we secure stakeholder input are: SAC, PTO, PBIS Committee, SEL Committee, SWST/CARE Committee, community partnerships with First Presbyterian Church, Kiwanis Siesta Key, Florida Center, Forty Carrots and multiple business relationships (McDonald's, Chick Fil A, Chipotle, PDQ, etc.) These groups are comprised of instructional and classified staff, parents and families of students, social services and business partners. We rely upon these groups in the development and revision of items such as the SIP, PFEP, PBIS action plan, budgeting, vision and mission and addressing school community issues.

Specific steps taken are:

Created a Curriculum leader position in the area of PBIS and Social Emotional Learning to focus on increasing recognition of both students and staff for meeting expectations. This individual facilitates monthly PBIS meetings where each grade level and team is represented. The team has a goal of becoming a Model PBIS school in the year 2020-2021. PBIS action planning guides meetings as well as current behavior data

Created a Curriculum leader position in the area of Culturally and Linguistically Responsive Teaching to focus on increasing understanding and implementation of best practice strategies to meet the needs of diverse learners.

They are also the Parent Family Engagement Coordinator to involve all stakeholders in the well-being and service of students.

Created SEL Committee to focus on curriculum and teaching students social emotional skills during the block reserved in the master schedule for all classrooms. Decision making is based on data collected. The focus is to build collaboration and challenging individuals in a nurturing environment that not only drives growth but ensures that community members are engaged.

Brentwood provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging State academic standards, State and local academic assessments, how to monitor a child's progress, work with educators to improve the achievement of their children at convenient, flexible times such as mornings and evenings as well as at-home/attendance zone visits to fulfill the school's mission and support the needs of students. Technology including social media and virtual meeting programs (Zoom, Teams, etc.) promote participation and awareness through live and recorded sessions to accommodate varying schedules.

The district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement. The full text and summary of this School-wide

Improvement Plan may be found online or as a hard copy by request. The Summary is available in English and Spanish.

Parent and families are regularly invited to attend SAC to formulate suggestions and participate, as appropriate, in decisions relating to the education of their children. Brentwood responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this school-wide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit any parents' comments.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$206,338.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$64,124.00
			<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		\$98,174.00
			<i>Notes: Resource Teacher will provide small group instruction and intervention to support at risk students in ELA.</i>			
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$44,040.00
			<i>Notes: Personnel will support the resource teacher in providing support for at risk students in ELA</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$157,564.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0101 - Brentwood Elementary School	Title, I Part A		\$122,329.00
			<i>Notes: Resource teacher will provide small group instruction and intervention to support at risk students in Math.</i>			
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$35,235.00
			<i>Notes: Personnel will support the resource teacher in providing support for at risk students in Math</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$67,362.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	0101 - Brentwood Elementary School	Title, I Part A		\$67,362.00
			<i>Notes: Science resource teacher will provide lab instruction for students in K-5.</i>			

4	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$73,577.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	160-Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		\$73,577.00
			<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:						\$504,841.00