# Brentwood Elementary School

## 2021-22 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**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2020-21 Title I School** | Yes |
| **2020-21 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 72% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners<br>Black/African American Students*<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (63%)<br><br>2017-18: C (53%)<br><br>2016-17: A (64%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | [Lucinda Thompson](#) |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | |
| * 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.](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.

## Table of Contents

# Brentwood Elementary School

## 2500 VINSON AVE, Sarasota, FL 34232

### www.sarasotacountyschools.net/brentwood

## School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | Yes | 67% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 46% |

## School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---|---|---|---|---|
| Grade | | A | A | C |

## School Board Approval

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## SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## 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. Parent and family engagement is a shared responsibility. Parent and family engagement encourages high quality instruction for all learners.

**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 | Position 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. |
| 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. |
| 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 | Math 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. |
| Mouhot, Shelly | Teacher, K-12 | 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. |
| Dente, Nicole | Teacher, ESE | To assure proper instruction of exceptional education students in accordance with local, federal and state law. |
| 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. |
| Tuttle, Erin | ELL Compliance Specialist | To ensure proper placement of English Language Learner students (ELLs) in accordance with local and state guidelines as well as development of instructional routines for implementation by self and paraprofessionals. |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--------------------------------|
| Rasmussen, Cindy | School Counselor | Assist and advise students by providing group and private counseling and coordinate with fellow professionals on student matters. |
| Ayrault, Kelly | Instructional Coach | Serves as instructional facilitator for grades K-5. Coaches teachers, facilitates PLCs, provides professional development. |

## 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.*

5

**Total number of teacher positions allocated to the school**

54

**Total number of students enrolled at the school**

605

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

6

**Demographic Data**

## Early Warning Systems

**2021-22**

**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 | 83 | 81 | 90 | 93 | 108 | 114 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 569 |
| Attendance below 90 percent | 1 | 16 | 15 | 20 | 25 | 21 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |
| One or more suspensions | 0 | 2 | 3 | 3 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 4 | 27 | 18 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 49 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 4 | 35 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 61 |
| Number of students with a substantial reading deficiency | 0 | 0 | 5 | 22 | 11 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |

**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 | 2 | 9 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

**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 | 2 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

**Date this data was collected or last updated**
Monday 8/23/2021

**2020-21 - 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 | 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 |

## 2020-21 - 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 | 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 |

## Part II: Needs Assessment/Analysis

**School Data Review**
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 | 2021 | | | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 62% | 68% | 57% | 53% | 66% | 56% |
| ELA Learning Gains | | | | 64% | 62% | 58% | 52% | 57% | 55% |
| ELA Lowest 25th Percentile | | | | 63% | 53% | 53% | 41% | 46% | 48% |
| Math Achievement | | | | 67% | 73% | 63% | 64% | 72% | 62% |
| Math Learning Gains | | | | 63% | 67% | 62% | 52% | 63% | 59% |
| Math Lowest 25th Percentile | | | | 51% | 53% | 51% | 47% | 51% | 47% |
| Science Achievement | | | | 70% | 65% | 53% | 60% | 66% | 55% |

**Grade Level Data Review - State Assessments**
**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 | 2021 | | | | | |
| | 2019 | 55% | 70% | -15% | 58% | -3% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 59% | 67% | -8% | 58% | 1% |
| Cohort Comparison | | -55% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 58% | 68% | -10% | 56% | 2% |
| Cohort Comparison | | -59% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 69% | 73% | -4% | 62% | 7% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 56% | 72% | -16% | 64% | -8% |
| Cohort Comparison | | -69% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 68% | 70% | -2% | 60% | 8% |
| Cohort Comparison | | -56% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 64% | 65% | -1% | 53% | 11% |
| Cohort Comparison | | | | | | |

## Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

iReady
FSSA

| Grade 1 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 13 | 29 | 55 |
| | Economically Disadvantaged | 16 | 64 | 83 |
| | Students With Disabilities | 1 | 3 | 10 |
| | English Language Learners | 1 | 1 | 3 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 13 | 26 | 54 |
| | Economically Disadvantaged | 9 | 43 | 75 |
| | Students With Disabilities | 1 | 2 | 10 |
| | English Language Learners | 1 | 1 | 4 |

| Grade 2 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 19 | 33 | 47 |
| | Economically Disadvantaged | 11 | 28 | 62 |
| | Students With Disabilities | 1 | 2 | 4 |
| | English Language Learners | 0 | 4 | 6 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 14 | 31 | 52 |
| | Economically Disadvantaged | 11 | 24 | 60 |
| | Students With Disabilities | 0 | 3 | 5 |
| | English Language Learners | 0 | 3 | 6 |

| Grade 3 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 48 | 59 | 79 |
| | Economically Disadvantaged | 20 | 43 | 52 |
| | Students With Disabilities | 6 | 10 | 14 |
| | English Language Learners | 4 | 4 | 6 |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 21 | 43 | 61 |
| | Economically Disadvantaged | 13 | 34 | 59 |
| | Students With Disabilities | 1 | 6 | 7 |
| | English Language Learners | 1 | 3 | 5 |

| Grade 4 | | | | |
|---|---|---|---|---|
| | Number/% Proficiency | Fall | Winter | Spring |
| **English Language Arts** | All Students | 31 | 40 | 56 |
| | Economically Disadvantaged | 44 | 55 | 72 |
| | Students With Disabilities | 2 | 4 | 6 |
| | English Language Learners | 1 | 2 | 3 |
| | Number/% Proficiency | Fall | Winter | Spring |
| **Mathematics** | All Students | 29 | 44 | 51 |
| | Economically Disadvantaged | 21 | 37 | 55 |
| | Students With Disabilities | 1 | 2 | 3 |
| | English Language Learners | 2 | 4 | 6 |

| Grade 5 | | | | |
|---|---|---|---|---|
| **English Language Arts** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 29 | 46 | 65 |
| | Economically Disadvantaged | 28 | 35 | 53 |
| | Students With Disabilities | 1 | 4 | 6 |
| | English Language Learners | 0 | 1 | 4 |
| **Mathematics** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 31 | 49 | 78 |
| | Economically Disadvantaged | 23 | 36 | 49 |
| | Students With Disabilities | 4 | 7 | 14 |
| | English Language Learners | 1 | 2 | 5 |
| **Science** | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | 57 |
| | Economically Disadvantaged | | | 50.7 |
| | Students With Disabilities | | | 100 |
| | English Language Learners | | | 28.6 |

## Subgroup Data Review

| 2021 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 2019-20 | C & C Accel 2019-20 |
| SWD | 38 | 32 | 43 | 44 | 49 | 50 | 43 | | | | |
| ELL | 47 | 41 | 64 | 67 | 64 | 82 | 42 | | | | |
| BLK | 26 | 27 | | 18 | 29 | | 8 | | | | |
| HSP | 49 | 39 | 54 | 59 | 65 | 75 | 55 | | | | |
| MUL | 52 | | | 65 | | | | | | | |
| WHT | 60 | 43 | | 66 | 57 | 60 | 68 | | | | |
| FRL | 48 | 34 | 39 | 57 | 55 | 56 | 55 | | | | |
| 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 | | | | | | |

| 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 |
| 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 | | | | |

## ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 57 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 1 |
| Progress of English Language Learners in Achieving English Language Proficiency | 79 |
| Total Points Earned for the Federal Index | 455 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 43 |
| 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 | 61 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |

| English Language Learners | |
|---|---|
| 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 |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| **Black/African American Students** | |
| Federal Index - Black/African American Students | 22 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| **Hispanic Students** | |
| Federal Index - Hispanic Students | 59 |
| 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 | 59 |
| 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 | 52 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

**Data Analysis**
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

**What trends emerge across grade levels, subgroups and core content areas?**

2021 FSA Data: Raw data determined by school data
ELA
......... Achievement..............LGs................LGs lower 25%
SWD......... 47/37 -10 .......... 60/32 -28 ......... 53/43 -10
ELL......... 48/35 -13 .............. 55/0
MR......... 48/52 4
His ......... 54/49 -5 ............. 57/39 -18 ..........56/54 -2
B ......... 59/26 -33 .............61/27 -34
W ......... 70/60 -10 ........... 70/43 -27
FRL
Math
......... Achievement ......... LGs ......... LGs lower 25%
SWD......... 66/52 -9 ........... 57/49 -8
ELL ......... 82/50 -32
MR ......... 61/65 4
His ......... 61/59 2 ............58/65 7 ......... 75/45 30
B ......... 52/18 -34.............61/29 -32
W ......... 74/66 -8 ............ 67/57 -10
FRL

2021 Progress Monitoring:
Grade K proficiency- 2.45% Phonemic Awrns; 35% reading; 34% math (iReady PM)
Grade 1 proficiency - 70% Phonemic Awrns; 44% reading; 44% math (iReady PM)
Grade 2 proficiency - 28% Phonics; 44% Fluency; 25% RR; 45% reading; 44% math (iReady PM)
Grade 3 proficiency - 38 % Fluency; 25% RR; 47% reading; 55% math (iReady PM)
Grade 4 proficiency - 35% Fluency; 67% RR; 35% reading; 56% math (iReady PM)
Grade 5 proficiency - 51% Fluency; 40% RR; 67% reading; 53% math (iReady PM)

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Reviewing the 2019 ESSA data and the minimum requirement of 41% proficiency of student subgroups, all subgroups made the 41% threshold. Using FSA and local school data from 2021 assessments, we have identified the following areas in need of improvement according to our calculations:
In ELA, proficiency levels for our black students, SWD and ELL fell below the 41% threshold.
In Math, proficiency levels for our black and ELL students fell -34 and -32 points respectively.
Current Progress Monitoring data shows we need improvement in the following areas:

ELA:
Phonemic awareness in Grade K.
Phonics in grade 2.
Need to increase ability to access grade level text in grades 2, 3 and 5.
MATH:
Every grade level is below proficiency and we see a real need in Grade K.

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

We believe that COVID-19 impacted the learning of all students especially our Black, SWD and ELL students. Brentwood is providing targeted intervention to catch students up academically. We are identifying learning gaps and adjusting Tier 1 instruction in all grade levels to address prerequisite skills in which students are behind. We have analyzed data to determine Tier 2 and 3 students, adjusted schedules and selected targeted interventions to support students. We carved out intervention block time in our master schedule for all students needing intervention.

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Based on our current data, in Math, Hispanic students had a 2 point increase in achievement, 7 point increase in learning gains and the bottom quartile learning gains went up 30 points. In ELA and Math, multi-racial students (MR) went up 4 points.

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

High quality teaching and assessment. Teacher focused on developing prerequisite skills while simultaneously giving students access to grade level curriculum.

**What strategies will need to be implemented in order to accelerate learning?**

The use of appropriate screeners to identify missing prerequisite skills. Teaching those skills and regular progress monitoring.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Administrators will attend CPTs monthly to analyze student data. Half day CPTs will be focused on collaboration and instructional decision making. Instructional staff has been provided PD for new ELA curriculum and the BEST standards. Brentwood allocated curriculum leader positions for both reading and math. Brentwood also has an Instructional Facilitator in the area of reading for grades K-5. We are offering an after school program for students in the for grades 3-5. We've removed the barrier of transportation and have funds allocated for busing.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

The Instructional Facilitator will be servicing Brentwood for three years. We've also have an extra behavior support person to proactively intervene with students needing additional behavior support.

## Part III: Planning for Improvement

### Areas of Focus:

| #1. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | FSA scores were lower in 2021 than in 2019. Achievement went from 62% to 53%, learning gains decreased from 64% to 40%, and lowest quartile students scores decreased from 63% to 48%. Students in fourth and fifth grade scored a combined average of 5.60 points in writing which accounts for 10% of the total ELA score. This is an increase from 2019.<br><br>FSA 2021 - Only 46% of 5th graders scored a Level 3 or higher on ELA assessment. Spring 2021 iReady Diagnostic showed 46.7% of K-3 students are not on track to score a Level 3 or higher on the statewide, standardized grade 3 ELA assessment. |
| **Measurable Outcome:** | By May of 2022, there will be a minimum of a four percentage point increase in Reading in proficiency for all students when less than 70% are currently demonstrating proficiency.<br><br>Sub-goal: By the year 2022, there will be an average of a 2 point minimum increase of the combined 4th and 5th grade writing score. |
| **Monitoring:** | We will use the Fall, Winter and Spring iReady Diagnostics to track/monitor the progress of each student based on iReady to FSA predictions. Data will be sorted and analyzed to target specific students/subgroups for intervention. We will also utilize school and district progress monitoring data to include phonics, phonemic awareness, fluency, reading records, reading and writing interim assessments. |
| **Person responsible for monitoring outcome:** | Jill Spence (jill.spence@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.<br>Recommendations for Phonemic Awareness, Phonics, High Frequency Words, Vocabulary, and Comprehension for literature and informational texts are followed. For students requiring Tier II and III interventions, staff will utilize the progress monitoring guidance document to identify screeners, interventions and monitoring tools. Teachers will be using additional resources ( Heggerty Phonemic Awareness, Thinking Maps, Benchmark Advance, DIBELS, etc.) for students who require intensive interventions. |
| **Rationale for Evidence-based Strategy:** | Students receiving i-Ready Instruction showed greater learning gains than students who did not receive i-Ready<br>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<br>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.<br>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 |
|---|

As part of our recurring monthly Collaborative Planning Times, teams will focus on scoring student writing with rubrics and identifying next instructional moves. Brentwood continues to utilize a Writing Committee with a representative from each grade level. 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 a combination of Benchmark Advance resources with Write From the Beginning and Beyond by Thinking Maps. In the second semester, teachers will participate in monthly training with a focus on identifying pre-writing and thinking tools by skill (compare and contrast, sequencing, etc.). Thinking Maps will be utilized to support all students, but particularly ELL and ESE students in the thinking and writing process.

**Person Responsible** Nicole Santiago (nicole.santiago@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** Kelly Ayrault (kelly.ayrault@sarasotacountyschools.net)

District providing Instructional Facilitator for support of teachers in grades K-5. Facilitator will work with individual teachers and teams in data analysis, lesson plan development and standards unpacking. Instructional facilitator will provide professional development to grade level teams to facilitate collaboration for intervention.

**Person Responsible** Kelly Ayrault (kelly.ayrault@sarasotacountyschools.net)

Reading Recovery teachers will support current and former students in small targeted instructional groups. Reading Recovery teachers will also support Tier III in grade 1 during school-wide instructional intervention block.

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

Grade level teams will prepare a parent information night about instruction and materials being used at school unique to their child's grade level. ELA Topics include Florida Standards, as well as upcoming BEST standards, iReady, Thinking Maps, Arts Integration and specific reading/writing strategies to reinforce at home. Families will receive academic materials and guidance they can use at home.

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

| #2. Instructional Practice specifically relating to Math | |
|---|---|
| **Area of Focus Description and Rationale:** | FSA scores were lower in 2021 than in 2019. Achievement went from 67% to 60%, learning gains went from 63% to 55%, and lowest quartile students' learning gains went UP from 51% to 61%. |
| **Measurable Outcome:** | By May of 2022, there will be a minimum of a four percentage point increase in Math for all students when less than 70% are currently demonstrating proficiency. |
| **Monitoring:** | We will use the Fall, Winter and Spring iReady Diagnostics to track/monitor the progress of each student based on iReady to FSA predictions. Data will be sorted and analyzed to target specific students/subgroups for intervention. |
| **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 show staff how students think about math and how they use mathematical problem solving. In addition, students' counting skills are assessed 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)

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, iReady Diagnostic data and Personalized Instruction information, IXL online practice, 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**    Tarra Martello (tarra.martello@sarasotacountyschools.net)

Grade level teams will prepare a parent information night about instruction and materials being used at school unique to their child's grade level. Math Topics include Florida Standards, as well as upcoming BEST standards, iReady, GloSS, IKAN and specific math strategies to reinforce at home. Families will receive academic materials they can use at home.

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

The district will begin screening Math Text. We will have several staff on the Math Adoption committee.

**Person Responsible**    Tarra Martello (tarra.martello@sarasotacountyschools.net)

The school has assigned a Math Curriculum leader to guide portions of monthly collaborative planning sessions to be paid for by the JumpStart grant. During these collaborative planning sessions teachers will be guided in data analysis and next steps as prescribed by targeted screeners.

**Person Responsible**    Tarra Martello (tarra.martello@sarasotacountyschools.net)

| #3. Instructional Practice specifically relating to Science | |
|---|---|
| **Area of Focus Description and Rationale:** | FSSA scores were lower in 2021 than in 2019. Achievement went from 70% to 59%. |
| **Measurable Outcome:** | By May of 2022, there will be a minimum of a four percentage point increase in Science for all students when less than 70% are currently demonstrating proficiency. |
| **Monitoring:** | Students in Kindergarten will take formative assessments for each science topic. Students in grades 1-2 will take textbook inventory tests for Earth, Life and Physical science. Students in grades 3-4 will participate in District Science Benchmark tests 3 times a year. Students in grade 5 will take the District Science Inventory 2 times and the FSSA Science test. |
| **Person responsible for monitoring outcome:** | Jill Spence (jill.spence@sarasotacountyschools.net) |
| **Evidence-based Strategy:** | Students will engage in a variety of science strategies to increase science understanding and performance. Students will use: Thinking Maps; interactive notebooks; STEM activities; participate in the Science Fair; use technology; read informational text and science themed literature; and participate in Accountable Talk activities. |
| **Rationale for Evidence-based Strategy:** | Thinking Maps is a set of 8 visual patterns that correlate to specific cognitive processes. They are used across all grades and content areas to build the critical thinking, problem-solving, comprehension, and communication skills necessary for academic success in every domain. |
| | STEM Activities/Science Fair allows students to engage in the scientific process and get a hands on experience. |
| | Accountable Talk is the process of learners sharing their thinking with others, and engaging in thoughtful discussion with others about those ideas. When learners work through an accountable talk experience, they go beyond simply sharing ideas and thinking. |

### Action Steps to Implement

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 offer a "Jump Start" after school program where hands on science is used to build science vocabulary.
3. Students without computer access at 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 circus arts.

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

| #4. Culture & Environment specifically relating to Positive Behavior Intervention and Supports | |
|---|---|
| **Area of Focus Description and Rationale:** | After returning from a hiatus of virtual learning for more than five months in the 2020 school year and then a 2021 school year filled with Covid disruptions, Brentwood will again focus on the culture of the school as it relates to social emotional well-being for staff and students. |
| **Measurable Outcome:** | By the year 2022, 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%. Sub-goal: In 2020-2021 school year, Brentwood Elementary earned the designation of PBIS model school. Our goal is to maintain that designation for the next school year. |
| **Monitoring:** | Number of staff and student positive referrals. Number of event and discipline forms. Additional quantitative data such as office calls for support, Notice of Concerns and suspension data. |
| **Person responsible for monitoring outcome:** | Julie Garriott (julie.garriott@sarasotacountyschools.net) |
| **Evidence-based Strategy:** | Sanford Harmony, Positivity Project. and Inner Explorer are the core curriculum used for our 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. |
| **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

District provided additional Behavior Specialist position in addition to Behavior Teacher to focus on proactive behavior management. These two positions collaborate and guide a behavior tech, allowing for consistent and proactive student support. In addition the Behavior Specialist and Teacher collaborate with classroom teachers and grade level teams to proactively support discipline.

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

Curriculum leader positions in the area of PBIS and Social Emotional Learning to focus on increasing recognition of both students and staff for meeting expectations. These individuals facilitate monthly PBIS meetings where each grade level and team is represented. PBIS action planning guides meetings as well as current behavior data (including office calls, notice of concerns and event and discipline forms). In addition, these individuals participates in bimonthly meetings with grade level Team leaders and administration.

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

A portion of the morning news is dedicated to proactive self-regulation techniques through Inner Explorer. Teachers and support staff reiterate these learned strategies for students as they encounter challenging situations.

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

Parents will have the opportunity to participate in three parent coaching sessions facilitated by The Florida Center therapists and the Home School Liaison. These coaching sessions will engage parents in the social emotional learning curriculum and address parental concerns related to their child's development.

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

Parents will be invited to attend an annual meeting scheduled at a convenient time on the weeks of October 11 through October 22, 2021. All parents are invited and encouraged to attend through timely notice in English and Spanish. The event was offered in person or on Zoom in an effort to remove barriers and increase participation. The purpose of the meeting was to describe the school's participation in the Title 1, Part A program and the rights of families to be involved. During the meeting, information related to curriculum, state standards, local and state assessments including alternative assessments, achievement levels, how to monitor progress and parents right to know will also be provided.

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

Brentwood will involve parents in all aspects of its Title 1 programs. The School Advisory Committee (SAC) has the responsibility of developing the School Improvement Plan (SIP). In addition, the SAC also participates in budgeting decisions. More than 50% of our SAC Committee is comprised of community members and parents and meets up to 10 times per year at various convenient morning and evening times.

**Person Responsible** Nicole Santiago (nicole.santiago@sarasotacountyschools.net)

Brentwood's PTO board will be involved in planning of the Title 1 Parent Involvement Activities and meets bimonthly to plan, review and improve Title 1 programs for Brentwood. PTO holds general meetings once a month.

**Person Responsible** Erin Tuttle (erin.tuttle@sarasotacountyschools.net)

Brentwood will communicate events, academic and social-emotional strategies and other updates regularly with parents by teacher platforms such as DOJO, Remind, email and Blackboard as well as through our school website, Facebook page, ConnectEd phone, email and text messages, flyers, conferences and the monthly enewsletter in a timely manner with an opportunity to respond via survey and other convenient methods.

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

Brentwood's School Improvement Plan will be posted on the school website encouraging feedback. Feedback will be promptly shared will the LEA.

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

## Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](SafeSchoolsforAlex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**BRENTWOOD ELEMENTARY SCHOOL-0101 reported 0.4 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. Brentwood takes a proactive approach to discipline through PBIS efforts, teaching self-regulation skills, providing behavior support to both staff and students and working to effectively communicate with families. Grade level team members meet monthly for PBIS to discuss school-wide, grade-level and student specific data to problem solve. A behavior team consisting of behavior specialist, behavior teacher, home school liaison, guidance counselor, ESE liaison, SWST facilitator and administration meet monthly. A threat assessment team consisting of SRO, school psychologist, SWST facilitator, home school liaison, guidance counselor and administration also meets monthly to discuss and monitor high risk students.**

## 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.

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, PBIS action plan, budgeting, vision and mission and addressing school community issues.

Specific steps taken are:

Utilize two curriculum leader positions in the area of PBIS and Social Emotional Learning to focus on increasing recognition of both students and staff for meeting expectations. These individuals facilitate monthly PBIS meetings where each grade level and team is represented. PBIS action planning guides meetings as well as current behavior data.

Utilize the home school liaison position as a lead for Florida Center and Forty Carrot therapists. This team works collaboratively to focus on increasing understanding and implementation of best practice strategies to meet the needs of diverse learners. They also work to involve all stakeholders in the well-being and service

of students by offering workshops that focus on proactive strategies for parents and families as well as staff.

Brentwood provides Parent and Family Engagement materials and trainings. These are 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 and how to work with educators to improve the achievement of their children. We provide these items 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 and PTO meetings 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.

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

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, PBIS action plan, budgeting, vision and mission and addressing school community issues.

Parent and families are regularly invited to attend SAC and PTO meetings 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.

Staff are encouraged to contribute towards a positive culture and environment via surveys, staff meetings, leadership team meetings, shared decision making teams and PBIS teams. The PBIS team in particular has a focus on improving the culture and environment through positive behavior supports for staff, students, families and campus visitors.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | $366,851.00 |
|---|--------|---------------------------------------------|---|---|---|-------------|
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 5000 | 160-Other Support Personnel | 0101 - Brentwood Elementary School | Title, I Part A | | $79,844.00 |
| | | *Notes: Reading Recovery teacher will provide 1:1 instruction to at risk students in Reading.* | | | | |
| | 5000 | 160-Other Support Personnel | 0101 - Brentwood Elementary School | Title, I Part A | | $104,604.00 |
| | | *Notes: Resource Teacher will provide support for classroom teachers and provide small group instruction and intervention to support at risk students in ELA.* | | | | |
| | 5100 | 140-Substitute Teachers | 0101 - Brentwood Elementary School | Other | | $35,232.00 |
| | | *Notes: Personnel will support the resource teacher in providing support for at risk students in ELA* | | | | |
| | 5000 | 120-Classroom Teachers | 0101 - Brentwood Elementary School | Title, I Part A | | $55,583.00 |
| | | *Notes: Funding a classroom ELA teacher to avoid multi-grade class.* | | | | |
| | 5000 | 160-Other Support Personnel | 0101 - Brentwood Elementary School | Title, I Part A | | $7,648.00 |
| | | *Notes: Support to provide interventions with focus on student writing.* | | | | |
| | 5000 | 500-Materials and Supplies | 0101 - Brentwood Elementary School | Title, I Part A | | $19,401.00 |
| | | *Notes: License for IXL, Learning A-Z... supplemental materials for ELA instruction.* | | | | |
| | 5000 | 120-Classroom Teachers | 0101 - Brentwood Elementary School | Other | | $64,539.00 |
| | | *Notes: Jumpstart funds will be used to pay certified instructional staff to work with below level students in the area of reading and math in an after school program. Funds will also be used to secure substitute teachers for half day collaborative planning.* | | | | |
| **2** | **III.A.** | **Areas of Focus: Instructional Practice: Math** | | | | **$130,425.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 120-Classroom Teachers | 0101 - Brentwood Elementary School | Title, I Part A | | $130,425.00 |
| | | *Notes: Resource teacher will provide small group instruction and intervention to support at risk students in Math.* | | | | |
| **3** | **III.A.** | **Areas of Focus: Instructional Practice: Science** | | | | **$2,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 519-Technology-Related Supplies | 0101 - Brentwood Elementary School | Title, I Part A | | $2,000.00 |
| | | *Notes: purchased Mystery Science for grades K-5.* | | | | |
| **4** | **III.A.** | **Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports** | | | | **$80,339.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | 5000 | 160-Other Support Personnel | 0101 - Brentwood Elementary School | Title, I Part A | | $78,344.00 |
| | | *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.* | | | | |

| | 5000 | 500-Materials and Supplies | 0101 - Brentwood Elementary School | Title, I Part A | | $1,995.00 |
|---|---|---|---|---|---|---|
| | | | *Notes: Positivity Project for Social Emotional Learning* | | | |
| | | | | | **Total:** | **$579,615.00** |