Brentwood Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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 and encourages high quality instruction for all learners.

Provide the school's vision statement.

Prepare and Empower!
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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Spence, Jill	Instructional Coach	To assist teachers with issues relative to specific curricular area or level of instruction and provide the essential resources needed to better serve the targeted student groups and individuals
Mowery, Taylor	Behavior Specialist	To apply professional skills to work with staff and students to improve behavior and enable students to be successful in the school setting.
Santiago, Nicole	Instructional Coach	Serves as English Language Arts instructional facilitator for grades k-5. Coaches teachers, facilitates PLC collaboration meetings, provides professional development.
Tuttle, Erin	ELL Compliance Specialist	To ensure proper placement of English Language Learner students (ELLs) in accordance with the local, state, and federal guidelines as well as development of instructional routines for implementation by self and paraprofessionals under her direction.
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.
Martello, Tarra	Instructional Coach	Serves as math instructional facilitator for grades k-5. Coaches teachers, facilitates PLC collaboration meetings, provides professional development.
Fortner, William	Other	Exceptional Student Education (ESE) liaison is an integral part of the ESE team, supports staff and the Children at Risk in Education (CARE) team. He ensures the compliance of legal documentation in accordance with local, state, and federal guidelines, all ESE students' needs are being met, learning experiences is optimized and ESE services and accommodation are being provided. He provides support for instruction and collaboration through individual education plans and CARE meetings.
Wasil, Heather	Other	Exceptional Student Education (ESE) liaison is an integral part of the ESE team, supports staff and the Children at Risk in Education (CARE) team. She ensures the compliance of legal documentation in accordance with local, state, and federal guidelines, all ESE students' needs are being met, learning experiences is optimized and ESE services and accommodation are being

Name	Position Title	Job Duties and Responsibilities
		provided. She provides support for instruction and collaboration through individual education plans and CARE meetings.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement plan process involved the school leadership team. Data was reviewed and analyzed. Goals, systems and processes for improvement were identified and included in the plan. The plan will be shared with staff and committees upon their return to the 2023-2024 school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be reviewed at key intervals of assessment namely FAST and STAR by the leadership team, SAC, PTO and SDMT meetings. The plan will be revised based upon the data and resultant impact of research based strategies selected, implemented and monitored to ensure continuous improvement.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	47%
2022-23 Economically Disadvantaged (FRL) Rate	72%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)

	White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	8	20	21	15	17	9	0	0	0	90
One or more suspensions	0	2	0	4	3	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	0	9	21	0	0	0	30
Course failure in Math	0	0	12	3	5	12	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	9	18	7	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	0	3	10	10	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	2	0	6	20	13	0	0	0	41

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	0	1	4	10	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	28	14	23	19	30	0	0	0	123
One or more suspensions	1	2	3	9	3	8	0	0	0	26
Course failure in ELA	0	0	1	6	1	11	0	0	0	19
Course failure in Math	0	0	1	3	1	24	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	16	8	25	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	12	11	30	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	12	15	14	0	0	0	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	1	19	22	42	0	0	0	91

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	3	2	22	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	9	28	14	23	19	30	0	0	0	123
One or more suspensions	1	2	3	9	3	8	0	0	0	26
Course failure in ELA	0	0	1	6	1	11	0	0	0	19
Course failure in Math	0	0	1	3	1	24	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	16	8	25	0	0	0	49
Level 1 on statewide Math assessment	0	0	0	12	11	30	0	0	0	53
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	6	12	15	14	0	0	0	47

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	6	1	19	22	42	0	0	0	91

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	6	3	2	22	0	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	52	65	53	54	66	56	53		
ELA Learning Gains				57			40		
ELA Lowest 25th Percentile				52			48		
Math Achievement*	57	68	59	58	52	50	60		
Math Learning Gains				64			55		
Math Lowest 25th Percentile				58			61		
Science Achievement*	61	69	54	62	67	59	59		
Social Studies Achievement*					65	64			
Middle School Acceleration					51	52			
Graduation Rate					60	50			
College and Career Acceleration						80			
ELP Progress	76	68	59	68			79		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	473
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	2	
ELL	55			
AMI				
ASN				
BLK	35	Yes	2	
HSP	57			
MUL	76			
PAC				
WHT	57			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	1	
ELL	57			
AMI				
ASN				
BLK	38	Yes	1	
HSP	60			
MUL	73			
PAC				
WHT	62			
FRL	57			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	52			57			61					76
SWD	32			33			42				4	
ELL	47			56			61				5	76
AMI												
ASN												
BLK	41			38			31				4	
HSP	49			56			65				5	74
MUL	76			76							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	53			59			63				4	
FRL	48			52			55				5	72

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	54	57	52	58	64	58	62					68
SWD	27	46	50	32	48	47	24					
ELL	49	56	42	61	67		53					68
AMI												
ASN												
BLK	38	45	36	26	38	42						
HSP	50	54	50	55	69	73	55					75
MUL	68	75		78	69							
PAC												
WHT	57	58	62	62	66	60	69					
FRL	51	57	51	51	63	59	54					67

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	40	48	60	55	61	59					79
SWD	38	32	43	44	49	50	43					
ELL	47	41	64	67	64	82	42					79
AMI												
ASN												
BLK	26	27		18	29		8					
HSP	49	39	54	59	65	75	55					76
MUL	52			65								
PAC												
WHT	60	43		66	57	60	68					
FRL	48	34	39	57	55	56	55					75

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	61%	67%	-6%	54%	7%
04	2023 - Spring	58%	67%	-9%	58%	0%
03	2023 - Spring	45%	61%	-16%	50%	-5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	70%	-6%	59%	5%
04	2023 - Spring	73%	70%	3%	61%	12%
05	2023 - Spring	55%	66%	-11%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	67%	-5%	51%	11%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Brentwood's 3rd-5th grade ELA achievement remained steady at 54%. Brentwood's 3rd-5th Math achievement increased from 58% to 61%. In looking at individual grade level performance every grade increased performance from the prior year. 3rd grade reading increased by 2 points. 4th grade reading increased by 7 points. 5th grade reading increased by 2 points. 3rd grade math increased by 13 points. 4th grade math increased by 14 points. 5th grade math decreased by 10 points. Subgroup performance in ELA is as follows: SWD decreased by 2 points, ELL decreased by 8 points, BLK increased by 6 points, HSP decreased by 1 point, MUL increased by 10 points, WHT decreased by 1 point and FRL increased by 1 point. Subgroup performance in MATH is as follows: SWD increased by 1 point, ELL increased by 8 points, BLK increased by 13 points, HSP increased by 7 points, MUL remained steady at

78%, WHT increased by 1 point and FRL increased by 5 points.

The lowest performing group was SWD by only 25% proficient in ELA and 33% proficient in MATH. Two additional subgroups qualified for ESSA by scoring under 41%. BLK students were only 39% proficient in Math. ELL students were only 41% proficient in ELA.

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

The only decrease overall was our 5th grade math scores as they declined by 10 points. We believe the decline was a result of moving a highly effective teacher from the classroom to an instructional facilitator (coaching) position. A teacher who formally taught all subjects to an advanced work class, took on the responsibility of teaching all four sections of math to the entire grade level. This was a new role for her.

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.

3rd grade ELA was six points below the state average. 5th grade math was 4 points below the state average. We believe that the factors that contributed to this gap was staffing. We hired a 3rd grade reading teacher who left her position and she was replaced by a Title Intervention teacher. This meant that the intervention process and resources were significantly revamped. We also hired a 3rd grade resource teacher who took a leave of absence and eventually resigned. 3rd grade students were split among the remaining resource teachers. In addition, a third 3rd grade teacher went on medical leave for almost five months.

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

The math data component showed significant improvement. 3rd grade math increased 13 points beating the state average by 5 points. 4th grade math increased 12 points beating the state average by 8 points. We attribute this improvement to moving a highly effective math teacher to an instructional facilitator position whereby she supported all grade levels both students and teachers. She provided coaching and modeling which in turn increased student achievement.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

An area of concern is absenteeism of grades K-5. Approximately 15% of Brentwood students are chronically absent.

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

Increase math scores in grade 5 to match or exceed state average.
Increase math scores for BLK subgroup to meet or exceed 42%.
Increase reading and math scores for SWD subgroup to meet or exceed 42%.
Increase reading scores for ELL subgroup to meet or exceed 42%.
Increase 3rd grade ELA scores to match or exceed state average.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023, Black/African American students were identified as a low performing subgroup in Math as only 39 percent were proficient. This is however a 13% increase from the 26% the 2022 school year.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 2024, Black/African American students will increase proficiency in Math by a minimum of 3 percentage points as measured by state assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will use the F.A.S.T. progress monitoring assessments 1, 2 and 3. For grades K-1, we will identify which essential skills students did not grasp and intervene. For grades 2-5 we will use district interim assessments that will be given in Oct and March. Instructional technology math program Dreambox will provide student mastery and next steps for instruction/intervention. Data will be sorted and analyzed to target specific students and subgroups for interventions across each grade level.

Person responsible for monitoring outcome:

Tarra Martello (tarra.martello@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Using district Benchmark data, Numeracy Initiative Project data (GLOSS) we will identify next steps/ strategies appropriate for student placement. We will use Thinking Maps and Math Journals for students to process concepts and skills. We will use manipulatives to make abstract concepts more tangible. Identified students needing remediation will receive small group or 1:1 intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research based assessment show staff how students think about math and how they use mathematical problem solving. Students' counting skills are assessed through various sequences and recognition. Using hands on math manipulatives, students develop a tangible understanding of math concepts and skills they learn. Students are supported to first develop a concrete level of understanding for any mathematics concept or skill and they can use this foundation to later link their conceptual understanding to abstract mathematics learning activities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

CPT professional learning will focus on data analysis, progress monitoring and building common formative assessments as well as identifying effective strategies and implementing best mathematical practices.

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

By When: This will occur monthly during the 2023-2024 school year.

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 instruction from support teachers and instructional facilitator.

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

By When: This will occur during the 2023-2024 school year.

Parents will be invited to attend math information nights where they will be provided with strategies to support their student at home. Materials will also be given.

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

By When: This will occur quarterly during the 2023-2024 school year.

Math Instructional Facilitator will coach and support classroom teachers to ensure that best practices are utilized in the classroom related to math standards and using district IFG found in BlackBoard supporting approved
math series.

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

By When: This will occur throughout the 2023-2024 school year.

Professional Learning is a district priority that is fully adopted school-wide to focus on all staff focused on high levels of learning for all students. Staff are building a culture of learning among the school community. Our school-wide target is increasing student engagement through meaningful tasks.

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

By When: This will occur throughout the 2023-2024 school year.

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023, ELL students were identified as only 41 percent proficient in ELA. This is an eight point decrease from 2022 where 49 percent were proficient in ELA. There has been an increase in ELL student enrollment where students have no English and are in the pre-production stage.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 2024, ELL students will increase proficiency in ELA by a minimum of one percentage point as measured by state assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

We will use fall or spring i-Ready diagnostic, F.A.S.T./Star data to monitor the progress of each student. 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, and unit assessments.

Person responsible for monitoring outcome:

Erin Tuttle (erin.tuttle@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instruction in ELA will be determined by using the Striving Reader Decision Tree in conjunction with the District Progress Monitoring Guidance Document. For students requiring tier II and tier III interventions, staff will utilize the progress monitoring guidance document to identify screeners, interventions, and monitoring tools. Teachers will also be using additional resources such as Heggerty PA, Thinking Maps, Benchmark Advance, Flamingo Literacy Small Group lessons, LLI (leveled literacy intervention). These resources support the recommendations for phonemic awareness, phonics, fluency, vocabulary, and comprehension for literature and informational text.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

All of the resources and strategies have been vetted by our Curriculum Department in our district. These resources have been selected because they are evidenced-based and proven to be best practices in literacy.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

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

By When: This will occur monthly during the 2023-2024 school year.

Data from iReady, FSA, F.A.S.T./STAR and reading records will be analyzed. Teachers utilize the decision tree to further analyze students' reading 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 F.A.S.T./STAR, iReady diagnostic and progress monitoring) receive support from reading resource teachers in a small group setting. All other students who show a deficit (based on F.A.S.T./STAR, iReady diagnostic and progress monitoring) 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: Nicole Santiago (nicole.santiago@sarasotacountyschools.net)

By When: This will occur at key data collection points through the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

Reading Recovery teachers will support current and former students in small targeted instructional groups. Reading Recovery teachers will also support tier III in grades K-5 during school-wide intervention block.

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

By When: This will occur throughout the 2023-2024 school year.

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 B.E.S.T. 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: Nicole Santiago (nicole.santiago@sarasotacountyschools.net)

By When: This will occur quarterly during the 2023-2024 school year.

Professional Learning is a district priority that is fully adopted school-wide to focus on all staff focused on high levels of learning for all students. Staff are building a culture of learning among the school community. Our school-wide target is increasing student engagement through meaningful tasks.

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

By When: This will occur throughout the 2023-2024 school year.

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023, only 25 percent of SWD were proficient in ELA and only 33 percent of SWD were proficient in Math. In ELA, this was a two point decrease from 2022. In Math, this was a one point increase from 2022.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 2024, SWD will have a minimum 4 point increase in ELA when less than 41% are proficient as measured by state assessments.

By 2024, SWD will have a minimum 4 point increase in Math when less than 41% are proficient as measured by state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

In ELA, we will use fall or spring i-Ready diagnostic, F.A.S.T./Star data to monitor the progress of each student. Data will be sorted and analyzed to target specific students for intervention. We will also utilize school and district progress monitoring data to include phonics, phonemic awareness, fluency, reading records, and interim
assessments.

In Math, we will use the F.A.S.T. progress monitoring assessments 1, 2 and 3. For grades K-1, we will identify which essential skills students did not grasp and intervene. For grades 2-5 we will use district interim assessments. Instructional technology math program Dreambox will provide student mastery and next steps for instruction/intervention. Data will be sorted and analyzed to target specific students and subgroups for interventions across each grade level.

Person responsible for monitoring outcome:

Holly Brody (holly.brody@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instruction in ELA will be determined by using the Striving Reader Decision Tree in conjunction with the District Progress Monitoring Guidance Document. Staff will utilize the progress monitoring guidance document to identify screeners, interventions, and monitoring tools. Teachers will also be using additional resources such as Heggerty PA, Thinking Maps, Benchmark Advance, Flamingo Literacy Small Group lessons, LLI (leveled
literacy intervention). These resources support the recommendations for phonemic awareness, phonics, fluency, vocabulary, and comprehension for literature and informational text.

In Math, using district Benchmark data, GloSS (Global Strategy Stage Assessment) and JAM (numeracy initiative), we will identify next steps/strategies appropriate for student placement. We will use Thinking Maps and Math Journals for students to process concepts and skills. We will use manipulatives to make abstract concepts more tangible. Identified students needing remediation will receive small group or 1:1 intervention.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In ELA, all of the resources and strategies have been vetted by our Curriculum Department in our district. These resources have been selected because they are evidenced-based and proven to be best practices in literacy.

In Math, research based assessment show staff how students think about math and how they use mathematical problem solving. Students' counting skills are assessed through various sequences and recognition. Using hands on math manipulatives, students develop a tangible understanding of math concepts and skills they learn. Students are supported to first develop a concrete level of understanding for any mathematics concept or skill and they can use this foundation to later link their conceptual understanding to abstract mathematics learning activities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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.

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

By When: This will occur throughout the 2023-2024 school year.

Data from iReady, FSA, F.A.S.T./STAR and reading 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. Resource teachers are providing additional support in small group setting.
Select students are chosen for Reading Recovery and Literacy Lessons and receive support through that program.

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

By When: This will occur throughout the 2023-2024 school year.

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

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

By When: This will occur throughout the 2023-2024 school year.

Reading Recovery teachers will support current and former students in small targeted instructional groups. Reading Recovery and Literacy Lesson teachers will also support tier III in grades K-5 during school-wide intervention block.

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

By When: This will occur throughout the 2023-2024 school year.

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 B.E.S.T. 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: Nicole Santiago (nicole.santiago@sarasotacountyschools.net)

By When: This will occur quarterly throughout the 2023-2024 school year.

Professional Learning is a district priority that is fully adopted school-wide to focus on all staff focused on high levels of learning for all students. Staff are building a culture of learning among the school community. Our school-wide target is increasing student engagement through meaningful tasks.

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

By When: This will occur throughout the 2023-2024 school year.

CPT professional learning will focus on data analysis, progress monitoring and building common formative assessments as well as identifying effective strategies and implementing best mathematical practices.

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

By When: This will occur monthly throughout the 2023-2024 school year.

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 instruction from support teachers and instructional facilitator.

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

By When: This will occur throughout the 2023-2024 school year.

Parents will be invited to attend math information nights where they will be provided with strategies to support their student at home. Materials will also be given.

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

By When: This will occur quarterly during the 2023-2024 school year.

Math Instructional Facilitator will coach and support classroom teachers to ensure that best practices are utilized in the classroom related to math standards and using district IFG found in BlackBoard supporting approved
math series.

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

By When: This will occur throughout the 2023-2024 school year.

ESE Resource Teachers will be provided with collaborative planning time to focus on the needs of SWD students as it relates to Math.

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

By When: This will occur weekly during the 2023-2024 school year.

ESE Team collaboration to self-assess utilizing the Best Practices for Inclusive Education (BPIE). The process allows the team to identify and prioritize areas of need for inclusive practices that enable all students with disabilities to achieve their highest potential.

Person Responsible: William Fortner (william.fortner@sarasotacountyschools.net)

By When: By November 2023.

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2023-2024, students at Brentwood elementary in grades K-5 will participate in student-led parent teacher conferences. According to educational researcher John Hattie, the effect size of self reported grades is 1.33 which is .93 higher than the average effect size considered for student growth.

In 2023-2024, Brentwood families will be invited to attend multiple Parent/Family engagement nights which focus on Florida's BEST Standards. Families will be taught skills, strategies and provided materials to teach their child at home to supplement their learning at school.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By 2024, student performance will increase by a minimum of four percentage points in both reading and math for grades K-5 as measured by state assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student performance will be progress monitored by state and district progress monitoring tools such as FAST, STAR, iReady and additional measures such a benchmark assessments, unit assessments and reading records.

Person responsible for monitoring outcome:

Jill Spence (jill.spence@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Students will track their progress against grade level expectations in reading, writing, math with the guidance of their teacher at key assessment times. Twice a year, parents will be invited to school to attend a student-led parent teacher conference. This process empowers students to know where they are performing currently as well as to provide personalized, direction for their learning goals.

Families will be invited to attend multiple Parent/Family Engagement nights which focus on Florida's Best Standards in core content areas. Families will be taught skills, provided strategies and materials to use at home to teach their child.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Student-led conferencing engages students in personalized goal setting while parents have the opportunity to see their own student be accountable for their learning. Students will see their individual performance as it relates to district, state and national performance standards.

Parent involvement is critical to a child's academic success. Through Parent/Family Engagement nights, families will receive research-based strategies to work with their students at home on Florida's BEST Standards in core content areas.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

| **Action Steps to Implement** |
| List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step. |

Schedule student-led conferencing days on the master school calendar.

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

By When: By September 14, 2023.

Develop professional learning for teachers to understand the process and concepts of student-led conferences and deliver in the first semester.

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

By When: By September 14, 2023.

Create required documentation and requisite reporting systems for student-led conferences.

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

By When: By September 14, 2023

Schedule Parent/Family Engagement Nights for each grade level PreK-5.

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

By When: Throughout the 2023-2024 school year.

Collaborate as grade level teams in the development and delivery of Parent/Family Engagement nights.

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

By When: Throughout the 2023-2024 school year.

Collaborate with school Bookkeeper to order required supplies for Parent/Family Engagement nights.

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

By When: Throughout the 2023-2024 school year.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations will be presented to the following committees: SDMT (Shared Decision Making Team), SAC (School Advisory Council), PTO (Parent Teacher Organization) and the school leadership team. The above named committees will reach consensus on, and approve funding allocations to ensure resources are allocated based on needs.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The SIP is available both on the school and district websites. A SIP "short sheet" will be posted on the school's website, sent home to all parents in email format through the district's community engagement platform. The short sheet will be shared at the Annual Title I Parent meetings as well as SAC and PTO meetings. Copies will be made available at parent conferences and will be available in the front office.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Prepare and Empower. That is the Brentwood Mission, to prepare and empower our students. The Brentwood Literacy Leadership team was developed to identify and develop meaningful tasks and rigorous instruction to support student engagement. Goals addressing current academic performance have been written for staff, students, and parents. Staff are tasked with knowing and sharing current individual academic performance levels with their students. Parents are encouraged to actively participate in their child's progress through information provided through the parent portal and to know and understand the current levels of performance of their child. Parents are asked to attend and participate in student led conferences and parent information nights. Through these conferences, students will be ale to identify their current levels of performance as well as grade level expectations. Student progress will be shared by the student at the conference. Staff will provide parents with "at-home" strategies for parents to implement to support their child's growth and progress.
Through the use of Title I dollars, the staff will provide grade level family nights. Parent information nights will focus on literacy and Mathematics skills and strategies addressed the BEST standards. The goal is to empower parents to feel confident in supporting their child's academic progress in the home environment. We want help parents develop skills, patterns and habits at home that will support their child's learning in all academic areas. Family nights will provide parents the opportunity to learn, practice, and implement new skills to enrich their home environment both in mathematics and literacy.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Based on ESSA data we plan to address the following areas:
Increase math scores in grade 5 to match or exceed state average.
Increase math scores for BLK subgroup to meet or exceed 42%.
Increase reading and math scores for SWD subgroup to meet or exceed 42%.
Increase reading scores for ELL subgroup to meet or exceed 42%.

Brentwood's plan to strengthen our academic program to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum is utilize staff grade level collaboration for the purpose of determining what students are expected to know and be able to do, define what that proficiency looks like, determine how to accurately measure proficiency and reveal the most effective teaching and learning strategies using progress monitoring data.

Brentwood will utilize instructional facilitator positions with academic focus in ELA and Math. The facilitators will support classroom teachers by modeling, coaching and collaborative planning.

Brentwood will utilize the Administrative Support Team, Team Leaders, Threat Assessment Team, Literacy Leadership Team and SWST/CARE Teams to monitor progress towards the school-wide target of creating meaningful learning tasks that engage students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Brentwood's Home School Liaison, Social Worker and Counselor work collaboratively with district staff, community agencies and foundations to ensure students needs are met as it relates to local services, resources and programs. The district's Food and Nutrition department works collaboratively with the school to support students and their families with various meal programs. Brentwood serves as a pick-up site for All Faiths Food Bank ensuring families have additional access to nutrition.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Brentwood has a Home - School Liaison that is funded by Title I dollars. The goal of this position is to provide for a 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. Brentwood utilizes 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. The school also employs a school counselor to provide guidance for our students.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Brentwood elected to offer Technology on our specials wheel to prepare our students with the skills needed to be able to access instructional and educational tools for their transition to middle school where they will be participating in tech active classrooms.

Fifth grade Brentwood students are instructed and tested for CAPE Digital Tool Certification. The assessment is for CTE (Career Technical Education). This affords our students a head start on the required credits for the program.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Brentwood actively participates in PBIS. Brentwood hosts monthly committee meetings co-chaired by our Behavior Specialists. Every grade level and administration is represented on this team, allowing for

school-wide input and communication. The tiers of support are as follows:

Tier 1: School-wide expectations, CHAMPS, Starbucks, Starbucks Store, Monthly grade-level PBIS recognition events, attendance incentives, Mindset Deescalation Techniques

Tier 2: SWST and grade level team collaboration to identify interventions for students requiring additional support. Support may include check-in/check-out, behavior feedback tools, increased parent communication, self-reporting, etc.

Tier 3: SWST team collaboration to review student's response to intervention and to engage in the problem solving cycle. Additional supports may include check-in/check-out, behavior feedback tools, increased parent communication, self-reporting, functional behavior assessments and behavior intervention plans. Data will be reviewed at agreed upon times to evaluate effectiveness of plans.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Sarasota County School district has been engaged in developing the districtwide professional learning community (PLC) model. During our collaborative planning times, our staff can share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential. The PLC model allows our staff the opportunity to improve their teaching as well as learning. Staff dig deep into data and share best practices that improve student achievement. Teams share student progress and collaborate to improve or enrich both teaching and achievement. Through the PLC process our staff have developed a stronger professional bond and relationship across the campus. Learning from others has allowed our staff to enhance their teaching by understanding the connections between identifying the essential standards, creating common formative assessments, and reviewing resultant data to determine strategies that promoted achievement and those that did not. Enrichment and intervention are becoming better based on student need and skill focused.
Our focus is and remains on student learning. At Brentwood we provided professional development through Solution Tree's Global PD program. All instructional staff completed the "Learning by Doing" course. This summer, staff completed a course on "Common Formative Assessment." This year we will continue our work and learn about "Essential Standards."

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Brentwood's Summer Learning Academy prepares our incoming kindergarten students to enter the kindergarten classroom. SLA is a free, six-week program for Brentwood students entering kindergarten. The goal is to help students and families prepare for kindergarten by ensuring students are given opportunities to develop those skills needed to enter Kindergarten. Transition to kindergarten is easier when students are provided with opportunities to promote fine and gross motor skills, literacy skills, math skills, and social skills with developmentally appropriate activities. The Summer Learning Academy promotes confidence, curiosity, self-control, communication, relationship building, cooperation and so many more. Parent University focused on providing families with skills, strategies and materials to teach their children at home.

In addition, Brentwood offers two Early Learning classrooms that are staffed by highly qualified teachers and a paraprofessional to assist students in Kindergarten readiness. Early Learning PreK students and their families have access to a public school campus prior to entering Kindergarten. They are invited to attend school events such as Parent/Family Engagement nights which focus on providing families with the skills, strategies and resources to teach their students at home using Florida's BEST Standards.

Brentwood also has four varying exceptionality PreK classrooms which meet the needs of PreK students aged 3-5 with disabilities. Students have access to therapies such as Speech, Language, Occupational and Physical Therapy. They work with highly qualified teachers and paraprofessionals on their individualized education plans.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				$371,252.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000 Instructional		0101 - Brentwood Elementary School	Title, I Part A		$4,961.00
			Notes: Staff will plan and implement PFE Literacy and Math evenings with grade level parents. Training may include fluency, read alouds, read togethers, Math fluency, Math skill development...			
	5100 Basic	140 Substitute teachers	0101 - Brentwood Elementary School	Other		$45,420.00
			Notes: monthly team collaborative planning days to review data, design and implement interventions			
	5000 Instructional	160 Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		$149,118.00
			Notes: Math Instructional Facilitator will coach and support math teachers k-5			
	5000 Instructional	160 Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		$93,267.00
			Notes: ELA Instructional Facilitator will coach and support ELA teachers k-5			
	5000 Instructional	120 Classroom Teacher	0101 - Brentwood Elementary School	Title, I Part A		$78,486.00
			Notes: Extra classroom teacher to lower class size and avoid split grade classroom.			
2	III.B.	Area of Focus: ESSA Subgroup: English Language Learners				$54,365.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000 Instructional	160 Other Support Personnel	0101 - Brentwood Elementary School	Other		$54,365.00
			Notes: Intervention support contracted staff			
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities				$13,085.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000 Instructional	160 Other Support Personnel	0101 - Brentwood Elementary School	Title, I Part A		$13,085.00

			Notes: ESE Liaisons and Behavior teacher Extra Duty to collaborate with administration and prepare for school year. Evaluation of current ESE student data and collaborate to establish best practices for achievement.			
4	**III.B.**	**Area of Focus: Positive Culture and Environment: Other**				**$95,579.00**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5000 Instructional	160 other support	0101 - Brentwood Elementary School	Title, I Part A		$90,618.00
			Notes: 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.			
	5000 Instructional	160 Other support	0101 - Brentwood Elementary School	Title, I Part A		$4,961.00
			Notes: Parent Engagement family nights			
					Total:	**$534,281.00**

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No